



PSYCHOLOGICAL WELL BEING AND ACADEMIC ACHIEVEMENT OF ADOLESCENT STUDENTS

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Abstract

The purpose of the present study is the psychological well-being and academic achievement of adolescent students in tirupati, chittoor district. The data was gathered from the random sampling of 100 adolescent students in tirupati, chittoor 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 also revealed there is no significant difference in gender and locality and type of management.

Keywords: *Psychological well-being, adolescent s, 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.

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 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.

Objectives:

- To find out the influence of the following variables on the psychological wellbeing of adolescent students with reference to gender locality and management.

Hypotheses:

- There would be no significant difference between boys and girls in psychological well-being.
- There would be no significant difference between rural and urban adolescent students' psychological well-being.
- There would be no significant difference between government and private adolescent students in their psychological well-being.

Method:

A survey method is used in the present study.

Scope of the study

The scope of the demographic variables is Gender, Locality and management.

Sample and Sampling:

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

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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 adolescent s in the Tirupati, Chittoor district and got permission from the adolescent headmasters to collect the data from X class students.

Statistical Techniques used:

Mean, SD, 't' value, and 'r-value is calculated.

Analysis of the Data:

Objective –1. To find the influence of adolescent 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 – 1: Showing mean, S.D. and 't' values of boys and Girls sample of adolescent students.

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 – 2 : Showing mean, S.D. and ‘t’ values of rural and urban adolescent 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 level the table value 1.96 at 0.05 level and 2.58 at 0.01

level. The calculated’ 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 adolescent students. Hence the hypothesis – II is accepted.

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

Table – 3: Showing mean, S.D. and ‘t’ values of Government and private adolescent 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’ 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 adolescent students. Hence the hypothesis – III is rejected

psychological well-being and academic achievement of adolescent students

Table Showing ‘r’ value of adolescent psychological well-being and academic achievement of adolescent students

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 adolescent students.

Findings

The variables like Gender, Locality, and type of management are not significantly influencing the psychological well-being of adolescent students.

- There is a positive correlation between psychological well-being and academic achievement of adolescent 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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