



RELATIONSHIP OF ACADEMIC ACHIEVEMENT AND GENERAL WELL-BEING OF SCHOOL GOING ADOLESCENTS IN CHANDIGARH

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Abstract

Schools are an important context for children's well being (Gutsmann & Feinstein, 2008) and there is a strong link between well being and academic success (El Ansari & Stock, 2010). The purpose of this study was to investigate empirically adolescent's academic achievement and their well being. Four dimension of wellbeing were examined i.e. social wellbeing, emotional well being, physical wellbeing and school well being. The relationship of wellbeing and academic achievement was studied for both boys and girls i.e. 32 adolescent boys and 32 adolescent girls. The sample for the study was taken from across government schools of Chandigarh. The finding of the study indicates that there is a relationship between academic achievements and four dimensions of well being.

Keywords: General Well-Being, Academic Achievement, Adolescents.



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Introduction

School is a miniature form of our society and is an important context for children's wellbeing (Gutsmann & Feinstein, 2008) and academic achievement. Educational settings are expected to achieve academic results and not much emphasis is given on the social and emotional well being although it has been proposed as a main goal of education. Apart from that, adolescence is viewed as a transitional period during which biological, cognitive, emotional and social functions become reorganized. For adolescents this is a time of restructuring not only with themselves but also their peers, neighborhoods and the wider context.

Well-being

Although there is no agreed upon definition of well being but wellbeing is a dynamic process (Rees et al,2010) and it is subjective to the individual.

Diener, Suh & Oishi(2002) define “subjective well being is defined as a person’s cognitive and affective evaluations of his or her life. The concept also includes experiencing pleasant emotions, low levels of negative moods and high life satisfaction”.

Keyes and Lopez (2002) add to the above definition of wellbeing as it can be reflected in individuals’ perception and evaluation of their lives in terms of emotional states, psychological functioning and social functioning: psychological well being for example self acceptance, positive relations with others, purpose in life, environmental mastery and autonomy; emotional wellbeing- e.g. happiness or satisfaction; social wellbeing – social integration, social acceptance.

According to Pollard and Davidson (2001) “wellbeing is a positive and ecological concept and encompasses developmental stages across the life course”.

Academic achievement

One of the most important pointers of educational evaluation is academic achievement. It is assessed via measuring the degree of each students institutional learning through his or her scores (Seif,2001).

Abolmaali & Mahmudi (2013) define “academic achievement is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals.”

After defining well-being and defining the academic achievement, a study on the relationship between general well-being and academic achievement is necessary in schools .

Objectives

1. To study the general well- being of high school going adolescent girls and boys of class tenth.
2. To study the academic achievement of high school going adolescent girls and boys of class tenth.
3. To study the correlation between well-being and academic achievement in girls and boys of class tenth.

Hypothesis

1. There is no significant difference in general well-being scores of high school boys and girls.

2. There is no significant difference in academic achievement scores of high school boys and girls.
3. There is no significant correlation between general well-being and academic achievement of high school adolescents.

Research Methodology

Sampling design: The study was based on primary data which was collected from randomly selected 64 class tenth school students i.e. 32 girls and 32 boys. The data were collected by means of questionnaires and student report cards.

Sample: For the purpose of this study, a sample of 64 class tenth students (32 male and 32 female) from two government high schools were selected. The two schools, namely GMSSS, Dhanas and GHS, Sector 53 were purposively selected as these two were schools on Chandigarh periphery. The students were randomly selected from class tenth of each school i.e. 32 from each school.

Measure used for study: The following measure was used to collect relevant data

1. **General Well-being scale by Kalia & Deswal (2011) :** The general well-being scale comprises of 55 items under four dimensions measured on a five point scale . The four dimensions are physical well-being, emotional well-being, social well-being and school well-being. A high score indicates enhanced sense of general well being and low score denotes diminished sense of general well-being.
2. **Academic achievement:** Academic achievement is the obtained marks in previous class final result calculated in percentages. The class teacher provided the score for the previous year for each student in the sample.

Statistical Techniques used: The statistical techniques that were used are percentages, mean, standard deviation, t-test, Karl Pearson product moment correlation.

Results: The findings of the study are as under:

Table 1: General Well-being in High School Boys and Girls

Interpretation	Boys (N=32)	Girls (N=32)	Total (N=64)
High General Well-Being	3(9.4%)	1(3.1%)	4(6.25%)
Average General Well – Being	18(56.25%)	24(75%)	42(65.6%)
Low General Well-Being	11(34.38%)	7(21.9%)	18(28.1%)

Table 1 depicts the general well-being of the sample. The table reveals that around 65% of the sample under study had average general well-being i.e. 56.25% boys and 75%

girls. High well-being was seen in 9% high school boys and 3% high school girls. Low general well-being was seen in 34% boys and 22% girls. So 93.75% of the sample had average to low general well-being.

Table 2: Mean, Standard deviation and “t” value for the four subscales and the total of General Well-being .

Dimension	Boys		Girls		t-value	p-value
	Mean	SD	Mean	SD		
Physical well-being	37.9	8.7	36.81	4.7	0.63	0.534
Emotional well-being	47.34	7.7	45.53	7.8	0.94	0.351
Social well-being	58.03	9.4	61.6	7.2	-1.70	0.093
School well-being	42.84	8.7	47.34	7.8	-2.17*	0.034
General well-being	186.13	28.73	191.28	20.73	-.836	0.407

*Significant at .05 level.

Table 2 describes the about the sample on the four subscales of general well being and the total general well-being. The table reveals that t-value i.e.0.836 for the mean scores of total general well-being between male and female high school students are not significant. Hence the null hypothesis framed that there is no significant difference in general well-being of male and female high school is accepted. But on one subscale i.e. school well-being both the male and female differed significantly, t-value = -2.17, $p < .05$. Boys scored less on questions such as whether they enjoyed going to school, doing their homework etc and whether they found school boring, that studies are a burden.

Table 3: Mean, standard deviation and t-value of academic scores among high school boys (N=32) and girls (N=32).

Dimension	Gender	Minimum	Maximum	Mean	SD	t-value	p-value
Academic achievement	Boys	46	72	53.88	5.94	-.023	0.982
	Girls	49	70	53.84	5.14		

Table 3 reveals about the variable academic achievement, the “t” value calculated is -0.023, which is non-significant i.e. difference between the two means is not significant. Hence for the present study the second hypothesis which states that there is no significant difference in academic achievement scores of high school boys and girls is also accepted.

Table 4: Coefficient of Correlation of academic scores with scores on four subscales of general well-being (boys and girls).

	PW	EW	SW	ScW	A Score
PW		.176 (.33)	.418* (.017)	.266 (.141)	.302 (.092)
EW	.572** (.0006)		.608** (.0002)	.296 (.100)	.343 (.054)
SW	.456** (.0087)	.699** <.0001		.609** (.0002)	.345 (.053)
ScW	.588** (.0004)	.689** <.0001	.563** (.0008)		.378* (.0327)
A Score	.504** (.0033)	.316 (.0778)	.352* (.0483)	.546** (.0012)	

**significant at 0.01 level; *significant at 0.05 level

Table 4: Bivariate associations (Pearson correlations) between four subscales of General well-being and academic achievement scores(for both girls and boys) are presented in Table 4. All correlations were positive. The table reveals that significant associations were found between physical wellbeing and emotional wellbeing, social wellbeing , school wellbeing and academic scores amongst boys ranging from $r=.456$ to $r= .588$, $p<.01$. For high schools girls the association ranges from $r =.17$ to $r =.418$, but significant correlation was observed for physical wellbeing and social wellbeing at $p<.05$ level. Significant correlations were found between emotional wellbeing and social wellbeing $r =.699$, $p<.01$; emotional wellbeing and school wellbeing $r=.689$, $p<.01$; social wellbeing and school well being $r=.563$, $p<.01$,social wellbeing and academic score $r=.352$, $p<.05$;academic score and school well being $r=.546$, $p<.01$ for high school going boys. For high school girls strong and significant association was observed in emotional wellbeing and social well being $r=.609$, $p<0.01$, social well being and school well being $r= .609$, $p<.01$; academic score and school wellbeing $r= .378$, $p<.05$.

Table 5: Coefficient of correlation between general wellbeing and academic achievement of high school students.

	Boys(N=32)		Girls(N=32)	
	Gen Well-Being	Academic Score	Gen Well-Being	Academic Score
General Well Being	1	.518** .0024	1	.46** .008
Academic Score	.518** .0024	1	.46** .008	1

** significant at .01 level

Table 5 shows the correlation of general wellbeing and academic achievement gender wise. The coefficient of correlation between the two variables in male high school children is $r=0.518$, $p<.01$; and for female high school students $r=.46$, $p<0.01$. Comparatively the results show that the two variables are more correlated for boys than girls. So we can conclude that general wellbeing and academic achievement have significant positive relationship. Hence the null hypothesis framed that there is no significant correlation between general well-being and academic achievement of high school adolescents is rejected. It can be interpreted that with increase in general wellbeing, the academic achievement of high school students increases and vice versa. The results of the study are similar to other studies where a strong link is established between general wellbeing and academic achievement (El Ansari & Stock, 2010; Kakkar, 2015)

Discussion: The results of the research conducted to study relationship of academic achievement and well-being of school going adolescents in Chandigarh reveal that

It was statistically found that there was no significant difference in general well being scores of boys and girls. And there were statistical difference only on one subscale of general wellbeing i.e. school well-being.

It was statistically proved that there were no significant differences in the academic score of high school going male and female children.

There were significant positive association between general well-being and academic achievement of high school students of Chandigarh. This has not only been proved statistically but also theoretically(Kakkar ,2015; El Ansari & Stock, 2010).It can be interpreted that with increase in general well being and academic achievement of high school students increases and vice versa. Children with higher emotional, physical, social and school well-being have higher level of academic achievement (Gutman& Vorhaus,2012).

Students in low performing schools report lower levels on well being measures (Hanson et al, 2004) which is consistent with the present study wherein the well being of the students was low to average and the students were not achieving very high marks.

Conclusion: There is a strong link between academic achievement and well being. For academic progression ,better general wellbeing is an important factor. Likewise school engagement also plays a key role in wellbeing of children and adolescents. The findings of the study highlight the important relationship of general well-being and academic achievement in the school settings.

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