



Status Of Government And Private Secondary School Students In Relation To Social And Mental Development In Distt Mandi ,Himachal Pradesh

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ABSTRACT

The present study was conducted to government and private secondary school students in relation to Social and Mental Development. Descriptive survey method was used in the present study. A sample of 200 government and private senior secondary school students was selected from Himachal Pradesh District of Mandi. self-made Questioner was used for the present study. Findings revealed that emotional intelligence among the students of private is higher than government school students. After compare we found that social development among the students of private is higher than government school students. The study found that the relationship between Mental and social Development among the students of private is higher than government students. Some suggestions have been made to improve positive attitude of students towards above mention psychology factor will provide lot of opportunities to improve the quality of education at all level

INTRODUCTION

Social and mental development, also known as socio-emotional development, encompasses the growth of a child's capacity to understand, experience, express, and manage emotions, as well as build meaningful relationships. It involves forming positive relationships, understanding and regulating emotions, and exploring the environment. This development is influenced by social interactions, biological maturation, and the child's own representations of the social world and self. The quality of any educational institution depends mainly on the professional competence and emotional stability of teachers and students. Emotional stability of teachers affects that of pupils. Unhappy, frustrated, dissatisfied teachers cannot help their pupils to become happy, well-adjusted young people. Emotionally stable teachers are able to find out their own short comings and try to remove them so that the students may be saved from the adverse influence of their unbalanced personality. Mental and social Development is a new concept which needs to be researched in school settings. It refers to social awareness

and Mental skills which enable one to balance emotions and reason to maximize long-term happiness. It is the ability to understand emotions and their causes as well as the capability of effectively regulating these emotions in oneself & others.

Key aspects of social and mental development:

- **Forming positive relationships:**

This includes developing social skills like communication, empathy, and conflict resolution, which are crucial for building and maintaining healthy relationships with peers and adults.

- **Understanding and regulating emotions:**

This involves recognizing and labeling emotions in oneself and others, and developing healthy coping mechanisms for managing both positive and negative emotions.

- **Exploring the environment:**

This includes developing a sense of curiosity, initiative, and independence as children interact with their surroundings and learn through play and exploration.

- **Influence of social interactions:**

Vygotsky's sociocultural theory highlights the importance of social interactions in cognitive development, emphasizing that learning is a social process facilitated by more knowledgeable individuals (parents, teachers, peers).

- **Impact of early experiences:**

Early childhood experiences, particularly those with parents and caregivers, significantly shape social and emotional development. Positive interactions, modeling of social-emotional skills, and encouragement can foster healthy development.

- **Potential for developmental delays:**

Children with underdeveloped social-emotional skills may struggle with forming relationships, understanding social cues, and managing emotions, potentially leading to social isolation.

In essence, social and mental development is a complex process that shapes a child's ability to navigate the social world, build meaningful relationships, and manage their emotions effectively.

David Wechsler (1950) David Wechsler defined “ Social intelligence is just general intelligence, applied to social situations.” In this view abstract or general intelligence enters into social intelligence. The old concept of social intelligence may be different form general intelligence. The old view saw social intelligence as the application of general intelligence of social situations- a largely cognitive aptitude. But when ordinary people were asked to list what make a person intelligence, social competence emerged as prominent natural category. But psychologists emphasis were on verbal and problem solving skills but new concept of social intelligence defines it interpersonal talent. Social intelligence is the key element which make people succeed in life. Social intelligence is the capacity of the individual to interact effectively, with his environment. Social intelligence is most similar to emotional intelligence in individual's cognitions are stressed in the current social environment.

Social Development is broader than social intelligence, including not only reasoning about the emotions in social relationships, but also reasoning about internal emotions that are important for person (as opposed to social) growth. On the other hand, Mental Development is more focused than social intelligence in that it pertains primarily to the emotional (but not necessarily verbal) problems embedded in personal and social problems.

Together with cognitive intelligence, emotional and social intelligence form important components of general intelligence. One of the major differences between the two is that former is related primarily to higher order mental processes like reasoning, while the latter focuses more on perceiving, immediate processing and applying emotional and social context, information and knowledge. It has been also suggested that another fundamental difference between the two may be that cognitive intelligence is strategic in nature, while emotional and social intelligence is more limbically tactical for immediate behavior suited more for survival and adaptation.

OPERATIONAL DEFINITION:

SOCIAL Development: - Social Development is the capacity of a man to understand the feelings and emotions of other and react according to the circumstances. It enables them to express their view points strongly and make others agree upon it.

Mental Development:- Mental Development is the ability to monitor ones and other people are emotional. To discriminate between different emotional and label them appropriately and to use emotional information to guide thinking and behavior.

OBJECTIVES OF THE STUDY:

1. To study the social development of government and private secondary school students.
2. To study the Mental Development of government and private secondary school students.
3. To study social and Mental Development of secondary school student in relation to type[govt. and private] of schools.

HYPOTHESIS OF THE STUDY:

1. There will be no significant difference between government and private secondary school students in social Development .
2. There will be no significant difference between government and private secondary school students in Mental Development .
3. There will be no significant difference between government and private secondary school students in social and Mental Development .

SAMPLE:

The sample of 200 students was taken on the basis of random sampling from Mandi district, out of 200 students, 100 students government and 100 students private secondary school were taken for this study.

METHODOLOGY:

Descriptive method was used.

TOOLS: Self-made .

STATISTIC TECHNIQUES:

Data was analyzed by using statistic techniques like mean, S.D, t- test.

Analysis and Interpretation:

To compare the Mental level of government and private secondary school students.

Mental Development					
	Means	S.D	t-test	Level of significance	Remarks
Govt. schools	50.3	5.04	0.027	0.05	Not significant
Private schools	52.5	4.68			

Figure: 1.1

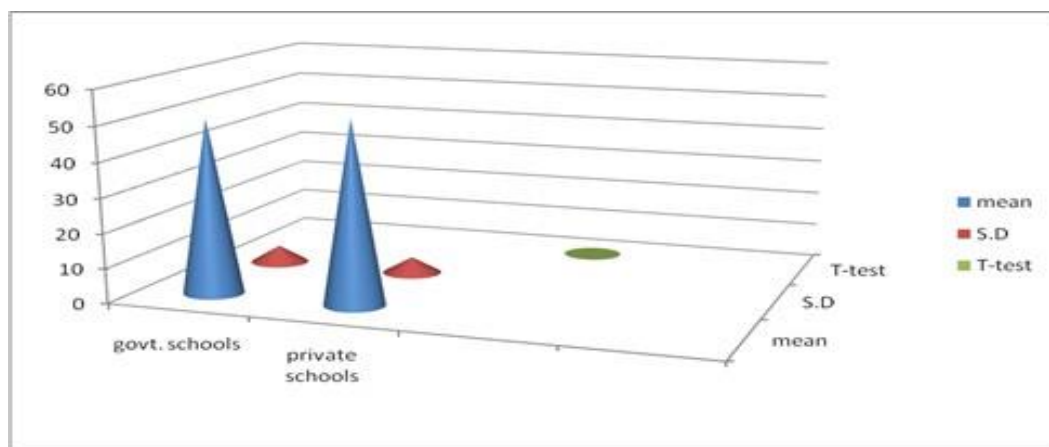


Figure 1.1 shows, mean of Mental Development between the students of govt. and private secondary school students are 50.3 and 52.5. After compare we found that the mental development among the students of private is higher than government. The standard deviation of Mental Development between the students of govt. is 5.04 and private is 4.68.. After compare, the t value is 0.027. This shows that there is no significant difference between the Mental Development of students of govt. and private secondary school students.

To compare the Social Development of Government and Private secondary school students.

Social Development					
	Mean	S.D	t-test	Level of significance	remarks
Govt.	83.4	89.8	0.0003	0.05	Not significant
Private	84.9	9.59			

Figure 1.2

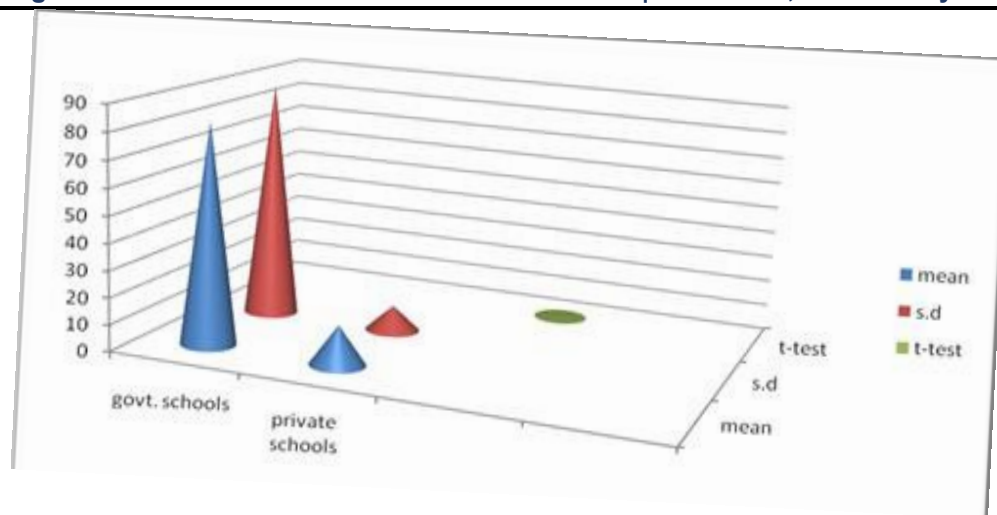


Figure 1.2 shows, mean of social development between the students of govt. and private secondary school students are 83.4 and 84.9. After compare we found that the social development among the students of private is higher than govt. The standard deviation of social development between the students of govt. is 89.8 and private is 9.59. After compare, the t value is 0.0003. This shows that there is no significant difference between the social development of students of govt. and private secondary school students.

To compare social and Mental Development of secondary school student in relation to type [govt. and private] of schools.

social and Mental Development					
	Mean	S.D	t-test	Level of significant	Remarks
Govt. schools	133.8	20.004	0.028	0.05	Not significant
Private schools	142.5	14.28			

Figure 1.3

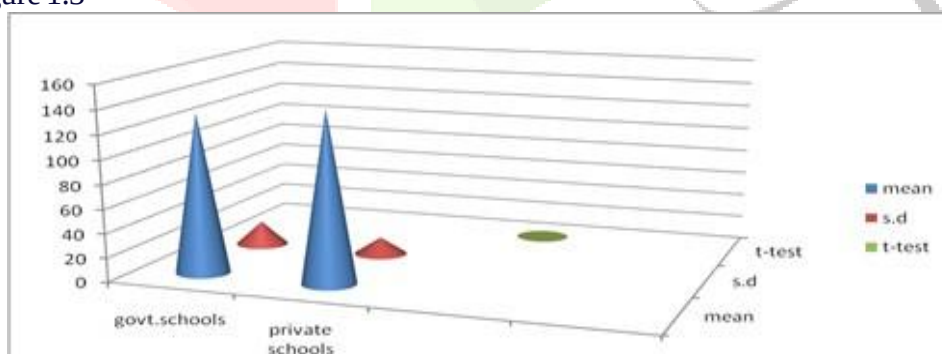


Figure 1.3 shows, mean of social and Mental Development between the students of govt. and private secondary school students are 133.8 and 142.5. After compare we found that the social and Mental Development among the students of private is higher than govt. The standard deviation of social development between the students of govt. is 20.004 and private is 14.28. After compare, the t value is .028. This shows that there is no significant difference between the social and Mental Development of students of govt. and private secondary school students.

DISCUSSION OF THE RESULT: -

The findings of the present study reveal that there is no significant difference between the mental development of students of government and private secondary school students. It also revealed that there is no significant difference between the social development of students of government and private secondary school students. Also there is no significant difference between the social and Mental Development of students of government and private secondary school students. The study revealed that private secondary school students are having more social and Mental Development than government secondary school students. A significant number of private students support with the principle related to social and Mental Development through family environment and school environment. Findings of the present study also revealed that there is a significant relationship between social and Mental Development of students of government and private secondary school students. The social and Mental Development of private school students were found more favorable than government school students. This may be that the students who join the government secondary schools are from lower socio-development status leading to have lowered social and Mental Development background. The government school students may not find it convenient to control over their mental development. On the other hand students of private secondary schools where majority of students come from higher social and Mental Development background. There should be started programme and activities related to groom students personality with the help of development of psychology factors through seminars, workshop, modules etc.

CONCLUSION

Positive attitude of students towards above mention psychology factor will provide lot of opportunities to improve the quality of education at all level. But the psychology aspects of students may remain as a stumbling block in implementation. The reason for this mindset may be many. Relevant programmes need to be taken up simultaneously by the government in modification of the students especially from government schools to develop a positive environment related psychology factors. This study is truly and sincerely followed and has tremendous impact on education especially for senior secondary school's students. These findings can be applicable at several stages. At this study is confined to adolescent, it can help in all round development of the child.

Education Implications

No research can be said to be complete in itself especially in behavioral science. The present study has adequately dealt with social and Mental Development of adolescents. The findings of study are likely to prove of immense, psychologists and others who are concerned with sphere of education. The present study also helps parents as well as teachers to manipulate and modify the environment to foster consequent psychological development in children.

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