



## GENERAL WELLBEING AS A PREDICTOR OF ACADEMIC ACHIEVEMENT IN ADOLESCENT STUDENTS

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### Abstract

General wellbeing is often seen as a quality in education. This relationship of academic achievement and general well being is explored in this paper. A sample of 400 students of Haryana State is considered for this study. General Wellbeing scale developed by Kalia and Deswal (2011) was used. The data analysis showed that general well being has a significant positive correlation with academic achievement and accounted 11% role in predicting academic achievement of senior secondary school students.



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Everyone deserves to lead a happy, healthy and quality life. To attain such kind of life, one needs experiences which bring about enjoyment and fulfillment of life demands. The term "General wellbeing" is commonly associated with 'state of being happy, healthy and prosperous, ([www.merriam-webster.com](http://www.merriam-webster.com)). It is a concern with the quality of life which one leads with happiness, enjoyment and satisfaction. Wellness is not just the absence of disease or illness. It is a complex combination of a person's physical, mental, emotional and social health factor. Wellbeing is strongly linked to happiness and life satisfaction. ([www.betterhealth.vic.gov.au](http://www.betterhealth.vic.gov.au)). General well being occupies an important place in researches. General wellbeing increases academic achievement and have a positive relationship with academic achievement (Adeela, M.2014). General wellbeing may create a positive cycle, higher general wellbeing promotes high academic achievement and high academic achievement creates better motivation and confidence. Students who scored a grade in academic achievement show higher intelligence and higher mental health. (Malik, Rajul P.2014) Academic performance was positively related to wellbeing. Girls have lower general well being than boys. (Stensota, at. el (2015). The necessary thing is to carry a balance between general well being and academic achievement. In the present study, investigators examined whether students' general wellbeing can be a predictor of their academic achievement or not and if it is, then what is the percentage of its contribution.

### **Objectives of the study**

1. To study Academic Achievement of senior secondary students.
2. To study General Wellbeing of senior secondary students.
3. To study the relationship between Academic Achievement and General Wellbeing of senior secondary school students.
4. To identify the role of General well being in predicting academic achievement of senior secondary students.

### **Hypotheses of the Study**

1. There is no significant relationship between academic achievement and general wellbeing of senior secondary students.
2. General Well Being will have no significant role in predicting Academic Achievement of senior secondary students.

### **Research Design**

Cross sectional design or correlation design was applied to see the relationship and its reliable prediction between Academic achievement and general well being.

### **Population and Sample of the study**

Students of Xth class of Haryana state studying in session 2014-15 comprised the population of the study. Stratified multistage random sampling was used in selecting the units for the study. In the First stage 4 districts from the four division of Haryana were selected. In order to attain a reasonable stratification, 10 schools whereas 5 schools from rural area and 5 schools from urban area were randomly.

### **Measuring tools:**

General well being scale(2011) by Kalia & Deswal was selected for measuring general wellbeing . Details Marks Cards (DMC) of Board exams of Class X were considered as an indicator of academic achievement.

### **VARIABLE**

Independent Variable:

General Wellbeing

Dependent variable

Academic Achievement

**STATISTICAL TECHNIQUES:**

Descriptive Statistic – Mean, SD and percentage were worked out to describe the nature of the data. In order to find out the relationship and its prediction Product Moment Correlation and Regression were employed.

**ANALYSIS AND INTERPRETATIONS**

O<sub>1</sub>.“To study Academic Achievement of Senior Secondary Students.”

In the light of above objective, collected data has been analyzed as given in the table 1,

**Table 1 Percentage Distribution of Academic Achievement of senior secondary students:**

| Variables                  | Group        | N   | Mean  | Perc entage |
|----------------------------|--------------|-----|-------|-------------|
| Gende                      | Male         | 200 | 75.95 | 51%         |
|                            | Female       | 200 | 73.83 | 49%         |
| Locali ty                  | Urban        | 200 | 76.56 | 51%         |
|                            | Rural        | 200 | 73.22 | 49%         |
| r * Residential Background | Urban Male   | 100 | 80.16 | 27%         |
|                            | Urban Female | 100 | 72.96 | 24%         |
|                            | Rural Male   | 100 | 71.74 | 24%         |
|                            | Rural Female | 100 | 74.71 | 25%         |

Above data shows (Table 1) that the distribution of Academic Achievement in male and female groups are approximately same, that is 51% and 49% respectively with 75.95 and 73.83 mean scores . So it may be concluded that male are slightly higher edge over the female counterparts. Above table is further showing the distribution of Academic Achievement in urban and rural sub groups. It is clearly observed that Urban senior secondary students have scored slightly higher with mean scores 76.56 (51%) as compare to their rural counterparts with mean score 73.22 (49%), which may be counted approximately equal. Above data also gives a clear picture of the distribution of Academic Achievement in percentage on the bases of Gender and Residential Background. Urban male (mean 80.10, 27%) scored the highest in the group and rural male ( mean 71.74, 24%) and urban female ( mean 72.96, 24%) remained the lower.

**DISTRIBUTION OF GENERAL WELL BEING IN VARIOUS GROUPS OF DATA:**

O<sub>2</sub>.“To study General Well Being of Senior Secondary Students.”

In the light of the above objective, following data has been analyzed as given in the table no.2 which presents a clear picture about the existence of General Well Being in various sub- groups of the sample.

**Table 2 Percentage distribution on General Wellbeing scores of senior secondary students**

| Variables    | Group        | N   | Mean  | Percent |
|--------------|--------------|-----|-------|---------|
| r            | Male         | 20  | 212.1 | 49%     |
|              | Female       | 20  | 220.8 | 51%     |
| ty           | Urban        | 20  | 224.7 | 52%     |
|              | Rural        | 20  | 208.3 | 48%     |
| r * Locality | Urban Male   | 100 | 220.9 | 26%     |
|              | Urban Female | 100 | 228.4 | 26%     |
|              | Rural Male   | 100 | 203.2 | 23%     |
|              | Rural Female | 100 | 213.3 | 25%     |

The data given in Table 2 presents the distribution of General Wellbeing scores in various groups of the students. Male students obtained slightly lower General Wellbeing (mean, 212.14, 49%) as compared to female students (mean 220.87, 51%), it indicates that General Wellbeing of male and female senior secondary school students is approximately same. The above data shows the percentage distribution of General Wellbeing on the basis of Residential Background also which indicates that urban senior secondary school students have higher General Wellbeing (mean 224.7, 52%) than the rural senior secondary students (208.31, 48%). The above data further shows that urban female have the highest wellbeing in the group with mean score 228.4(26%) and rural male have the lowest general wellbeing (mean 203.29, 23%) among the group.

### **RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND GENERAL WELL BEING**

O<sub>3</sub>.“To study the relationship between Academic Achievement and General Wellbeing of Senior Secondary Students.”

In the light of the above said objective the hypothesis was formulated by the researcher:-

H<sub>1</sub> "There is no significant relationship between academic achievement and General Wellbeing of senior secondary students".

**Table 3 Relationship between Academic Achievement and General Wellbeing**

| VARIABLES     | N   | MEAN    | S D   | r     | LEVEL OF SIGNIFICANCE |
|---------------|-----|---------|-------|-------|-----------------------|
| A ACHIEVEMENT | 400 | 74.892  | 9.95  |       |                       |
| G.W.B         | 400 | 216.502 | 31.19 | 0.337 | 0.01                  |

Above table 3 shows that obtained Product Moment Correlation – coefficient is significant at .01 level of significance at the df 399. It refers to the rejection of formulated null hypothesis. “There is no significant relationship between academic achievement and general wellbeing of senior secondary students”. Hence it may conclude that there exists a significant and positive co- relation between Academic achievement and General Well Being of senior secondary students. It indicates that if General Well Being is high, academic achievement will be higher. This finding supports Kalia and Singroha 2012, Stensota at.el.2015, and Gupta vandana 2014.

**ROLE OF GENERAL WELL BEING IN DETERMINING ACADEMIC ACHIEVEMENT:-**

O<sub>4</sub> “To identify the role of General Well Being in predicting academic achievement of senior secondary students”.

In the light of the above said objective the researcher formulated the hypothesis:-

HO<sub>2</sub> “General Well Being will have no significant role in predicting Academic Achievement of senior secondary students.”

To predict the role of General Well Being in determining Academic Achievement the following regression table was analysed:

**Table 4 Regression**

| Model      | Sum of Squares | df  | Mean Square | F      | Sig. |
|------------|----------------|-----|-------------|--------|------|
| Regression | 4475.202       | 1   | 4475.202    | 50.841 | .01  |
| Residual   | 35033.175      | 398 | 88.023      |        |      |
| Total      | 39508.377      | 399 |             |        |      |

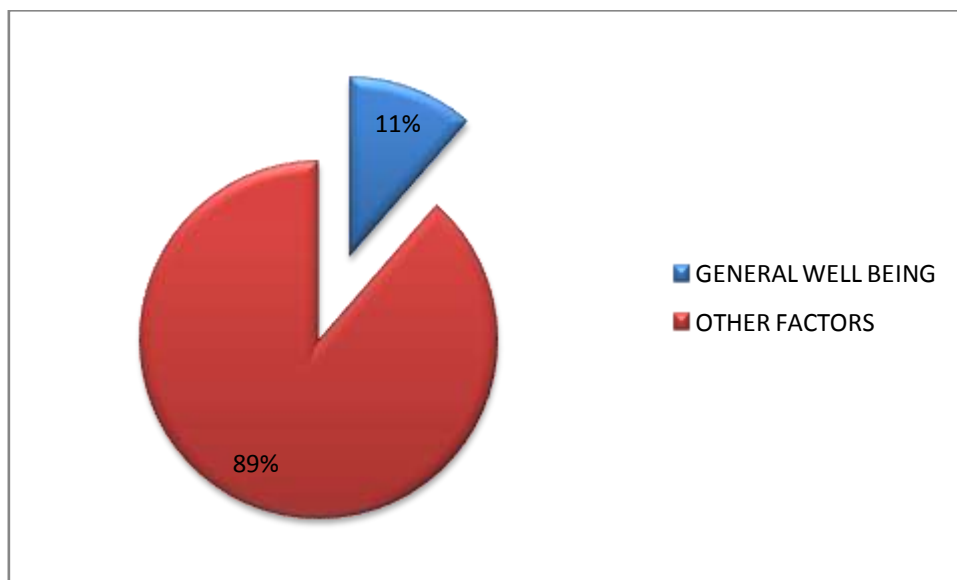
Table No. 4 shows that computed F ratio = 50.841,(df 1/398) is greater the table value and is significant at .01 level. It refers to reject the formulated null hypothesis “General Well Being will have no significant role in predicting Academic Achievement of senior secondary students.” It is clear that General Well Being significantly predicts Academic Achievement of senior secondary students. This finding is agreement with Adeela, M. et. al (2014) and Malik, Rajul P. (2014).Furthermore to find out how many points falls on the regression line the following table was analysed:

**Table 5 Role of General Well Being in Predictive Academic Achievement**

|   | R   | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|-----|----------|-------------------|----------------------------|
| 7 | .33 | .113     | .111              | 9.38206                    |

The table No.5. shows that R Square = .113 and Adjusted R Square = .111, which means that variable that is, General Well Being explains 11% of the variability of the academic achievement. Now it comes to know that 11% of Academic Achievement is influenced and determined by the General Well Being. In other words developing General Well Being of senior secondary students, 11% of Academic Achievement can be improved. The Role of General Well Being is depicted by the pie diagram. It can be shown by the pie diagram also;

**Fig, 1 Role of General Well Being in determining Academic Achievement:-**



**Main Findings of the Study:**

- Male students were found to have higher Academic achiever than their female counterparts.
- Urban subjects were found to achieve more score on academic achievement comparatively to their rural counterparts.
- Urban male subjects were found to the highest on academic achievement among all subjects of the present study.
- Rural female subject were found to higher on academic achievement as compared to urban female subjects.

- Female subjects were found to obtain higher score on general wellbeing scale than their male counterparts.
- Urban subjects were found to have better general wellbeing comparatively their rural counterparts.
- Urban female subjects were found to have the higher general wellbeing score comparatively other groups.
- Lowest General wellbeing score were found to have by rural male subjects.
- A significant and positive co- relation was found between Academic achievement and General Well Being of senior secondary school students. The higher academic achievers were found to be higher on General Well Being score.
- It was found that general well being accounts 11% role in academic achievement of the subjects in present study.

### **Educational Implications**

The present study has valuable implications for educationists, policy planners, curriculum developers, teachers, parents and school authorities. As female subjects were found to obtain less academic achievement score, the results can be utilized to improve girls' academic achievement. Due attention should be paid on girls. Reasons and problems should be explored. Similar kind of attention should be paid on rural students. Rural students' reasons may be different for achieving low scores, teachers and parents can make efforts to identify the problems which were responsible for low academic achievement and then remedial measures should be undertaken to improve.

The study has its very important implications regarding general well being of subjects. Health is considered above all kind of wealth. Schools should take up such measures like Yoga, daily exercise, various outdoor games for male students. Teachers can suggest and motivate male students to eat up healthy diet and have their food on time. Parents can go for routine health check-up of their wards. Policy planners can include health improving activities in curriculum. Along with academics, co-curricular activities should be compulsory part of school schedule.

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