



## A Study of Academic Achievement of Senior Secondary School Students in Relation to Their General Well-Being

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### ABSTRACT

General well-being is probably one of the most important aspects of human beings and the state of general well-being can be attained in terms of healthy body with healthy mind. Judgments of well-being are irreducibly subjective and that the meaning and content of the terms used seem to fluctuate, depending on who is using it and why it is being used. A sample of 100 students (50 male and 50 female) from government and private senior secondary schools were selected for the present study in which the investigator wanted to study the importance of general well-being for senior secondary school students and its relation with their academic achievement.

### KEYWORDS

Academic Achievement, General Well-being

### Introduction

A very important aspect of life is the happiness, atonement or gratification subjectively experienced which is often named as well-being. Well-being is not a mono-dimensional or unitary construct, and scholars in this region generally advocate examining different types of indicators.

Diener (1984) stated that, "there are some cardinal characteristics of the concept of well-being, basic it is subjective". According to Campbell (1976), "it shackles within the experience of the individual". Notably away from the definition of well-being, Kammann (1983) explained some important objective terms, "such as health, comfort, virtue or wealth. Though, such conditions are seen as potential influences on well-being, they are not realized as an inherent and necessary part of well-being". Hence, well-being is also defined as the internal experiences where an external form of the reference is not irresistible in the assessment of well-being.

Second, well-being comprises the positive measure. It is simply, not only the absence of the counter factors but also the true measures of the psychological health. The positive well-being aspects are also considered important way, that it also deals with components that would be capable to differentiate, slightly blissful individuals from the moderately and extremely happy individuals.

A final authentication of well-being is that it focuses on longer term states instead of just the momentary humor.

Hence, well-being is clearly a multidimensional construct and the commonly advised tri-partite structure of well-being: the life satisfaction, affirmative affect and the negative affect – can be continuous. The substantial increases in the researches of well-being in last 10 years which included a considerable amount directed at issues concerned with the structure of well-being.

### CORRELATES OF WELL-BEING

In 1967, Wilson demonstrated that the first major review of empirical evidence about "the correlates of avowed happiness" and stated that a happy individual is a "young, fit, well-educated, well-paid, extroverted, optimistic, worry-free, spiritual, married person with high self-esteem, job morale, humble aspirations, of either sex, and of a broad range of intelligence".

**Age:** Wilson's (1967) concluded that juvenility is one of the most important demographic components influencing well-being. Younger people report more felicity happiness than older people.

**Sex:** Wilson (1967) reported sex differences in well-being.

**Health:** The recent research stated that much more stressed on the strong relationship between well-being and health.

**Income:** Wilson's conclusion that income found to have an important role in the Well-being. In poor countries, the low per capita income threatens the basic human needs continuously.

**Education:** Education is another one important aspect that put significant impact on well-being of an individual. Some researchers i.e., Campbell, Converse and Rogers (1976); Diener, Sandvik, Seidlitz and Diener (1993) found small but significant correlation between the education and well-being. Education also contributed to the well-being by allowing individuals directly to make advancement towards their actual goals or to adapt or alter them according to the surrounding world but, on the other side education also raised ambitions.

**Intelligence:** It seems that the intelligent peoples used their intelligence level to counterbalance their shortcoming in order to achieve the state of well-being.

**Marriage:** A number of researches revealed that the married person reported a greater happiness as compared to those who were neither married nor the divorced, single or separated.

**Culture:** In general, collective cultures regarding lower well-being as compared to the individualist cultures, where the norms are more strongly favored, experienced and expressed the affirmative emotions.

**Employment Status:** Work is the key factor and not only providing social and financial support merely also in keeping the person psychologically must fit. The problem of joblessness/unemployment not be taken as an economic consequence only because it also has its personal social, psychological and medical issues.

### ACADEMIC ACHIEVEMENT

Achievement refers to the scholastic achievement of the pupils at the end of an educational programme or the competence they actually show in the school subjects in which they have received instruction. Achievement is the accomplishment or acquired proficiency in the performance of an individual with respect to a given knowledge or skill. Thus, achievement is the glittering crown which reflects a sense of sincerity, candidness and perseverance on the part of the achievers. The term has been defined by different persons in various ways.

### OBJECTIVES OF the STUDY

1. To compare general well-being of male and female senior secondary school students.
2. To compare academic achievement of male and female senior secondary school students.
3. To study relationship between general well-being and academic achievement among senior secondary school students.

**Hypotheses**

1. There is no significant difference in general well-being of male and female senior secondary school students.
2. There is no significant difference in academic achievement of male and female senior secondary school students.
3. There is no significant relationship between general well-being and academic achievement among senior secondary school students.

**METHOD** - Descriptive survey method has been used in the present study.

**SAMPLE** - For the purpose of this study, a sample of 100 students (50 male and 50 female) from government and private senior secondary schools were selected through random sampling method.

**Tools used**

1. General Well-Being Scale (GWBS) by Dr. Ashok K. Kalia and Ms. Anita Deswal will be used for data collection
2. Obtained marks of previous class result have been treated as academic achievement score.

**STATISTICAL TECHNIQUES USED** - The statistical techniques such as mean, standard deviation and Karl Pearson's product moment correlation were used to analyze the data.

**RESULTS**

The present study was conducted with the aim of examining the significant difference in general well-being and academic achievement of senior secondary school students. The obtained results are given in tables below:

**Table 1**  
**Mean, Standard Deviation and 't' value of General Well being of senior secondary school students**

Variables	N	Means	SD's	't' value
Male students	50	154.82	12.65	2.632**
Female students	50	149.64	20.27	

\*\*Significant at 0.01 level

Table 1 reveals that t-value (2.632) for the mean scores of general well being between male and female senior secondary school students is significant at 0.01 level of significance as the tabulated values of 't' is 1.96 at 0.05 and 2.58 at 0.01 level of significance. Hence, the null hypotheses framed earlier "There is no significant difference in general well-being of male and female senior secondary school students" is rejected.

**Table 2**  
**Mean, Standard Deviation and't' value of Academic Achievement of senior secondary school students**

Variables	N	Means	SD's	't' value
Male students	50	312.26	32.96	2.166*
Female students	50	321.76	47.27	

\*Significant at 0.05 level

Table 2 reveals that t-value (2.166) for the mean scores of academic achievement between male and female senior secondary school students is significant at 0.05 level of significance as the tabulated values of 't' is 1.96 at 0.05 level of significance. Hence, the null hypotheses framed earlier "There is no significant difference in academic achievement of male and

female senior secondary school students" is rejected.

**Table 3**  
**Co-efficient of correlation between general well-being and academic achievement of senior secondary school students**

Variables	N	Means	SD's	Coefficient of correlation
General Well being	100	152.23	17.01	0.877**
Academic Achievement	100	317.01	40.82	

\*\*Significant at 0.01 level

The table 3 depicts that the co-efficient of correlation between general well-being and academic achievement of senior secondary school students is 0.877, which is significant at 0.01 level of significance. So both the variables have significant positive relationship. Hence, the null hypothesis framed earlier, "There is no significant relationship between general well-being and academic achievement among senior secondary school students" is rejected. It can be interpreted that with increase in general well being, the academic achievement of senior secondary school students increases and vice-versa.

**findings of the study**

1. It was found that there is a significant difference in general well being of male and female senior secondary school students. Male students have good general well being in comparison to female students.
2. It was found that there is a significant difference in academic achievement of male and female senior secondary school students. Female students have good academic achievement in comparison to male students.
3. It was found that there is a significant relationship between general well being and academic achievement senior secondary school students. It can be interpreted that with increase in general well being, the academic achievement of senior secondary school students increases and vice-versa.

**Educational Implications:**

- In rapidly changing present scenario, this study provides a ground to parents, teachers, counselors and researcher to understand the adolescents' development pattern, their needs and help to identify the main factors which influences the general well-being in adolescents.
- If they are lacking behind in any dimension of general well-being, remedial measures and support system should be provided to adolescents for their well-round development. It makes them to lead a good life so that they can prove themselves as an asset to their family, society and nation.
- It is important to mention the implications of the present study for the health and school administration. Health policy-makers must restructure the health facilities in keeping the view of adolescents' development pattern which shapes and enhances their general well-being which makes them lead a better life and rise to meet higher expectations of the society.
- School is a miniature form of the society. It is a place where adolescents spend more time after home. So, the school administration should also provide the opportunities, facilities and exposure to students so that they can grow up in a mature adult.

**Conclusion**

For academic progression, better general wellbeing is a key factor in senior secondary schools. School enjoyment plays a significant role in encouraging engagement in both secondary and senior secondary schools. Our findings highlight the significance of general wellbeing on the performance of the child.

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