

RELATIONSHIP BETWEEN PSYCHOLOGICAL WELL BEING AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

M. MIRIYAM KAMALA
Research Scholar,
Department of Education,
ACHARYA NAGARJUNA UNIVERSITY,
Nagarjuna Nagar, A.P.

Dr. G. BHUVANESWARA LAKSHMI
M.Sc, M.Ed, Ph.D
Professor
Dept. of Education and Education Technology,
School of Social Sciences
UNIVERSITY OF HYDERABAD
HYDERABAD

Abstract

The purpose of the present study is the psychological well-being and academic achievement of secondary school students in the Krishna district. The data was gathered from the random sampling of 100 secondary school students in the Krishna district. A survey method is used in this study. Dr. Devendra Singh Sisodia and Ms. Pooja Choudhary(2012). Mean, Standard deviation, Percentage of mean, and 't' and 'r' values were calculated. The study revealed the 76% of students have above average psychological well-being. The study also revealed there is no significant difference in gender and locality. The study also revealed the type of institute and medium of instruction do not significantly influence the psychological well-being of secondary school students.

Keywords: Psychological well-being, secondary schools, and academic achievement

Introduction

The concept of psychological well-being and mental health, by and large, is used interchangeably by the majority of researchers. It is widely recognized that the concept of mental health focuses on an ideal state, emphasizing "positive well-being of W.H.O chart rather than on disease, statistical or conformity criterion.

Psychological well-being is about life going well. It is the combination of feeling good and functioning effectively. Sustainable well-being does not require individuals to feel good all the time. The experience of painful emotions (e.g., disappointment, failure, grief) is a normal part of life, and managing these negative or painful emotions is essential for long-term well-being.

Psychological well-being involves Self-Acceptance, Autonomy, Personal Growth, Environmental Mastery, Positive Relations with others, and Purpose in Life.

Winefield and his colleagues (2012) describe psychological well-being is usually conceptualized as some combination of positive affective states such as happiness and functioning with optimal effectiveness in individual and social life."

Academic achievement can be defined as the degree or level of competence attained in scholastic and academic work. The skill is revealed in the school subjects in which the students have been instructed. It is directly related to the growth and development of students in educational situations where learning and teaching are intended to continue.

Gbati (1988) states that academic achievement refers to the student's numerical scores, which measure the student's degree of adaptation to school work and the educational system.

Review of related literature:

McFarquhar and Bowling (2009) investigated the relationship between psychological well-being and measures of active aging in British older people. The results revealed a strong relationship between psychological health and aging actively. **Prentsa (2009)** revealed the relationship between adolescents' perceptions of their physical qualities and psychological well-being and un-wellness. It is seen that taking into account physical self-identity, male adolescents present higher scoring for psychological well-being than their female counterparts. This same relationship was established between 12-14 years old adolescents and those who do not.

Yousafzia et al. (2009) observed psychological well-being and substance abuse among medical students in Pakistan. The study revealed that the majority of the medical students reported a negative impact of heavy workload on their psychological well-being.

Need and significance of the study

No education system is better than its students. The quality of education and the level of psychological well-being are inseparably interrelated with the students. The power of an individual and situation influences psychological well-being. On the other hand, a large body of research shows that people's overall sense of happiness and life-satisfaction appears to be strongly influenced by their personality, particularly the traits of extraversion and neuroticism (Denver & Cooper 1998). In this regard, the relationship is evident; as extraversion increases, so do the reports of psychological well-being; however, as neuroticism increases, reports of psychological well-being tend to decline.

Thus, the need to measure academic achievement is due to the individual differences of the time, known as behavioral oscillation; that is, the academic performance of the same individual differs from time to time, from one class to another and from one level of education to the next. Although there are individual differences, individuals of the same age group of the same grade generally differ in their potential abilities and academic competence.

Operational Definition of Key Terms:

Psychological well-being: Psychological Well-being is a somewhat malleable concept which is the feeling of people's everyday life activities; such feelings may range from negative mental state or psychological strains such as anxiety, depression, frustration, emotional exhaustion, unhappiness, dissatisfaction to a state which has been identified as positive mental health.

Academic achievement: Refers to the level of attainment in various subjects indicated by marks/grade points.

Secondary School Students: Secondary school refers to students studying in the VI to X class in the thirteen districts of Andhra Pradesh.

Objectives:

1. To assess the psychological well-being of secondary school students
2. To find out the influence of the following variables on the psychological wellbeing of secondary school students i.e.
3. Gender: Boy / Girl
4. Locality : Rural / Urban
5. Type of institute: Government/ Private
6. Medium of instruction: English / Telugu
7. To find out the relationship between psychological well-being and academic achievement of secondary school students.

Hypotheses:

1. There would be no significant difference between boys and girls in psychological well-being.
2. There would be no significant difference between rural and urban secondary school students' psychological well-being.
3. There would be no significant difference between government and private secondary school students in their psychological well-being.
4. There would be no significant difference between English and Telugu medium secondary school students in their psychological well-being.
5. There would be no significant relationship between psychological well-being and academic achievement of secondary school students.

Method:

A survey method is used in the present study.

Scope of the study

The scope of the demographic variables is Gender, Locality, type of institute, and medium of instruction.

Delimitations of the study:

1. The study is limited to only 100 secondary school students in the Krishna district.
2. The study is also limited to demographic variables like Gender, Locality, Type of institute, and medium of instruction only.

Sample and Sampling:

100 secondary school students were selected by using the Simple Random Sampling Technique.

Tools of the Study:

The psychological well-being scale is developed by Dr. Devendra Singh Sisodia and Ms. Pooja Choudhary (2012). The scale is a self-reporting five-point scale. Fifty items of the scale are in question format demanding information in any of the five options with the scoring of: Strongly Agree -5, Agree-4, Undecided-3, Disagree-2, and strongly Disagree-1. The test-retest reliability coefficient was 0.87, and the consistency value for the scale was 0.90, which is significant at a 0.01 level of significance.

Data Collection:

The researcher personally visited the secondary schools in the Krishna district and got permission from the secondary school headmasters to collect the data from IX class students. A good rapport was established with the students before administering the tools.

Statistical Techniques used:

Mean, SD, % of the mean, 't' value, and 'r-value is calculated.

Analysis of the Data:

Objective -1: To assess the psychological wellbeing of secondary school students

Table-1: Showing mean, % of mean, S.D of the secondary school students

N	Mean	SD	% of mean
100	189.1	19.549	75.64

The psychological well-being of secondary school students is upto 75.64%.

Variable Wise Analysis

Objective – 2. To find the influence of secondary school students' psychological well-being in the following variables, i.e., Gender, Residence, Type of management, Medium of instruction, and no of siblings.

Hypothesis -1: There would be no significant difference between boys and girls in psychological well-being.

Table – 2 : Showing mean, S.D. and ‘t’ values of boys and Girls sample of secondary schoolstudents.

Gender	N	Mean	SD	SEd	‘t’ value
Boys	45	187.5	16.71	3.80	0.709 ^{NS}
Girls	55	190.5	21.32		

NS – Not significant at 0.05 level

The table value 1.96 at 0.05 level and 2.58 at 0.01 level

The calculated ‘t’ value is 0.709 is less than the table value 1.96 at 0.05 level. There is no significant difference in the psychological well-being of boys and girls. Hence the hypothesis – I is accepted.

Hypothesis – II: There would be no significant difference between rural and urban students on their psychological well being

Table – 3 : Showing mean, S.D. and ‘t’ values of rural and urban secondary School students on their Psychological well being

Residence	N	Mean	SD	SEd	‘t’ value
Rural	50	186.31	18.12	4.705	0.809 ^{NS}
Urban	50	190.12	19.84		

NS – Not significant at 0.05 levelThe table value 1.96 at 0.05 level and 2.58 at 0.01 level

The calculated ‘t’ value is 0.809 is less than the table value 1.96 at 0.05 level. There is no significant difference in the psychological well-being of rural and urban secondary school students. Hence the hypothesis – II is accepted.

Hypothesis- III: There would be no significant difference between government and private secondary school students on their emotional maturity.

Table – 4 : Showing mean, S.D. and ‘t’ values of Government and private secondary school students on their psychological well being

Type of Management	N	Mean	SD	SEd	‘t’ value
Government	50	189.3	20.02	3.998	0.05 ^{NS}
Private	50	190	14.14		

** – Significant at 0.05 and 0.01 levels

The calculated ‘t’ value is 4.169 is greater than the table value 1.96 at 0.05 level and the table value 2.58 at 0.01 level. There is significant difference in the psychological well-being of government and private secondary school students. Hence the hypothesis – III is rejected

Hypothesis – IV: There would be no significant difference between English and Telugu medium students on their psychological well being

Table – 5
Showing mean, S.D. and ‘t’ values of English and Telugu secondary school students on their psychological well being

Medium of instruction	N	Mean	SD	SEd	‘t’ value
English	50	190.52	22.03	3.728	1.615 ^{NS}
Telugu	50	187.67	15.22		

NS– Not Significant at 0.05 level

The calculated ‘t’ value is 3.372 is greater than the table value 1.96 at 0.05 level and 2.25 at 0.01 level. There is significant difference in the psychological well-being of English and Telugu medium secondary school students. Hence the hypothesis – IV is rejected.

Objective – 3: To find out the psychological well-being and academic achievement of secondary school students.

Hypothesis – V: There would be no significant relationship between difference between psychological well-being and academic achievement of secondary school students

Table – 6
Showing ‘r’ value of secondary school

Variable	N	df	‘r’; value
Psychological well being	100	99	0.918**
Academic achievement	100		

**– Significant at 0.05 level and 0.01 level.

The researcher found the correlation is 0.918 it is positive correlation between psychological well-being and academic achievement of secondary school students.

Findings

1. The secondary school students have above average psychological well-being.

2. The variables like Gender, Locality, type of institute, and medium of instruction are not significantly influencing the psychological well-being of secondary school students.
3. There is a positive correlation between psychological well-being and academic achievement of secondary school students.

Educational Implications

Schools must make their rules and regulations friendly so that students feel free to discuss their views and opinions without fear. They should make it mandatory for every student to participate in school activities to release their energies, develop interpersonal skills, become socially active, increase their efficiency, and be satisfied with their achievements.

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