



## PSYCHOLOGICAL WELL BEING ITS RELATION TO ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS

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### *Abstract*

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*The aim of the present study is to find out the psychological well-being and Academic Achievement of Higher Secondary School Students in Guntur division of Guntur district. A survey method was adopted for collecting the data by using the rating scale standardized by Dr. Devendra Singh Sisodia and Ms. Pooja Choudhary (2012). A sample of three hundred Higher Secondary School Students in was collected by using the stratified random sampling technique. The study revealed that there is no significant difference in psychological well-being of boys and girls Higher Secondary School Students. There is no significant difference in psychological well-being of rural and urban Higher Secondary School Students. There is no significant difference in psychological well-being of govt. and private Higher Secondary School Students. There is a positive correlation between psychological well-being and academic achievement of Higher Secondary School Students.*

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### **Introduction**

Psychological well-being involves Self-Acceptance, Autonomy, Personal Growth, Environmental Mastery, Positive Relations with others, and Purpose in Life. 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 concept of psychological well-being and mental health, by and large, is used interchangeably by the majority of researchers. 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 is a normal part of life, and managing these negative or painful emotions is essential for long-term well-being. 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. Academic achievement refers to the student's numerical scores, which measure the student's degree of adaptation to school work and the educational system. 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. 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 behavioural 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.

### **Statement of the problem**

*"Psychological Well Being Its Relation to Academic Achievement of Higher Secondary School Students"*

### **Objectives:**

- To find out the difference between the psychological wellbeing of Higher Secondary School Students with reference to gender.
- To find out the difference between the psychological wellbeing of Higher Secondary School Students with reference to locality.
- To find out the difference between the psychological wellbeing of Higher Secondary School Students with reference to management.
- To find out the relationship between the psychological wellbeing of Higher Secondary School Students.

**Hypotheses:**

- There is no significant difference in psychological well-being of boys and girls Higher Secondary School Students.
- There is no significant difference in psychological well-being of rural and urban Higher Secondary School Students.
- There is no significant difference in psychological well-being of govt. and private Higher Secondary School Students.
- To is no significant relationship between the psychological wellbeing of Higher Secondary School Students.

**Methodology**

Normative survey method is used for this present study, three Higher Secondary School Students of Guntur division of Guntur district were selected by using the Simple Random Sampling Technique. The psychological well-being scale is developed by Dr. Devendra Singh Sisodia and Ms. Pooja Choudhary (2012). It consist of fifty items the rating assigned like Strongly Agree -5, Agree-4, Undecided-3, Disagree-2, and strongly Disagree-1. The test-retest reliability coefficient was 0.87. The statistical techniques like mean, SD, C.R. and r –value were computed to analyse the data.

**Analysis of the Data:**

**Table – 1: psychological well-being of Higher Secondary School Students - Gender - Mean - SD - C.R.**

Gender	N	Mean	SD	C.R.
Boys	150	185.31	15.60	1.18 #
Girls	150	187.53	16.75	

# Not significant at 0.05 level

The calculated value is 1.18 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 there is no significant difference in psychological well-being of boys and girls Higher Secondary School Students is accepted.

**Table – 2: psychological well-being of Higher Secondary School Students - Locality - Mean - SD - C.R.**

Locality	N	Mean	SD	C.R.
Rural	150	184.78	17.37	1.02#
Urban	150	182.64	18.74	

# Not significant at 0.05 level

The calculated value is 1.02 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 there is no significant difference in psychological well-being of rural s and urban Higher Secondary School Students is accepted.

**Table – 3: psychological well-being of Higher Secondary School Students - Management - Mean - SD - C.R.**

Management	N	Mean	SD	C.R.
Government	150	187.42	19.56	0.77#
Private	150	189.28	21.72	

# Not Significant at 0.05 and 0.01 levels

The calculated value is 0.77 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 there is no significant difference in psychological well-being of Govt. and private Higher Secondary School Students is accepted.

**Table – 4: Correlation between psychological well-being and academic achievement of Higher Secondary School Students**

Variable	N	df	'r'-value
Psychological well being	300	99	0.82**
Academic achievement	300		

\*\* Significant at 0.01 level.

The researcher found the correlation is 0.82 it is positive correlation between psychological well-being and academic achievement of Higher Secondary School Students.

## Findings

- There is no significant difference in psychological well-being of boys and girls Higher Secondary School Students.
- There is no significant difference in psychological well-being of rural and urban Higher Secondary School Students.
- There is no significant difference in psychological well-being of govt. and private Higher Secondary School Students.
- There is a positive correlation between psychological well-being and academic achievement of Higher Secondary School Students.

## Conclusion

The concept of psychological well-being and mental health, by and large, is used interchangeably by the majority of researchers. 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 is a normal part of life, and managing these negative or painful emotions is essential for long-term well-being. 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. Academic achievement refers to the student's numerical scores, which measure the student's degree of adaptation to school work and the educational system. 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. 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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