

A CORRELATION STUDY ON PSYCHOLOGICAL WELL BEING AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

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Abstract

The purpose of the present study is the psychological well-being and academic achievement of secondary school students in Vijayawada, Krishna district. The data was gathered from the random sampling of 120 secondary school students in Vijayawada, Krishna district. Normative survey method is used in this study. The collection of the data done by using the psychological well-being scale developed by Dr. Devendra Singh Sisodia and Ms. Pooja Choudhary(2012). The results revealed that there is a positive correlation between psychological well-being and academic achievement of secondary school students.

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. 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 the relationship between difference between psychological well-being and academic achievement of secondary school students

Hypothesis

- There would be no significant relationship between difference between psychological well-being and academic achievement of secondary school students

Methodology

A survey method was used to carry out the present study.

Sample and Sampling

120 secondary school students were selected by using the Simple Random Sampling Technique.

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 secondary schools in the Vijayawada, Krishna district and got permission from the headmasters to collect the data from secondary school students.

Statistical Techniques used

To find out the relationship between psychological well-being and academic achievement of secondary school students the researcher find out 'r-value to know the relationship between the variables.

Analysis of the Data

Objective –1. To find the relationship between difference between psychological well-being and academic achievement of secondary school students

Hypothesis – I: There would be no significant relationship between difference between psychological well-being and academic achievement of secondary school students

Table – 1

Showing 'r' value of adolescent psychological well-being and academic achievement of secondary school students

Variable	N	'r' value
Psychological well being	120	0.82 **
Academic achievement	120	

** Significant at 0.01 level.

The researcher found the correlation is 0.918 it is positive correlation between psychological well-being and academic achievement of secondary school students.

Findings

- There is a positive correlation between psychological well-being and academic achievement of secondary school students.

Educational Implications

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 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. 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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