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A Comparison of Academic Achievement and Well-Being of Students Studying in Mid and Full-Day Private Schools

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ABSTRACT

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This study aims to compare the academic achievement and socio-emotional well-being of students studying in mid and full-day schools located in the district Sargodha, Punjab, Pakistan. Initially, the schools are carefully selected from the population. Then 163 students from mid-day schools and 219 students from full-day schools are randomly selected which made a sample of 382 students in total. To collect the data, we adapted the questionnaire comprising five factors based on the work of Schonert-Reichl, et al. (2012) concerning promoting children's prosocial behaviors in schools. The results of our study show that though the academic achievement of full-day students is better, it is at the cost of their social and emotional well-being. The students of full-day schools exhibit problems of having less peer interaction, short-temperedness and emotional imbalance as compared to students at mid-day schools, though mid-day school students are also not completely free of such issues. However, the students from full-day schools show some positive attributes of developing more social skills related to volunteerism, kindness, and helping peers and other people in schools. The study thus suggests that students need to be engaged in schools for longer hours, so that they may develop autonomy and responsibility along with making their academic achievements better. However, schools may provide continuous counseling sessions to students for their better social and emotional well-being.

Keywords: Private schools, school hours, academic achievement

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The aim of education has been debated throughout the history of education. Within the formal schooling debate, socio-emotional well-being has often been placed on the opposite end of academic achievement (Shriver & Weissberg, 2005, p.15), whereas the school context and climate explicitly and implicitly affect the social and emotional well-being of students (Brunker, 2007, p.1). Education is the most effective tool to enhance human competencies and achieve the desired objectives of the social and economic development of society. Every stakeholder of the schools must recognize this role to ensure that both their explicit and implicit behavioral patterns enable children to develop and experience positive social and emotional well-being. Schools access almost the entire child population and thus serve as an important link between families and the community (Zins et al., 2004, p.3). Private sector schools in Pakistan adopt different ways to attract students. One of the strategies is full-day schooling (10 hours of schooling), which is an attractive choice for most parents to get their children admitted for having better careers in life. But what about the social well-being of the children?

Happiness is only one aspect of well-being; fulfillment is another. Possessing the capacity to grow as a complete individual and contribute to society is another definition of well-being (Shah & Marks, 2004). According to Abdul and Ruiz (2011), the three components of well-being—positive affection, negative affection, and self-satisfaction—are separated into three categories and are the focus of their research. Additionally, Ryff (1995) identifies six characteristics of psychological well-being: autonomy, self-acceptance, positive connections with others, environmental mastery, life purpose, and personal progress-

The state of one's health can influence academic performance. The term "well-being" refers to a person's cognitive assessment of their overall quality of life, or, to put it another way, their overall pleasure with their life (Diener, Suh, Lucas, & Smith, 1999). Overall life satisfaction is reportedly positively correlated with average student academic achievement and attitudes towards learning, according to Gilman and Huebner (2006) and Proctor, Linley, and Maltby (2010), but it is also negatively correlated with psycho-pathological issues like depression or social pressure. According to Meinhardt and Pekrun's experimental studies, the emotional state brought on by the memory of negative events lowers the number of cognitive resources that can be employed to complete a task. This outcome might be an experimental red flag indicating the emotional component of well-being and predicts a shift in students' academic performance.

Academic success frequently suffers when a person is not in good health. According to Bücker, Simonsmeier, Schneider, and Luhmann's (2018) students' academic achievement is mostly predicted by their degree of well-being, hence not all students who perform well academically also have high levels of well-being.

Knowing the social and emotional well-being of mid and full-day scholars is important for parents because, in the competitive environment of today's world.

Not only the achievements matter but also the well-being, as everyone knows sound health leads to sound achievements. The study contributes to making the parents able to understand what difference exists in mid and full-day schools as far as achievement and well-being are concerned. Our study contributes to bridging the information gap as far as well-being and length of schooling are concerned. Further, we contribute to seeing how the length of schooling impacts students' well-being in Sargodha. To assess the social and emotional well-being of students; various factors are considered e.g., emotion factors, social behavior/conduct problems, hyperactivity, peer problems, prosaically behavior, etc.

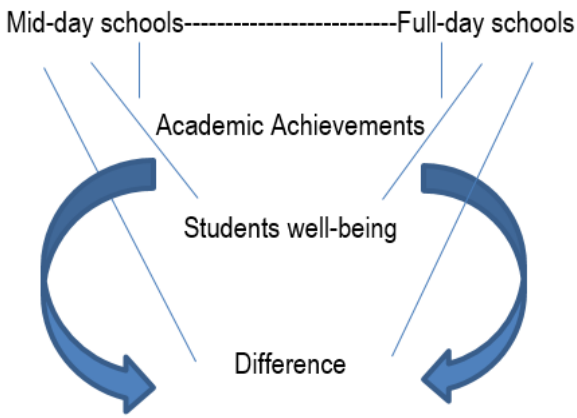

Figure 1: Conceptual Framework

In general, social-emotional well-being refers to the thinking pattern of a student; what a student perceives for himself and others. In other words, it is the ability or quality to cope with daily challenges. A person faces hundreds of challenges daily, and every individual has a different capacity to act to the same challenge and so, this has different impacts on different students. Somebody will remain calm, and some will be irritated while handling the same challenge. This different ability to deal with the same challenge is called social-emotional well-being. A student with better social and emotional well-being can handle the challenges more peacefully. Every individual will respond differently to the same hardship, his response is due to his social and emotional well-being (Denham et al., 2009). Emotional well-being is self-control in other words. The ability to control self-emotions and can know others' emotions and can act according to others' emotions is called emotional well-being. (Humphrey et al., 2010).

Academic achievement or (academic) performance is the outcome of education and the extent to which a student, teacher, or institution has achieved their educational goals. The output of education is called academic achievement or

academic performance. Attaining the educational aims of the learner, teacher, or institution is called academic achievement. Terenzini (1989) says that the basic thing in the evaluation of academic achievement is that the evaluator should know what s/he is trying to measure. Academic achievement is a shapeless construct that deals with a broad range of outcomes, which might be in attainment or in ethical improvement. The surroundings and self-attributes of the students affect their success in education. Educational services are usually in the shape of abstract or traits and their measurement is very difficult because their output is in the form of shifting of awareness, abilities purification of behaviors, and pupil (Tsinidou, Gerogiannis, & Fitsilis, 2010).

Academic institutes, family members, and emotional support are key factors in academic success. (Goddard, 2003). Parents' active involvement and interaction in their children's academic activities enhance the academic success ratio. Style of living and living source of the father plays an important role in the achievement of the children (McCoy, 2005). According to Fantuzzo & Tighe, 2000 and Trusty, 1999, children of educated people get better scores on standardized tests than children of uneducated parents. They are of the view that educated people can interact and connect in a better way. They can ask and interact about school activities in an effective manner, so there is a positive impact of parents' education on students' learning. If the social structure is put aside, parents' interaction with their children's academic activities enhances the academic success ratio (Furstenberg & Hughes, 1995).

Taking part in community matters offers young people a great chance to cultivate social ties with other people in a different social setting and help them to acquire a sense of belonging to strengthen their identity (Cotterell, 1996). The idea of 'social involvement' in which the capability of dealing is enhanced by social interaction occupies a pivotal place with different disciplines. It is a process in which students take part in decision-making in the programs, bodies, and surroundings (Heller et al. 1984; Wandersman and Florin 2000). According to Smetana et al. (2006), the adolescence stage contributing to community life increases adolescents' control and self-efficacy and results in positive development. It is considered that this positive emotional well-being is the basic reason behind their social interactions, and in this way, it brings improvement in their cognitive functioning. (Blanchard-Fields, Horhota, & Mienaltowski, 2008).

Emotional stability and stress depend upon the social and interpersonal relationships of a child. Mostly the basic reasons behind stress are domestic and social tensions (Almeida, 2005). According to Almeida & Kessler (1998), relational stressors can be the cause of high levels of emotional suffering. In their view, ups and downs in relations are the cause of emotional suffering. According to Blanchard-Fields, 2007; Charles & Piazza, in press; 2006 life experience has a significant impact on their responses or emotional responses. According to Hess

(2005), it seems that older adults are more delicate to expressive signs when making social implications as compared to younger adults. When learning is improved, well-being is also improved respectively. Both learning and well-being are increased with time and interaction. Well-being in primary school guarantees the best well-being in secondary school. Well-being strengthens the next learning. (Gutman et al., 2010). Many studies support that there is a strong correlation between adolescents' cognitive, environmental, and emotional well-being and parents\elders' relationships. If the relationships are positive, then one's social and emotional well-being is also nourished. (Borkowsky, Ramsey & Bristol-Power, 2002). However, negative behavior results in students having psychological problems, negative peer pressure, and minimization of general adjustment to their school circumstances (Kigotho, 2009; Ministry of Education, 2009). According to Kuperminc, Leadbeater, and Blatt (2001), the causes of poor self-confidence is due to weak teacher connectedness, weak peer support, and due to peer relational aggression. In other words, negative outputs of behavior are the cause of negative input behavior (Kuperminc, Leadbeater, & Blatt, 2001).

A better social circle of an individual contributes positively to better mental health and other physical activities which ultimately contribute to the overall well-being of the personality of that individual (Prilleltensky et al. 2001). Those persons who get help and care from their friends and family members during difficult times have e more positive point of view about life and therefore, their lives have a broader social circle (Krause, 2007).

According to Krause, socioeconomic conditions have a positive impact on students' academic achievement, while parents' education also has a positive impact on students' overall academic achievement. Specifically, grades in Mathematics and English are also affected by all variables i.e., the socioeconomic status of parents and their education. Parents' ability to deal with their children strongly and directly influences children's social-emotional well-being. So, the relationship between parents and children has a strong impact on a child's social and emotional well-being (Denham et al. 2009; Wise 2003).

According to McAuliffe (2003), full-day school students perform well while mid-day school students are low achievers in different subjects of learning domains. Gullo (2000) provides similar information via his conducted research and avers that learners with full-day schooling get four to five points more than half-day learners. It also depicted that in basic skills of kindergarten, full-day schooling pupils perform well.

Research reports that all-day schoolers are good in numeracy and literacy drive can carry out better story writing and have better narrative skills as well as the vocalization of phonetics and phonemes (Baskett, Bryant, White, & Kyle, 2005). In another research, it is found that comparatively, students with full-day schooling have a strong baseline and foundation of learning and securing good grades in every

discipline of the courses that are offered to them from the learners of half-day schooling (Wahlstom & Hansen, 2005).

Another study shows the results of Philadelphia students and by analysis it is reported that students who are admitted to the full-day schooling approach obtain higher grades in reading, writing, and understanding of the science disciplines as well as social studies than half-day schooling pupils. it also examines that such variance is also observed in almost all grades of students of full and half-day schooling. (Del Gaudio & Offenberg, 2002, n.d). This study shows that full-day schooling pupils are better to achieve well in various disciplines at the time of assessment, but it has a significant effect when students are up to 17 in a class rather than exceeding 24 (Coley, 2002).

Initially, it was believed that full-day schooling is better, especially for students with poor family backgrounds and low financial conditions but the literature suggests that full-day schooling is equally fruitful for learners with less earning or better economic conditions (lee et al., 2001). According to Lynch (2005), full-day students secure better grades not just in analytical disciplines and all types of subject-relevant tests but add more to their linguistic capabilities as well. Similarly, Nces (2004) concluded that after controlling and equalizing all extraneous variables that could affect the results like class size, gender, level of cognition, period duration, etc. the students who are enrolled in institutions giving full-day education do well than the half-day schooling students. For the half-day and full-day schoolers, there is a significant variance in the ability to literacy and to compute things correctly. (Costa and Bell, 2001).

A study conducted by Lee et al aimed to check that half or full-day schooling affects the student's reasoning ability. Findings depict that the pupils participating in full-day schooling do well as compared to the learners engaging in a half-day and moreover concluded that students taking part as full-day students secure more achievements rather than half-day students (Lee et. al., 2006).

There are two domains of social and emotional well-being: the individual domain and the environmental domain. These domains are overlapping or interdependent. The individual domain is the capacity or ability to deal with challenges of interpersonal or internal relations. Environmental domain is the coping ability with environmental challenges such as school and community challenges. The impact of this domain changes with time (Hamilton & Redmond, 2010).

If a student feels safe and he has a positive connection with the institution, his fellows, and his teachers, he will have a more stable personality due to better social and emotional well-being. A continuous optimistic environment in the institution is necessary for students' societal, cognitive, and emotional growth and academic achievement (Loukas & Robinson, 2004; Zullig et al., 2010). Connection with a school is very important for a child. Positive connections with the school

mean positive social relationships in the school. The student owns the school and has a feeling of self-importance. All this is linked with better social-emotional well-being which contributes positively to the academic results of a student (Bond et al., 2007; Baskett. et. al., 2005) report that full-day students are good in numeracy and literacy drive and also in story writing and narrative skills as well as the vocalization of phonetics and phonemes.

With the above discussion different impacts of full-day schools and mid-day schools for the students we now move to study the variations in the achievements as well as the well-being of students enrolled in full-day and mid-day private schools in the private schools of Sargodha. We understood from the literature reflected above that students have some benefits in full-day schooling while preparing themselves to compromise on other benefits.

For many decades, this debate has been discussed by researchers associated with the education sector as that how many hours may be sufficient for the students in a particular institute to achieve desired aims. Full-day schools self-claim to be the best in terms of students' achievement. We still need to see the cost at which full-day schools are able to achieve their claims. Both types of school (full-day and mid-day) are working and claiming to achieve better output. The purpose of this study is to compare the academic achievement and socio-emotional well-being of students who are enrolled in mid-day private schools and those who are enrolled in full-day private schools. The discussion may be navigated around the following objectives and research questions:

The objectives of the study are to:

i. compare the academic achievement of mid-day students and full-day students.

ii. compare the socio-emotional well-being of mid-day students and full-day students.

iii. examine the impact of mid-day and full-day schools on students' well-being.

The objectives lead to the following research questions:

i. Is there any significant difference in the academic achievements of students enrolled in mid-day and full-day schools?

ii. Is there any significant difference in the socio-emotional well-being of students of mid-day and full-day schools?

iii. Do mid-day and full-day schools impact students' well-being and academic achievements?

Our study is significant for school administrators, parents, and policymakers. Parents may understand how mid-day and full-day schools impact their children's well-being therefore they may select the schools for the well-being and better education of their children in parallel in Sargodha-Pakistan, and the study enables parents to take the best decision for a better future for their children. This study is helpful for policymakers to formulate school policies. The study may also guide the schools' administrations to deal with the social and emotional well-being of students along with achieving better academic achievement. This study is limited to finding the social well-being of students who study in full-day and mid-day private schools in Sargodha-Pakistan.

The study is a survey of quantitative nature. All 10th-grade students of Sargodha city are included in the population. Initially, three campuses of full-day schools from the Sargodha district, Pakistan are selected on convenient sampling techniques, through which 382 samples are selected by using cluster random sampling. Out of these 382 samples, 163 are half-day students and 219 are full-day students. To collect the data, we adapt the questionnaire comprising five factors, based on the work of Schonert-Reichl et al. (2012) on 'promoting children's prosocial behaviors in schools. The questionnaire consists of the following number of items against each indicator which are given in the table given below:

Table 1: ***SDQ's indicators and number of items***

Instruments		**Item number**
Strengths and Difficulty Questionnaire (SDQ) for students.		
i.	Emotional Problems	1 to 5
ii.	Conduct Problems	6 to 10
iii.	Hyperactivity	11 to 15
iv.	Peer Problems	16 to 20
v.	Pro-social	21 to 25

One questionnaire is adopted for students regarding socio-emotional well-being and the other-one questionnaire is adopted for their teachers. While the academic achievement of the selected students is taken from the respective school record. The instruments comprise scales i.e. (i) SDQ (Strength and difficulty questionnaire) for students 11-17 years. The adapted scale is translated into the Urdu language for the convenience of respondents. The scale consists of 25 items for accessing students' socio-emotional well-being. (i) Emotional problems (ii) Conduct

problems (iii) Hyperactivity (iv) Peers' problems (v) Prosocial. The responses are recorded on a three-point Likert scale i.e. (i) Not True, (ii) Somewhat true (iii) Certainly True. Scales are scored as follows. (i) Not True= 0, (ii) Somewhat True=1, Certainly True=2. The questionnaire consists of five indicators and twenty-five items that are validated by the experts.

Data Analysis:

Data are analysed by using descriptive and inferential statistical techniques.

Table 1: ***Difference between the academic achievement of half-day students and full-day students***

Student	*n*	*M*	*SD*	*t*	*p*
Half day students	163	57.72	15.46	-5.64	.000
Full day students	219	66.25	13.96		

The independent sample t-test in table 1 shows that there is a significant difference in the academic achievement of day students and full-day students (t= -5.64 sig. = .000), mean day students = 57.72, mean full-day students = 66.25

Table 2: ***Difference between the socio-emotional well-being of half-day students and full-day students***

Student	*n*	*M*	*SD*	*t*	*p*
Half day students	163	17.52	5.02	-1.024	.306
Full day students	219	18.01	4.34		

The independent sample t-test in table 2 shows that there is a difference in the socio-emotional well-being of half-day students and full-day students which is not significant (t= -1.02)

sig. = (.306), mean day students = 17.52, mean full day students = 18.01

Table 3: ***Difference between the emotional problems of half- day students and full-day students***

Student	*n*	*M*	*SD*	*t*	*p*

Half students	day	163	3.47	2.27	0.114	.909
Full students	day	219	3.45	2.22		

The independent sample t-test shows that there is not a significant difference in the emotional problems of day students and full-day students (t= 0.114 sig. = .909), mean day students = 3.47, mean full day students = 3.45

Table 4: ***Difference between the conduct problems of half-day students and full-day students***

Student		*n*	*M*	*SD*	*t*	*p*
Half students	day	163	3.43	1.72	-1.30	.194
Full students	day	219	3.66	1.70		

The independent sample t-test table shows that there is not a significant difference in the conduct problems of day students and full-day students (t= -1.30sig. = .194), mean day students = 3.43, mean full-day students =3.66

Table 5: ***Difference between the hyperactivity problems of half-day students and full-day students***

Student		*n*	*M*	*SD*	*t*	*p*
Half students	day	163	5.14	1.60	-.969	.333
Full students	day	219	5.29	1.51		

The independent sample t-test table shows that there is not a significant difference in the hyperactivity problems of day students and full-day students (t= -.969sig. = .333), mean day students = 5.14, mean full-day students =5.29

Table 6: ***Difference between peer problems of half-day students and full-day students***

Student	*n*	*M*	*SD*	*t*	*p*

Half day students	163	5.46	1.85	-0.753	.452
Full day students	219	5.59	1.56		

The independent sample t-test table (4.14) shows that there is not a significant difference in the peer problems of day students and full-day students (t= -0.753sig. = .452), mean day students = 5.46, mean full-day students =5.59

Table 7: ***Difference between the prosocial behavior of half-day students and full-day students***

Student	*n*	*M*	*SD*	*t*	*p*
Half day students	163	8.31	1.62	-3.237	.001
Full day students	219	8.83	1.50		

The independent sample t-test table (4.15) shows that there is a significant difference in the prosocial behaviour of mid-day students and full-day students (t= -3.237sig. = .001), mean day students = 8.31, mean full-day students =8.83

Findings:

1. It is found that there is a significant difference between mid-day students and full-day students in academic achievement: full-day students (*M*= 66.25, SD=13.96) who spend more time in classrooms outperformed mid-day students (*M*= 57.72, SD=15.46) significantly (t =-5.64, *p*<.05). On the other end, there is also a significant difference between the social-emotional well-being of full-day and mid-scholars. Full-day students get more marks but it cost their social and emotional well-being. Full-day students who spend more time in classrooms got more marks (*M*= 25.83, SD= 5.02) than mid-day students (*M*= 24.85, SD= 4.34), (t=-1.99, *p*<.05, while mid-day students have better scores on social and emotional well-being as compared to full-day students.
2. It is found that both groups are the same in emotions and conduct. The students who remain in classrooms for 10 hours and the students who remain in the classroom for 6 hours are reflected in a similar way as far as their emotions and conduct are concerned: for full-day students (*M*= 3.47, SD=2.27), for mid-day students (*M*= 3.45, SD= 2.22) insignificant (t= 0.114,

p<.05), while for conduct for full day-students (*M* = 3.43, SD 1.72) and mid-day students (*M* =3.66, SD= 1.70) insignificant (t= -1.30, *p*<.05).

3. It is found that there is no significant difference between mid-day students and full-day students in hyperactivity and peer interaction. The students who remain in classrooms for 10 hours and the students who remained in the classroom for 6 hours are reflecting the same in hyperactivity and conduct. It means that their scores on both the variables on the well-being scale are not significant. For mid-day students (*M*= 5.14, SD=1.60) and for full-day students (*M*=5.29, SD=1.51) insignificant (t= -.969 = .333, *p*<.05), while for peer interaction of mid-day students (*M*= 5.46, SD=1.85), and full day students (M=5.59, SD=1.56), insignificant (t= -0.75, *p*<.05).
4. The students of mid-day and full-day schools are not similar in their prosocial behavior, as the difference between the both is significant. Mid-day students are a bit behind in taking part in volunteer activities, seem less kind, and similarly reflect little spirit to extend their hands to others for help: for mid-day students (*M*= 8.31, SD= 1.62), and for full-day students (*M*=8.83, SD= 1.50) significant (t= -3.237, *p*<.05).

Inferences

The study compares the social and emotional well-being of mid and full-day, students. The major findings of the study indicate that full-day students lead in academic achievement which is considered in our society as the standard for success in life. In a study, educational services are usually in the shape of abstract or traits and their measurement is very difficult because their output is in the form of shifting of awareness, abilities purification of behaviors and pupils (Tsinidou, Gerogiannis, & Fitsilis, 2010). More time the student spends in one-to-one communication with the teacher is key to improvement in his/her academic achievement and it is expected by the researchers that the student spending 10 hours in the classroom can seriously affect his/her social and emotional well-being, because the student comes to his home after long day activity and his objective at home fulfill the need of sleep, and he has no time to interact with his parents, neighbors, and friends. He is usually unable to attend functions of his family which other children of the same age usually attend. According to Prilleltensky et. al., (2001), an increase in psychological and social betterment of a person, practical participation is very necessary for daily life events so a better social circle is very necessary for better well-being of a personality. His deprivation from interaction with family and friends might affect his social-emotional well-being and it can also be a cause of his deficiency in social-emotional well-being. The study proves that "yes" there is a difference in the social-emotional well-being of half-day students and full-day students. Full-day students are found not good in emotions, and interaction with peers and reflect themselves as somewhat hyper. But another thing

is found against the expectations of the researchers, and that is, that full-day students are leading in pro-social behavior. Full-day students are not only able to get good marks in academic achievement but also are at a high degree of pro-social behavior as compared with mid-day students. Both groups remain the same in factors except for prosocial behavior. In prosocial behavior, full-day students are founded ahead of mid-day school students. They are found more helpful, more cooperative, and kinder to others. The spirit of volunteerism and good manners are found in excess in full-day students rather than mid-day students. We opined that full-day students are doing various activities independently because most of the time in a day they spend away from their parents. So, they have more qualities of sharing things, kindness, helping others, and volunteerism.

It may, therefore, be concluded that full-day students are better in academic achievement as compared to mid-day students. There is a significant difference in their marks obtained in the 9th class. But for achieving this remarkable difference in marks they have to pay the price. They are lacking in social and emotional well-being. Parents' education and occupation do not have any impact on a student's social and emotional well-being. Both groups of students do not have the same score on their prosocial scale.

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