

# A Study on Differences in Well-Being and Moral Values Among Adolescents of Government and Private Schools

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**Abstract**— Adolescence is a critical developmental stage marked by significant emotional, social, and moral growth. Educational institutions play an important role in supporting students' psychological well-being and value formation during this period. The present study examines differences in well-being and moral values among adolescents studying in government and private high schools.

Well-being was assessed using the EPOCH Well-Being Scale, which measures Engagement, Perseverance, Optimism, Connectedness, and Happiness. Moral values were measured using the Moral Values Scale (MVS) developed by Alpana Sen Gupta and Arun Kumar Singh. A total sample of 60 adolescents aged 13–15 years was selected, comprising 30 students from a government school and 30 students from a private school.

Mean scores, standard deviations, t-tests, and Pearson correlation were used for data analysis. The findings indicate no statistically significant differences between government and private school students in terms of overall well-being and moral values. The results suggest that both types of schools provide comparable support for adolescents' psychological and moral development. Educational implications and recommendations for future research are discussed.

**Keywords**—Well being, Moral Values, Private schools, Government schools, Happiness.

## I. INTRODUCTION

In recent years, increasing attention has been given to the psychological well-being and moral development of adolescents. Well-being during adolescence influences emotional stability, academic performance, social relationships, and long-term mental health. Similarly, moral values guide behaviour, decision-making, and social responsibility, contributing to the holistic development of young individuals.

Schools serve as powerful social institutions where adolescents spend a substantial portion of their time. Beyond academic instruction, schools contribute to the formation of moral understanding, emotional resilience, and interpersonal skills. Differences in school environments, teaching approaches, and parental expectations may influence students' well-being and values, making it important to examine variations across school types.

This study focuses on comparing adolescents from government and private schools, as these institutions often differ in resources, disciplinary practices, and learning environments. Understanding whether these differences affect students' well-being and moral values may help educators and policymakers design more effective educational practices.

### 1.1 Well-Being (EPOCH) Scale

The EPOCH Well-Being Scale is designed to assess positive psychological characteristics in adolescents. Rather than focusing on mental health problems, this approach emphasizes strengths that support healthy functioning and future adjustment. The scale measures five dimensions:

1. Engagement – the ability to remain interested and absorbed in activities.
2. Perseverance – the tendency to persist in tasks despite challenges.
3. Optimism – positive expectations about the future.
4. Connectedness – feelings of belonging and supportive relationships.
5. Happiness – a general sense of life satisfaction and positive mood.

Together, these dimensions provide a holistic understanding of adolescent well-being.

### 1.2 Moral Values

Moral values refer to principles that guide individuals in distinguishing right from wrong and shaping socially acceptable behaviour. Values such as honesty, responsibility, compassion, respect, and self-discipline help individuals function effectively within society. Moral development during adolescence is particularly important, as young people begin to form independent judgments and internalize ethical standards.

The Moral Values Scale (MVS) assesses students' value orientation across behaviours reflecting ethical awareness, social responsibility, and fairness. Higher scores on the scale represent stronger moral orientation

### 1.3 Need for the Study

Reports of increasing behavioural problems among adolescents highlight the need to strengthen well-being and moral education. Previous research suggests that emotional regulation and moral reasoning are closely linked to behavioural outcomes. Investigating the levels of well-being and moral values among adolescents in different school settings can help identify strengths and gaps in educational practices.

## II. REVIEW OF LITERATURE

Research in positive psychology emphasizes that well-being involves more than the absence of distress; it includes positive emotions, purposeful engagement, and meaningful social relationships. Studies on adolescents have shown that engagement, optimism, and perseverance are associated with better academic performance and healthier adjustment in adulthood.

Moral development literature highlights the role of family, school, and society in shaping ethical understanding. Schools that promote cooperation, respect, and responsibility contribute positively to students' moral growth. Previous studies comparing different school systems have reported mixed results, suggesting the need for further empirical investigation within specific cultural contexts.

The present study builds on existing literature by examining both well-being and moral values simultaneously among government and private school adolescents.

## III. METHODOLOGY

### 3.1 Aim

To study the levels of well-being and moral values among adolescent students of government and private schools.

### 3.2 Objectives

- To assess the level of well-being among government and private school students.
- To assess the level of moral values among government and private school students.
- To compare well-being and moral values between the two groups.

### 3.3 Hypotheses

1. There will be a significant difference in well-being between government and private school students.
2. There will be a significant difference in moral values between government and private school students.

### 3.4 Sample

The sample consisted of 60 adolescents aged 13–15 years. Thirty students were selected from a government school and thirty from a private school using random sampling techniques.

### 3.5 Tools Used

1. EPOCH Well-Being Scale – developed by Margaret L. Kern (20 items).
2. Moral Values Scale (MVS) – developed by Alpana Sen Gupta and Arun Kumar Singh (36 items).

### 3.6 Procedure

Permission was obtained from school authorities, parents, and students prior to data collection. Participants were informed about the purpose of the study and assured confidentiality. The questionnaires were administered in a classroom setting following standardized instructions.

### 3.7 Scoring

- Well-Being Scale: Each item was scored on a five-point scale, with higher scores indicating greater well-being.
- Moral Values Scale: Responses were scored as per the manual, with higher scores reflecting stronger moral values.

3.8 Statistical Analysis

Mean, standard deviation, t-test, and Pearson correlation were used to analyze the data.

IV. RESULTS

Table: 1 Shows Mean, Standard Deviation, T-test of Government school children

	Well-Being(EPOCH) of Government School	Well-Being(EPOCH) of Private School
Mean	74	74
SD	8.4	9.4
t-test	0.67	

From Table: 1 Mean and SD Value for Moral V of Government school children is found to be M=74, and SD=8.4 respectively and the mean SD for Well-Being (EPOCH) of Private school children is found to be M=74, SD=9.4 respectively. The T test value is found to be 0.67, with degree of freedom =58 and t value from table =1.99 at 0.05 level, which was found to be less than the t-test value. Therefore, the no significant difference between social support and parental stress of regular and special needs children.

Table 2: Shows the Mean, Standard Deviation, and T- test of Moral Values for Government and Private school children:

	Moral Values of Government School	Moral Values of Private School
Mean	27	28
SD	3.8	3.3
t-test	1.46	

From Table 2 the mean and SD value for Moral Values of Government school children is found to be M=27. SD=3.8, respectively and the mean and SD value for Moral Values of Private school children is found to M=28, SD=3.3 respectively. The T-test value for social support of regular and special needs children is found to be t= 1.46 with degree of freedom = 58 and t values from table=2.00 at level, which was found to be less than the t-test value. Therefore, there is no significant difference between Moral Values of Government school children and Private school children.

Table 03 Shows the Pearson correlation of Well-Being (EPOCH) and Moral Values for relationship Government school and Private School children.

R(Pearson relation)	Well-Being (EPOCH) of Government school and Private School children	Moral Values of Government school and Private School children
Government school	0.057255 NS	
Private School	0.217691 NS	
P Value	0.361	

• NS Indicates No significant relationship  
From Table 3, The Pearson correlation value Of Well-Being and Morals values is found to be 0.0572 with degree of freedom 58 and p value=0.361 at a 0.05 level which is found to be less than the correlation value, this indicate there is no significant relation between Well-Being and Moral Values of Government school children.

The Pearson correlation value of Well-Being and Moral Values found to be 0.217691 with degree of freedom =58 and p value =0.361 at a 0.05 level which is found to be less than the correlation value, indicates there is no significant relationship between Government school and Private school children.

Analysis of the data showed that the mean differences in well-being between government and private school students were not statistically significant. Similarly, no significant difference was found in moral values between the two groups.

Correlation analysis revealed a weak and non-significant relationship between well-being and moral values among both government and private school students.

V. DISCUSSION

The findings suggest that adolescents from government and private schools demonstrate comparable levels of well-being and moral values. This indicates that both educational settings may provide similar support for students' emotional and

moral development. The absence of significant differences highlights the role of broader social and familial influences beyond school type.

#### VI. EDUCATIONAL IMPLICATIONS

Schools should continue to promote activities that enhance emotional resilience, peer connectedness, and ethical understanding. Integrating value-based education with well-being programs may further support adolescents' holistic development.

#### VII. LIMITATIONS

- The sample size was limited to two schools.
- The findings may not be generalizable to all regions or educational contexts.
- Self-report measures may be influenced by social desirability.

#### VIII. SUGGESTIONS FOR FUTURE RESEARCH

Future studies may include larger and more diverse samples, longitudinal designs, and qualitative methods to gain deeper insight into adolescents' well-being and moral development.

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