The Impact of Counselling on Emotional Well-being of School Students

Anjali Shokeen and Priyanka Tyagi*

University of Education, Guru Gobind Singh Indraprastha University, New Delhi, India

*Corresponding author: pri2tyagi@gmail.com

ABSTRACT

Psychological well-being is a major milestone in the developmental process of Adolescence. The ability to adapt to the changing environment and develop a sense of mastery is an important element of the emotional and psychological framework of an individual. One should be able to understand, control, modify, and manipulate various personal and environmental events for own benefit. This study attempts to prove the relationship between counseling and a sense of environmental mastery among school-going students. A range of studies across age, gender, and mental issues was studied for literature review. The sample of 300 students of class 10th was selected by the random sampling method. For data collection, a self-developed questionnaire on emotional well-being was developed on the theoretical ground of Ryff's scale on psychological well-being. Paired t-test was used to find the impact of Counselling on the environmental mastery aspect of students' well-being and results showed that there is a significant role of counseling at $p > 0.5$ level of significance. Therefore, this could be concluded that a school that provides Counseling, and an overall good environment, nurture children to be resilient to adversities and have better environmental mastery.

Keywords: Well-being, Sense of Mastery, Environmental Mastery

Personal Growth is enriched by experiences and exposures the individual gets during the process of development. Developing skills and abilities to get adjusted to the immediate environment is something that ensures the growth of any individual. When people realize the importance of individuality and real-life experiences, only then they can develop the ability to face the world. These individuals constantly work towards building their personalities and focusing on their internal being as well. People who live as conscious beings can progress towards their growth and continued development and thus, they work on gaining a sense of their potential. For that, people should be able to understand and convert opportunities present in the environment in their favor by using their capabilities. Environmental mastery is defined by Ryff (1989) as "the ability to choose or change the surrounding context using physical or mental actions as well as being control

events". During this process, a person manipulates the environmental conditions for making maximum utilization of available opportunities. Ryff talks about two categories- A high scorer and a low scorer in environmental mastery. The high scorers develop worthy circumstances that will eventually correlate to their narrative. The low scorers, on the other hand, are not able to control their everyday affairs and fail to manage their everyday life happenings. Also, the low scorers are not able to make good use of the opportunities offered to them and do not engage in the external environment either, thus failing to become a part of the world. The capability of the person depends not only on experiencing

gratification or being happy at the moment but on recognizing the importance of all life events. For that purpose, they should be able to control and manipulate their environments and make things happen in their favor.

Right physical and mental activities are required to advance in life. Maturity requires one to understand the complexities of life and be in a state to understand them, work with them and even manipulate or control them when required. For that, the right understanding and physical and mental strength are required. So, active and constant participation in environmental mastery is required and it constitutes a rather significant element of the overall psychological framework of any individual. Environmental mastery as a newly introduced concept was initiated by Philips (1961), to describe the concept briefly as "an instinct that progresses through five stages: isolation, dependency, autonomy, cooperation, and independence." It didn't gain the required attention from anyone and thus was again brought to light by Ryff (1989) in PWBI (Psychological well-being inventory). In the Psychological well-being inventory, six scales were framed and out of them, Environmental Mastery Scale is one. The PWBI is made up of measures that assess environmental and situational control, self-consciousness, good relationships, psychological development, and a sense of meaning. According to Ryff (1989), the characteristics are linked by a component that is defined as welfare and comfort. On each scale, the PWBI extension offers at least twenty items out of a hundred and twenty things in the collection. Each scale has elements that are both favorably and unfavorably framed, with responses on 6 points "Likert scale" (1 meaning strongly disagree, 6 meaning strongly agree). Collectively adding positive elaborated items marked from backward later added together forming a rating. The 6 scale scores are added together to provide an aggregate well-being score.

Review of Related Literature

Ali & Shah, Erum. (2013) explored the after causes of environmental mastery and how college students struggle with self-esteem while making career decisions. The research examined the relationship between difficulty in making career decisions and self-mastery in college students of Karachi, Pakistan. A total of 100 students were selected for the study age ranging between 15 and 19 years. The results showed that the problems regarding making career decisions resulted in a lower self-esteem and self-mastery score in children. Further, females were on the higher side of the self-mastery score. Aldawsari *et al.* (2018) researched the effects of social support and cross-culture competence on environmental mastery of international students' mental adjustment. The study was done to predict competencies in environmental mastery as evaluated by the Ryff Measures of Mental Health. For this, the investigators used normal multiple regression (Ryff & Keyes, 1995). They discovered substantial positive associations between independence and cross-cultural proficiency as well as self-awareness-awareness and self and social protection. The period of stay in the host nation, autonomy, and environmental mastery all had a strong unfavorable connection. Paech *et al.* (2013) studied the link between environmental mastery or positive relations and attachment avoidance of negative emotions. For this study, with a sample size of 343 individuals, researchers looked at two factors for the attachment–emotion connection, namely environmental mastery and pleasant relationships with others. Attachment-emotion was linked to higher fear, aggression, jealousy, and melancholy, as expected, due to a lack of mastery. Positive relationships did not moderate the attachment–depression association, contrary to our expectations. Furthermore, with the help of mediation strategy, researchers were able to conclude that mastery was especially important for people having high avoidance aspects: With greater avoidance scores, the indirect effect of avoidance through lack of mastery on anxiety, aggression, and melancholy rose. Poor connections did not become more important as causes of bad feelings as worry grew, contrary to our expectations. These results indicate that conformational changes attached to people's emotional lives are complicated.

Knight, T. *et al.* (2011) explored the effects of the same factor and how environmental mastery and depression are visible in growing adults. A study was conducted on a total of 96% of elderly people and the results presented on the measuring scale showed that many participants exhibited signs of depression risk factors including

functional ability, analysis of physical health, bereaved experiences, and environmental mastery. Considering that environmental mastery was one of the key factors developing mental health issues in adults. Regardless, well-curated strategies were found effective in improving environmental mastery influence on their mental health.

Hill, P. & Allemand, M. (2010) studied the factors of forgivingness and patterns of adults in overall mental and physical growth and environmental mastery. The researchers wanted to see if these traits are linked to forgiveness and self-forgiveness in distinct ways. It was discovered that forgivingness and self-forgiveness were connected to reduced exposure to negative impact (e.g., dissatisfaction, melancholy, etc.) and a greater degree of good relationships in a comprehensive random sample of 450 adults. The levels of forgivingness and self-forgiveness among the three types of people vary, with conservers having greater levels in both categories. Perron, B. (2005) a well-known figure in social work has worked on a critically examined environmental mastery scale. The concept garnered a lot of attention in the mental health research area discovering the validity of the PWBI's Environmental Mastery Scale, a major study that eased the research in the field. Associated distinctiveness theories were also investigated, but no indication of a technique impact was found. There were issues with the assessment at the component level, which generated serious concerns regarding the parent initiative's central assumption.

Montpetit, M.A. *et al.* (2016) studied how resources of resilience like stress appraisal, environmental mastery, and self-esteem work to reduce the complexities associated with life experiences and inhibit the appraisal process. Results showed that an individual's ability of environmental mastery and sense of self-esteem help in reducing the intensity of stress. Moreover, it was also revealed that conflicts of day-to-day life can be dealt with easily by having good self-esteem and effective environmental mastery. Stafford, M. *et al.* (2016) studied the attainment of education and environmental mastery of women in midlife. The study discussed the relationship between schooling and the Environmental Mastery scale, using the maximum data from a survey conducted on 1,184 women in the MRC National Survey of Health

and Development. Confirmatory factor analysis of the result of the factors revealed two subscales namely mastery skills and accomplishments. Higher mastery skills were linked to lower education. Mastery was lower among individuals whose dads were in the most and least advantaged occupational groups, which might be explained in part by early socioeconomic status. In unadjusted models, education was not linked to mastery achievements. Lower family/home goals were linked to greater mastery achievements, suggesting that the link between schooling and mastery accomplishments was somewhat muted. This study shows childhood and adult mastery correlations, adding to the growing body of evidence that better mastery leads to greater success.

Awan, W. A. *et al.* (2021) studied the status of foreign students' environmental mastery, positive relations, personal growth, and association with life. The purpose of the study was to look at the environmental mastery aspect characteristics of international students' psychological well-being while they were studying at one of Pakistan's five campuses. Only 12% of foreign students used the library as a third/community site, according to the findings. In terms of environmental mastery, they outperformed their colleagues by a wide margin.

Objective of the Study

The main objective of the study is to find the effectiveness of Counseling on Well-being of Students.

Hypothesis of the study

There is no significant role of counselling on well-being of the students before and after counseling.

Methodology of the Study

The researcher has randomly selected 10 schools of West Delhi for the present study and also 30 students of 10th class were randomly selected from each school. For data collection, self-developed questionnaire on the basis of Ryff's psychological well-being scale was shared with 300 students out of which only 268 students reverted back. In questionnaire, 4 positive scored and 3 negative scored closed-ended questions were arranged to assess the environmental mastery in students before and after the counseling provided. Questions

employed 5-point Likert scale ranging from "strongly disagree" to "strongly agree" to record closed-ended answers. In this study, questionnaires were created using google forms and were distributed among the students of senior secondary schools of Delhi.

Results of the study

The hypothesis was tested by using t-test on the scores obtained on emotional well-being scale. According to descriptive analysis in table 1, the mean environmental mastery score pre counselling mean score is 4.091 with SD0.611 and post counselling is 4.135 with SD 0.571. This shows that there is a positive score in post mean with difference 0.044 after the counseling provided to students.

Table 1: Descriptive Statistics presenting the comparison between Pre-test and Post-test scores

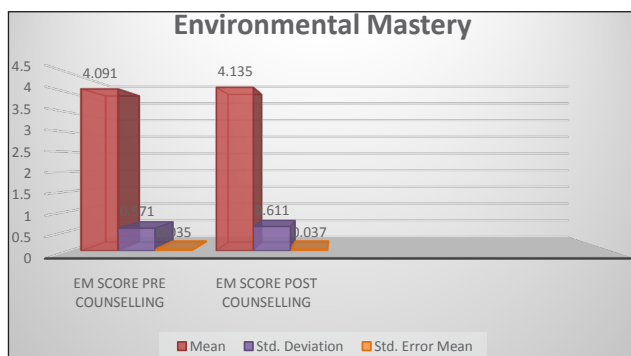| Item	Mean	N	Std. Deviation	Std. Error Mean
EM score pre counselling	4.091	268	0.571	0.035
EM score post counselling	4.135	268	0.611	0.037

Fig. 1

The t-test was used to test the null hypothesis and it was found in results (Table 2) that t-value is .945 which is greater than critical value and p-value is 0.0345 which is <0.05, therefore null hypothesis is rejected i.e., there is a significant role of counselling on environmental mastery aspect of students' well-being.

Hence, it can be concluded that counselling services are very essential for healthy psychological well-being of Students. The students' sense of managing the environment, which is one of the aspect of mental health, have increased after counselling.

CONCLUSION

As the world becomes busier, the demand for counseling grows. People endure numerous obstacles in life, and they may feel isolated, require trauma counseling, or simply require assistance. When an individual adds in the need for addiction counseling, depression, and mental and behavioral health, a long list of reasons for seeking counseling. In this paper, the study was focused on looking at the environmental mastery aspect of students' psychological well-being and the impact of Counseling on it. The environmental mastery aspect results of each student were compared before and after counseling and this t-test was used to check whether there was a significant role of counseling. The result showed that there is a significant role of counseling on the environmental mastery aspect of students' well-being. The findings of the study showed that there is an increase in the environmental mastery aspect of students after counseling exposure (Rusmana, N. *et al*. 2014). Hence, it can be concluded that the students' sense of managing the environment has increased after counseling. Also, it is vital to comprehend that the counseling process is an essential part of the school curriculum (Matliwala, K. 2017) to provide psychological support to students. Also, for overall development, schools must focus on the mental health of the students to ensure their bright future with a strong personality.

Table 2: Inferential statistics representing the difference between pre-test and post-test of students

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
EM score post counselling - EM score pre counselling	.04425	.76643	.04682	-.04793	.13643	.945	267	.0345

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