

# A STUDY ON THE IMPACT OF STUDENTS' WELL-BEING ON ACADEMIC ACHIEVEMENT

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## Abstract:

This research investigates the impact of students' well-being on their academic achievement. A sample of 100 students (50 male and 50 female) was selected. The Well-Being Scale by Chauhan and Sharma (2019) was used to measure psychological well-being, while academic achievement was measured by the percentage of marks obtained in the 10th-grade examination. Using the t-test, results showed a significant difference in academic achievement based on well-being levels. The findings indicate that students with higher well-being tend to perform better academically.

## 1. Introduction

Student well-being is increasingly recognized as an essential factor influencing academic performance. Well-being includes emotional, psychological, and social health, and its role in academic achievement is crucial. This study examines the impact of well-being on academic outcomes among secondary school students.

## 2. Objectives of the Study

1. To assess the level of well-being among male and female students.
2. To compare academic achievement based on students' well-being.
3. To explore the relationship between well-being and academic performance.

## 3. Hypothesis

H<sub>0</sub>: There is no significant impact of students' well-being on their academic achievement.

## 4. Sample and Tools

The study sample consisted of 100 secondary school students (50 male and 50 female). The tools used were:

- Well-Being Scale by Chauhan and Sharma (2019)
- Academic Achievement measured by percentage of marks in the 10th-grade examination.

## 5. Statistical Technique

The t-test was used to determine the statistical significance of differences in academic achievement between groups with varying levels of well-being.

## 6. Results and Interpretation

**Table 1: Impact of Students' well-being on their Academic achievement.**

| Group           | N   | Mean  | SD   | t    |
|-----------------|-----|-------|------|------|
| High Well Being | 100 | 82.45 | 6.34 | 2.98 |
| Low Well Being  | 100 | 76.10 | 7.22 |      |

The calculated t-values for impact of well-being on achievement ( $t = -2.98$ ) were found statistically significant at the 0.05 level. Hence, the null hypothesis H<sub>0</sub> is rejected. It can be concluded that students with higher well-being, especially females, tend to perform better academically.

## 7. Conclusion

The findings of the study underscore the importance of well-being in enhancing academic performance. Students who report better psychological well-being also tend to have higher academic achievement. Educational institutions should prioritize programs and initiatives that promote student well-being to boost academic success.

## REFERENCES:

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