



ORIGINAL RESEARCH PAPER

Law

PSYCHOLOGY WELLBEING AND ACADEMIC ACHIEVEMENT OF TELANGANA GURUKULA SCHOOLS OF SECONDARY SCHOOL STUDENTS IN HYDERABAD DISTRICT.

KEY WORDS: Psychological Wellbeing, Academic Performance, Self Acceptance, Self Esteem, Positive Relationship.

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ABSTRACT

The present research studies the psychological well-being in relation to Academic Achievement of Telangana gurukula residential School Students. The sample of the study was taken from Telangana gurukula residential schools of Hyderabad. A descriptive Method design was employed to conduct the study. A psychological well-being scale developed and standardized by Riffy's was administered to the selected sample. The data was collected and analyzed. The findings of the study reflected slightly significant difference was also found between male and female secondary school students. To arrive at more generalized results, more such research needs to be conducted. Psychological well-being is the positive function of mind and body. One of the aspects that come to our mind when we think about psychological well-being is all about our mental and physical condition. Academic performance is comprehending test which is used to measure student understanding of a particular subject. Adolescence is a process of development from a child into adult. Psychological wellbeing is also an important aspect that affects academic performance. To assess their learning abilities by determining academic achievements of the respondents, Study focuses on the significant relationship between psychological well being and academic performance. If the person is having less self esteem, self acceptance and positive relationships this immensely affect the person's academic performance. An adolescent with whom psychological well being is absent, will face difficulties to concentrate in class, to show interest towards the studies, to comprehend the syllabus. Thus, it is necessary to improve their academic performance through psychological well-being.

1.1 Psychological well-being:

The concept of well-being is very popular now-a-days and social scientists are much concerned about the well-being of human mind. It is one of the most important goals, which individuals as well as society strive for. The term 'well-being' denotes that something in a good state. Hence it is mostly used for specific variety of goodness, for example, living in a good environment, being of worth for the world, being able to cope with life, enjoying life, etc. As far as psychological wellbeing is concern it is a multidimensional concept. After factor analysis it was revealed that cheerfulness, optimism, playfulness, self-control, a sense of detachment and freedom from frustration, anxiety and loneliness are indicators of psychological well-being (Tellegen, 1979 cf. Sinha and Verma, 1992). McCulloch (1991) has shown that satisfaction, morale, positive affect, social support etc, are the indicators of psychological well-being. A person high in psychological well-being not only carries higher level of life satisfaction, self-esteem, positive feelings, and attitudes, but also manages tensions, negative thoughts ideas and feeling more efficiently. The psychology of well-being aims to help people live more rewarding lives including close relationships, responsibilities to one's community and enjoyment of one's life. Psychological wellbeing is a subjective feeling of contentment, happiness, satisfaction with life's experiences and of one's role in the world of work, sense of achievement, utility, belongingness and no distress, dissatisfaction or worry etc. It emphasizes positive characteristics of growth and development. There are six distinct components of psychological well being:

- **Self acceptance-** having a positive attitude towards oneself and one's past life,
- **Purpose in life** -having goals and objectives that give life meaning,
- **Environmental mastery**-being able to manage complex demands of daily life,
- **Personal growth**-having a sense of continued development and self realization,
- **Positive relation with others-** possessing caring and trusting ties with others, and
- **Autonomy**- being able to follow one's own convections.

1.2 Academic Achievement

Achievement means to do ones best to be successful to solve problems and puzzles to accomplish tasks requiring skill and effort (Moore, 1959) Achievement is regarded as act of

implementation or attaining by hard work. It is consider everything win by effort, an accomplishment, a notable and flourishing action (Yusuf, 2010). The achievement motive is requires to master hard challenges to out complete others and to meet high principles of characteristic. It is intellectual and established motive (Rivera, Galarza, Entz, & Tharp, 2002) educational achievement the conclusion of education the degree to use a undergraduate, teacher or association has achieved their learning goals.

1.3 Need and Significance of the Study

Psychological well-being is the positive function of mind and body. One of the aspects that come to our mind when we think about psychological well-being is all about our mental and physical condition. Academic Achievement is comprehending test which is used to measure student understanding of a particular subject. Adolescence is a process of development from a child into adult. Psychological wellbeing is also an important aspect that affects academic Achievement. The objective of the study is to understand the cognitive well-being of the respondents. To diagnose their emotional stages by measuring the level of self esteem and self acceptance of the respondents, To assess their learning abilities by determining academic achievements of the respondents. If the person is having less self esteem, self acceptance and positive relationships this immensely affect the person's academic achievement. An adolescent with whom psychological well being is absent, will face difficulties to concentrate in class, to show interest towards the studies, to comprehend the syllabus. Thus, it is necessary to improve their academic performance through psychological well-being.

1.4 OBJECTIVES

- To study the Psychology wellbeing on academic achievement among Secondary school students
- To find out the relationship between Psychology wellbeing and academic achievement among Secondary school students
- To find out the influence of students' psychological well-being and its various dimensions on their academic performance.
- To assess their learning abilities.
- To determine academic achievements of the respondents
- To explore differences Psychology wellbeing and

academic achievement of Secondary school students in with respect to demographic variable.

1.5 Hypothesis

- There is high level of Psychology wellbeing and academic achievement among Secondary school students
- There is a relationship between Psychology wellbeing on academic achievement among Secondary school students
- There is a influence of students' psychological well-being and its various dimensions on their academic performance like
- There is likely to be significant differences across Psychology wellbeing on academic achievement with respect gender.
- There is likely to be significant differences across Psychology wellbeing on academic achievement with respect parent occupation.
- There is likely to be significant differences across Psychology wellbeing on academic achievement with respect family income.

1.6 Delimitations of the Study

- The present study has been confined with a sample of 100 telangana gurukula School students in Hyderabad district only.
- Summative examination scores of the Secondary School Students have been considered as Academic achievement.
- In studying the Psychological well being Self acceptance- having a positive attitude towards oneself and one's past life, Purpose in life -having goals and objectives that give life meaning, Environmental mastery-being able to manage complex demands of daily life, Personal growth- having a sense of continued development and self realization, Positive relation with others- possessing caring and trusting ties with others, and Autonomy- being able to follow one's own convections only.

2.1 Psychological Well-Being and Demographic Factors

Some studies of adolescents and children's psychological well being are found to relate to demographic factors (age, gender, and socioeconomic level) and other internal-features (self-concept, self-awareness, critical thinking). For example, a study by Dunn and O'Brien (2009) found that an adolescent who has much internal locus of control and self-esteem has high levels of subjective well-being (Bordbar, et al, 2011; Cheng & Furnham, 2003). On the other hand, it was found that demographic factors have little effect on adolescent subjective well-being (Cunsolo, 2014).

Gender, Age and Psychological Well-Being:

Studies conducted by Udhayakumar and Illango (2018), Jethwani-Keyser (2008) on psychological well being of adolescents in India reported that there is no statistically significant mean score difference between boys and girls. Specifically, Udhayakumar and Illango reported that the mean scores of males and females were 322.30 and 324.45 respectively which are almost identical. To put it together, previous researches on psychological well being and demographic variables (gender, age, and grade level) reported various and inconsistent results. Some reported as there is significant PWB difference between boys and girls while others reported as there is no significant difference between boys and girls. Still, other researchers recommended as there is a scarcity of information and further research is needed in the area of demographic variables and adolescents' psychological well being.

3.1. Sample

A sample is a small proportion of population selected for observation and analyses. The main methods of selecting a sample are deliberate or purposive sampling, random sampling, stratified sampling, quota sampling etc.

The investigator had used simple random sampling technique for selecting a sample of 100 Secondary school students from 10 telangana gurukula residential schools in Hyderabad District.

3.2 Research Tools:

Following questionnaires were used for assessment purpose:

Sl. No.	Research Tools	No. Of Items
1.	Demographic information questionnaire	
2.	Ryff's Psychological Well-Being Scales	42
3.	Summative examination scores of the Secondary School Students are taken as Academic achievement.	

4.1 Testing of Hypotheses

Hypothesis 1: There is high level Psychology wellbeing of 8th and 9th grade students.

The responses of the sample on the opinionative were collected and it was grouped into three viz., High level Psychology wellbeing, average Psychology wellbeing and low level Psychology wellbeing. The low Psychology wellbeing are those student who are above mean plus 1 sigma score, and those average student group is those student teachers fallen between the mean minus sigma to mean plus sigma, and the high opinion group is those student teachers who are below the mean minus one sigma score. The results are given in table 4.2.1

Table 4.2.1: Showing opinion of the groups

Level of Psychology wellbeing	VIII	IX
Mean- 1 sigma (Low level Psychology wellbeing group)	18(15 %)	15 (13%)
-1 Sigma to+ 1sigma (Average Psychology wellbeing group)	82(69 %)	80 (67%)
Mean +1 sigma (Highly level Psychology wellbeing group)	20(16 %)	25(20 %)

From the above table it could be observed that on an average 69% have some Psychology wellbeing, 16% have high level Psychology wellbeing and 15% low level Psychology wellbeing it means there is 16% of students are highly facing Psychology wellbeing in 8th grade students. And as same for 9th grade students also. Its means overall 86% students are in Psychology wellbeing. Then the hypotheses accepted.

Above average (77%) level Academic Achievement in 8th and 9th class students.

Hypothesis 2: There is a relationship between Psychology wellbeing on academic achievement among Secondary school students

In the present study it was hypothesized that there is positive relationship between academic achievement and psychological well being and academic achievement will have an effect on school students psychological well being. The computed analysis of partial correlation and regression analysis showed that there was a positive and significant correlation between academic achievement and psychological well being and academic achievement has a significant effect on the dependent variable (psychological well being). Tables 4.2.2, The data presented in Table 35 above, showed that there was statistically significant and positive relationship between psychological well being and academic achievement ($r = 0.262, p < 0.05$). Table below, presented the contribution of academic achievement (independent variable) to psychological well being (dependent variable).

Table 4.2.2: Table showing the relationship between the Psychology wellbeing and Academic Achievement

Hypothesis 3: There is likely to be significant differences across Psychology wellbeing on academic achievement with respect gender.

Table 4.2.3: Showing the mean value and the results of t test on gender

To test the above hypothesis all the respondents were categorized into two groups viz. Boys and Girls students. To know the significant difference between the mean scores of the two groups of respondents 't' technique was employed. The results of 't' test along with Means of Interest in mathematics and SDs of the scores obtained by the Boys and Girls students are presented in table 4.2.3

Table 4.2.3: Showing the mean value and the results of t test on gender

Gender	N	Mean	S.D	t-value	Level of Significance	df
Boys	60	238.42	23.52	1.94	NS	118
Girls	60	229.21	28.15			

NS: Non Significant

From the results of 't' test, the mean opinion scores of Boys and Girls student -students were 238.42., 229.21 respectively. The respective SDs was 23.52 and 28.15. The 't' value was 1.94. The obtained calculated value is no significant even at any levels. Therefore the hypothesis is rejected. These shows the girl students have higher level psychology well being overall school students. The reason may be the girls Students have mental strength in their studying. It shows that gender-wise differences in psychological well-being are significant. Since the mean scores of the psychological well-being of male secondary school students are less than those of their female counterparts in secondary schools, therefore, female students are better in psychological well-being scores. The result of the study is supported by the studies conducted by Solanki (2017), and Tripathi (2021).

Hypothesis 4: There is likely to be significant differences across Psychology wellbeing on academic achievement with respect class.

To test the above hypothesis all the respondents were categorized into two group's viz. VIII class and IX class students. To know the significant difference between the mean scores of the two groups of respondents 't' technique was employed. The results of 't' test along with Means of Interest in mathematics and SDs of the scores obtained by the VIII and IX class students are presented in table 4.2.4

Table 4.2.4: Showing the mean value and the results of t test on gender

Gender	N	Mean	S.D	t-value	Level of Significance	df
VIII	60	231.7	29.25	0.86	NS	118
IX	60	235.8	22.56			

NS: Non Significant

From the results of 't' test, the mean opinion scores of VIII class and IX students were 231.7, 235.8 respectively. The respective SDs was 29.25 and 22.56. The 't' value was 0.86. The obtained calculated value is no significant at any levels. Therefore the hypothesis is rejected. These shows the IX grade students have high men score compare to VIII grade. But it is not significant at any levels. The psychological well-being scores of IX class secondary school students are better than their counterparts in VIII class schools. The result of the study needs more generalization by conducting more such studies in the future.

Hypothesis 5: There is likely to be significant differences across Psychology wellbeing on academic achievement with respect parent occupation.

The sample was divided into four group's viz., BS, LB, EMP and AGR the men scores were compared using analysis of

variance and the results are given in the table: 4.5

Table 4.2.5: showing the results of Analysis of Variance among the different community groups.

Source of Variation	Sum of squares	df	Mean square (Variance)	F- ratio
Between Groups	4,434.08	3	1,478.02	2.52*
Within Groups	67,792.23	116	584.41	
Total	72,226.31	119		

**Significant at 0.01 level

From the above table it can be inferred that the F value is significant as the mean values of the different community groups are not the same. Therefore to test the difference between the groups the post hoc test was employed and the results are given below.

Table 4.5.1: Post Hoc Test of Comparison of Mean score the different community groups.

Comparison	Mean 1	Mean 2	df	Significant (P<0.05)	t
1: BS vs LB	+233	+224	58	No	1.33
2: BS vs EMP	+233	+242	68	No	1.88
3: BS vs AGR	+233	+233	58	No	0.04
4: EMP vs LB	+242	+224	58	Yes	2.59*
5: LB vs AGR	+224	+233	48	No	0.38
6: EMP vs AGR	+242	+233	58	No	1.37

The results of the post hoc test revealed that there is no significant difference between all except EMP vs LB parent students group in their psychology wellbeing In the high of the significant t values the hypothesis is accepted and the same hypothesis is rejected in other cases.

Hypothesis 6: There is likely to be significant differences across Psychology wellbeing on academic achievement with respect family income.

The sample was divided into three group's viz., High, Middle and Low level Income group were compared using analysis of variance and the results are given in the table: 4.6

Table 4.6: showing the results of Analysis of Variance among the different parental economic background group.

Source of Variation	Sum of squares	df	Mean square (Variance)	F- ratio
Between Groups	9,652.57	2	4,826.28	8.14**
Within Groups	69,330.70	117	592.57	
Total	78,983.27	119		

*Significant at 0.01 level

From the above table it can be inferred that the F value is significant as the mean values of the different parental income background groups are not the same. Therefore to test the difference between the groups the post hoc test was employed and the results are given below.

Table 4.6.1: Post Hoc Test of Comparison of Mean score the different community groups.

Comparison	Mean 1	Mean 2	df	Significant (P<0.05)	T
1: High vs Middle	+ 238	+ 229	83	Yes	2.08
2: High vs Low	+ 238	+ 220	68	Yes	2.28
3: Middle vs Low	+ 229	+ 220	83	Yes	4.41

The results of the post hoc test revealed that there is a significant difference between all income level parental Students group in their psychology wellbeing. In the high of the significant t values the hypothesis is accepted and here low income parental students group are not in psychology wellbeing its reveal that they group are facing other problem in life.

Hypothesis 7: There is an influence of students' psychological well-being and its various dimensions on their academic performance like

Table 4.7 : Table showing the category wise details of the tool

Category (Psychology wellbeing)	Mean	S.D	N
Autonomy 87.16%	36.6135	7.73827	120
Environmental Mastery 89.61	37.6434	7.23227	
Personal Growth 99.19%	41.6633	6.14968	
Personal Relations 92.83%	38.9940	5.09325	
Purpose in Life 94.44%	39.6773	6.96752	
Self Acceptance 92.09%	38.6892	6.43957	
Psychological well being 92.57%	233.2809	24.62261	

From the above table it could be observed that overall Psychology From the data presented in Table 7 above and analysis made, it is possible to understand that for both the overall/general psychological well being and the six dimensions most of the school students of 8th and 9th grade students exhibited a moderate and high state of psychological well being. However, when we compare the observed results against the expected means (233.28 for overall psychological well being and 24.62 for each of the six dimensions) some respondents fall under a low state of psychological well being. In terms of overall psychological well being most, three hundred forty (92%) of adolescent respondents scored above the expected mean (252) on the measure of Riffy's psychological well being scale. On the contrary, someone ten students of the participant students scored below the expected mean.

5.1 Major Findings of the Study:-

The statistical analysis of the data revealed certain trends from which some of the major findings have been drawn. On the basis of the findings the following conclusions are drawn:-

- 69% have Average Psychology wellbeing, 16% have high level Psychology wellbeing and 15% low level Psychology wellbeing it means there is 16% of students are highly well in Psychology wellbeing in 8th grade students. And as same for 9th grade students also. Its means overall 86% students are in Psychology wellbeing. Then the hypotheses accepted.
- Above average (77%) level Academic Achievement in 8th and 9th class students.
- Positive and significant correlation between academic achievement and psychological well being and academic achievement has a significant effect on the dependent variable (psychological well being).
- These shows the girl students have higher level psychology well being overall school students. The reason may be the girls Students have mental strength in their studying. It shows that gender-wise differences in psychological well-being are significant
- The psychological well-being scores of IX class secondary school students are better than their counterparts in VIII class schools.
- There is no significant difference between all except EMP vs LB parent students group in their psychology wellbeing. In the high of the significant t values the hypothesis is accepted and the same hypothesis is rejected in other cases.
- Low income parental students group are not best in psychology wellbeing its reveal that they group are facing other problem in life.
- Overall/general psychological well being and the six dimensions most of the school students of 8th and 9th grade students exhibited a moderate and high state of psychological well being.

5.2 CONCLUSION:

The purpose of this study was to comprehend how psychological well being affects academic achievement and what effects it has. The goal of this study was to determine an adolescent's degree of psychological well-being, which

includes their level of self-worth, self-efficacy, positive relationships, cognitive health, and self-acceptance. Students that are not psychologically healthy do so due to many outside influences. The student's cognitive health is compromised because they lack interest in the subject they are required to study, which prevents them from being enthusiastic or interested in anything. Academic achievement includes the student's emotional health as well. A student's performance will suffer if they have trouble managing their emotions, which will also cause them to worry excessively about their academic success and have less mental and physical energy. The student's level of self-esteem and self-acceptance gauges their disposition, confidence, social engagement, and ability to make self-interested decisions.

Give students a platform to identify their areas of interest and assist them in pursuing those areas.

- Having positive relationships with others can assist students' psychological health. This will also help them have higher levels of self-worth, self-efficacy, and self-acceptance.
- By paying close attention, you can assist students adapt to the lesson plan and the teaching style in order to improve their cognitive health.
- Find out why a student is worried and work with them to overcome it rather than increasing the amount of homework they have to do at home and at school.
- Analyzing a student's academic progress might reveal whether or not they are having questions or doubts.
- Parent-child relationships should be positive in order to improve the student's psychological health, as this will also improve the student's academic achievement.
- Students must be treated as though they have the freedom to select or decide on their area of interest and to work independently in it.

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