



An Investigation Of The Relationship Between School Student's Psychological Well-Being And Academic Achievement

Shikha Srivastava (Senior Research Fellow)

Faculty of Education,

Banaras Hindu University ,Varanasi

Dr. Kishor H. Mane (Assistant Professor)

Faculty of Education,

Banaras Hindu University, Varanasi

Abstract:

The study examines the level of psychological well being and investigate the relationship of psychological well being and academic achievement. A survey of 484 students from CBSE and UP board schools in Varanasi revealed a significant association between psychological well being and academic achievement.

The study suggests that most of the students have average level of psychological well being and psychological well being and academic achievement have positive correlation. The study suggests that psychological well being is a major factor for student's academic success.

Key words: Psychological well being, academic achievement.

Introduction: The degree of psychological health that encompasses life happiness and fulfilment is known as psychological well-being (PWB). It is crucial to keep in mind that physical health encompasses the body's physical well-being, for example, fitness level, disease, and capacity to carry out activities of daily living, even if doing so would be dualistic and separate PWB from physical health. PWB includes a person's outlook on life, including connections with others, life satisfaction, self-efficacy, and self-esteem, in addition to their judgments of their physical health. Because it acknowledges the connection between PWB and physical health, consensus is preferable.

Improved quality of life, joyful feelings, and effective operation are all elements of PWB (Huppert, 2009). Park (2004) asserts that the well-being worldview is one that deeply affects humankind. In the long run, a

person's general well-being will both predict and mediate their well-being, as indicated by their degree of life satisfaction. In contrast to individuals who have high life satisfaction, those who have low life satisfaction—especially teenagers—usually find it difficult to attain well-being in life. A person's level of well-being affects their everyday existence and can either positively or negatively affect their attitude and psychological development.

To conceptualize the complex nature of PWB, **Ryff (1989)** demanded that favourable psychological performance includes several intersecting properties which resulted from the integration of "clinical, mental health, and life span developmental theories," like autonomy, peaceful interpersonal relationships, self-acceptance, environmental mastery, life purpose, as well as personal development. This depends on the basic principles and theoretical foundations of PWB. Autonomy (the ability to maintain independence while managing societal pressure); self-acceptance (the condition of possessing affirmative ideas and emotions regarding oneself); environmental mastery (the capacity to change, adapt, or create the environment of someone following one's needs via mental and physical activities); positive relationships with others (the capacity to establish cordial and reliable connections with people); purpose in life (the condition of setting and working toward goals and objectives in life); and personal growth (the ability to continuously grow and develop as oneself).

Characteristics and Aspects of Psychological wellbeing

The challenge for this field of study is to provide a clear and simple definition of PWB. **Ryff (1989)** isolated 6 characteristics of PWB: healthy connections, personal progress, environmental mastery, autonomy, and self-acceptance. Examples of these attributes include an individual's sense of autonomy, control over their environment, ability for personal development, capacity to cultivate rewarding relationships, along with sense of purpose in life. By **Diener et al. (2010)**, PWB is a subjective evaluation of someone's life that is categorized by meaningfulness, engagement, and good emotions. Happiness, contentment, and a sense of fulfilment are just a few of the many pleasant experiences that fall under this category. The idea of "positive psychology," which was first proposed by **Seligman (2002)**, holds that PWB is a result of both fulfilment and enjoyment. This definition recognizes that happiness is more than just the absence of negative experiences or feelings; it is also defined by positive emotions, enjoyment, and a sense of meaning along with life's purpose.

Types of psychological well being

1. **Hedonic well-being:** The term "hedonic wellness" usually refers to the individualized feelings of happiness. It is divided into two sections: the affective (high positive affect and low negative affect) and cognitive (life satisfaction) components.
2. **Eudaimonic well-being** We use the less popular term "Eudaimonic" wellness to describe the intentional part of psychological well being. A very precise model that divides Eudaimonic

wellness into six major categories of psychological well-being has been created by psychologist Carol Ryff.

Academic Achievement: Students are regarded as prospective leaders. Academic achievement is their primary focus. To reach this goal, students and teachers must be self-disciplined, dedicated, maintained, and motivated by a pleasant connection.

Academic achievement is viewed as a comprehensive learning outcome at the end of the course. The educational process is primarily concerned with improving pupils' performance or learning. Students' learning outcomes are assessed using accomplishment or performance metrics. **Chaplin (1965)** defined educational or academic achievement as a 'specified level of attainment or proficiency in academic work as evaluated by the teacher, a standardized test, or a combination of both'.

The present study is an attempt to answer the following research questions:

1. What is the level of psychological well-being among senior secondary school students?
2. What is the relationship between psychological well being and academic achievement?

Statement of the Problem: An investigation of the relationship between school student's psychological well-being and academic achievement.

Operational Definition of the Key terms

- **Psychological well-being:** Psychological wellbeing is its own separate construct, defined as comprising six core dimensions (adapted from Ryff & Keyes, 1995) ; Self-acceptance, Positive relations with others, autonomy, Environmental mastery ,purpose in life &Personal growth. In the current study, psychological well being is described as a state in which someone has fully realized his/her psychological possibility. This construct will be assessed using the PWB Scale developed by Sisodiya and Choudhary (2012), which comprises 50 items and encompasses 5 dimensions: efficiency, satisfaction, mental health, sociability, and interpersonal relations.
- **Academic Achievement:** In the context of the present study, academic achievement refers to the marks attained by students in their preceding academic class.
- **Senior Secondary Students:** In the context of the present study, senior secondary students are defined as those enrolled in classes XI and XII from the U.P. Board and the CBSE Board.

Objectives of the Study

1. To assess the level of psychological well being in senior secondary school students .
2. To compare the psychological well-being of Senior Secondary Students with regard to :
 - (1) Gender (M/F)
 - (2) Locality (Rural/Urban)

(3) Board (CBSE/U.P.)

3. To find the relationship between psychological well-being and academic achievement of Senior Secondary Students.

Null Hypothesis :

Ho₂: There is no significant difference in the psychological well-being concerning:

- (1) Gender (M/F)
- (2) Locality (Rural/Urban)
- (3) Board (CBSE/U.P.)

Ho₃ : There is no significant relationship between psychological well-being and academic achievement of senior secondary students.

METHODOLOGY

Research Design

To achieve the above mentioned research objectives descriptive survey methodology was used.

Population of the Study

The population of the research contains students of the senior secondary school of U.P. and C.B.S.E. Board studying in the Varanasi district.

Sample and Sampling Technique

In the present study, 484 students of senior secondary schools enrolled during the session 2023-24 have been chosen as samples for the investigation. The simple random sampling had been utilized for drawing sample.

The examination was done depending on the data collected from 484 students who were fully filled tools.

Table No. -1.1 Demographic distribution of the sample

Variable	Description	Frequency	Percentage
Gender	Male	228	47.12
	Female	256	52.89
Locality	Rural	294	60.74
	Urban	190	39.26
Board	C.B.S.E.	216	44.63
	U.P.	268	55.37

Tool used for the Data Collection

Two tools were used for the data collection from the samples :

1. PWB Scale by Devendra Singh Sisodiya & Pooja Choudhary (2012).

2. The academic CGPA/percentage obtained in the last exam was taken as the academic achievement of students.

Findings of the Study: A summary of objective wise outcomes of the research is mentioned below:

Descriptive statics of the PW, and AA

The score obtained on the P.W. scale and academic achievement show the nature and statistics of the sample. The descriptive statistics obtained from the sample of PWB and academic achievement are represented in the table 1.2

Table no. -1.2 Descriptive statistics of the , PW & AA

S. no.	Variable	N	Mean	Median	Standard Deviation	Skewness	Kurtosis
1	Psychological well being	484	140.35	140	49.275	0.046	-0.892
2	Academic achievement	484	75.88	77.25	13.615	-0.247	-0.879

1. To assess the level of psychological well-being of senior secondary school students

Table no . 1.3 , level of PW based on the Score of PW

S.no.	No of students	% of students	Raw score range	Z score range	Grade	Level of psychological well-being
1	90	18.59	190 and above	+2.01 & above	A	Extremely High
2.	28	5.78	175-189	+1.26 to +2.00	B	High
3	42	8.67	161-174	+0.051 to +1.25	C	Above Average

4	123	25.41	140-160	-0.50 to +0.50	D	Average
5	54	11.16	126-139	-1.25 to -0.51	E	Below Average
6	56	11.57	111 -125	-2.00 to -1.26	F	Low
7	91	18.80	110 and below	-2.01 & below	G	Extremely Low

Results show that students (18.59 %) have an extremely greater level of PWB, students (5.78 %) have a greater level of PWB ,8.67% have above average level,25.41% have average level,11.16 % students have below average, 11.57% have low level and 18.80 % students have extremely lower level of PWB.

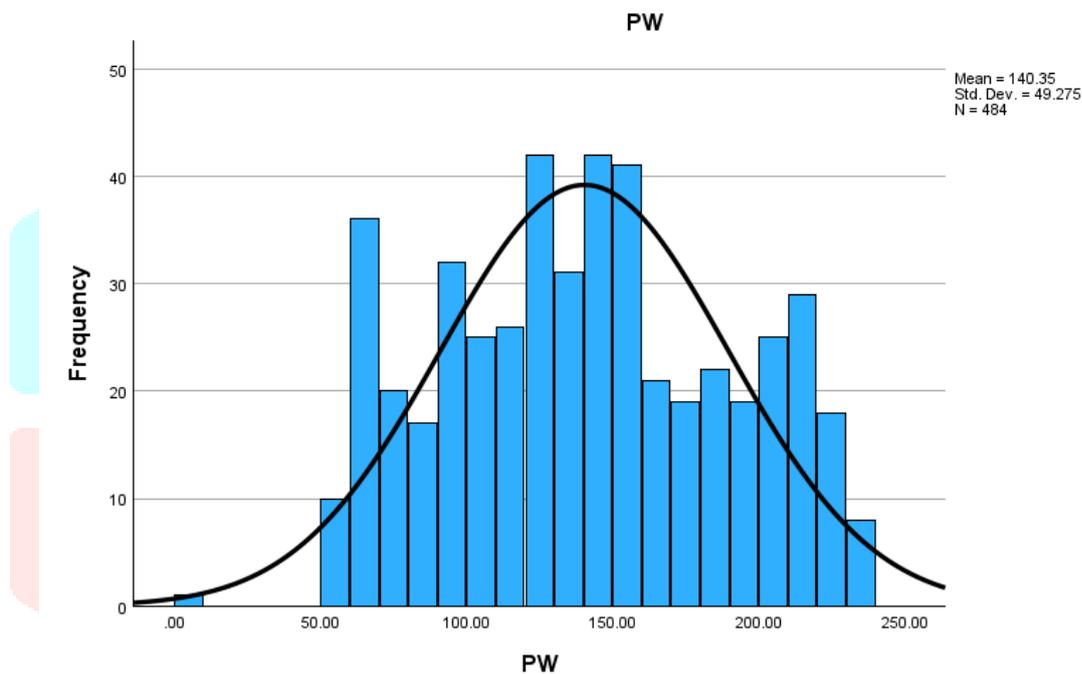


Figure 1.1, level of PW in students

2. To compare the psychological well-being of Senior Secondary Students with regard to

- (i) Gender
- (ii) Locality
- (iii) Board

Findings 2.1 –

Table no. -1.4: t-test for PW concerning gender

Gender	N	Mean	S.D.	t-value	Df	P value	Result
Male	228	148.19	52.86	3.39	482	.001<0.05	Significant
Female	256	133.36	44.80				

The calculated t-value is 3.39 for df 482 which is greater contrasted to the table value of the t-test and the p-value was smaller compared to 0.05 at the level of significance of the critical value. Therefore, the null hypothesis had been rejected. Therefore, it was inferred that there was significant difference among PWB of girl and boy students. The psychological well being mean score of male students is $M=148.19$ is significantly greater contrasted to a of female students' score $M=133.36$.

Results of the present study is compatible with previous studies like **KlappT. (2023)** who found in his study - girls had lower psychological and social well-being compared to boys. **Yelbi John N and others (2024)** found significant gender differences in psychological well-being with male postgraduate students scoring higher than female postgraduate students and **Manzoor Adeela and others (2014)** found that boys had a significantly higher level of subjective well-being compared to girls.

Findings2.2-

Table no. -1.5: t-test for PW concerning locality

Locality	N	Mean	S.D.	t-value	Df	P value	Result
Urban	294	152.633	50.959	7.168	482	.001<0.05	Significant
Rural	190	121.347	39.768				

The calculated t-value is 7.168 for df 482 that is greater compared to the table value of t test and the p-value was smaller compared to 0.05 level of significance which is the critical value. Consequently, the null hypothesis had been rejected. Therefore, it was inferred that there had been a significant difference among PWB of rural as well as urban students. Calculated of rural students' mean score ($M=152.633$) along with urban students' mean score ($M=121.347$). The average score of PWB among urban students is much greater compared to that of rural pupils.

Findings2.3

Table no. -1.6: t-test for PW concerning board

Board	N	Mean	S.D.	t-value	Df	P value	Result
CBSE	216	146.463	50.927	2.462	482	0.011<0.05	Significant
UP	268	135.416	47.426				

The calculated t-value is 2.462 for df 482 which is greater compared to the table value of t-test and the p-value was smaller compared to the 0.05, the level of significance which is the critical value. Hence null hypothesis had been rejected. Therefore, it was inferred that there was a significant difference among PWB of CBSE and UP Board students. The mean score of CBSE students ($M=146.46$) and UP Board students'

mean score (M=135.42), The PWB's mean score of CBSE students is significantly greater contrasted to score of UP board students.

Objective 3

To find out relationship between psychological well-being and academic achievement of senior secondary school students.

Table no. -1.7: correlation between score of PW & AA

N	Variable	AA	Sig
484	PW	r = 0. 658	Significant at 0.01 level

The correlation coefficient among psychological well being along with senior secondary school students' academic achievement was determined to be 0.658, which is significant at the 0.05 level. Consequently, null hypothesis was rejected. This illustrated that psychological well-being of students at the senior secondary level was positively correlation with the academic achievement of learners of senior secondary school.

Carranza-Esteban (2017) and Mustafa (2020) both found a significant relationship between psychological well being and academic achievement high level of psychological well being indicating high level of achievement. Gräbel (2017) & Tesfaye (2020) also found a significant association between psychological well-being and academic achievement.

Conclusions

The purpose of the research was for the assessment of the psychological well being of senior secondary school pupils through the utilization of a standardized scale, in conjunction with their academic performance. The findings indicated that 18.59% of students exhibited exceptionally high levels of psychological well being, whereas 5.78% demonstrated high levels, 8.67% were classified as above average, 25.41% were assessed as average, 11.16% fell into the below average category, 11.57% were identified as having low levels, and 18.80% were categorized as exhibiting extremely low levels of psychological well being (PW).

The study also compared the psychological well being of senior secondary pupils about gender, locality, and board. The results indicated that masculine students exhibited a markedly higher mean score in psychological well being compared to their female counterparts. The average score for psychological well being was markedly higher among rural pupils (M=148.19) compared to their urban counterparts (M=121.347). The average score of psychological well being among CBSE students was markedly superior to that of UP board students (M=146.46).

The correlation coefficient among PWB and academic achievement was found to be 0.658, at 0.05 level which is a statistically significant level. This suggests that psychological well being among senior secondary students is positively associated with academic performance

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