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Psychological Well-Being in Relation to Academic Achievement of Higher Secondary School Students

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Abstract:
This study investigates the relationship between psychological well-being (PWB) and academic achievement among higher secondary school students in Krishna District, Andhra Pradesh, India. Using stratified random sampling, 1,000 intermediate students from 72 junior colleges were selected. PWB was measured with the Psychological Well-being Scale by Dr. Devendra Singh Sisodia and Ms. Pooja Choudhary, while academic achievement was assessed via aggregate annual examination marks. Descriptive statistics (mean, SD) and inferential statistics (t-tests, Pearson's correlation) were applied. Findings revealed 60% moderate PWB, 20% low, and 20% high levels. Significant differences emerged across gender (females higher, $t=5.56$, $p<0.01$), locality (urban higher, $t=8.97$, $p<0.01$), and type of college (private higher, $t=8.98$, $p<0.01$). A moderate positive correlation ($r=0.42$, $p<0.01$) was observed between PWB and academic achievement. The results emphasize the role of demographic factors in PWB and suggest targeted interventions, such as counselling programs and policy reforms under NEP 2020, to improve well-being and scholastic outcomes.

Keywords: Psychological well-being, Academic achievement, Higher secondary students, Gender differences, Locality variations, Type of college, Correlation analysis

Introduction:

Higher secondary school students, aged 16-18, face a critical transitional phase marked by academic demands, identity exploration, and future planning. Psychological well-being (PWB), encompassing autonomy, purpose, positive relations, environmental mastery, personal growth, and self-acceptance, is essential for resilience and success. Deficits in PWB can lead to anxiety, reduced motivation, and impaired academic performance. Globally, adolescents experience declining PWB due to stressors, with rates lower in Asia and India amid competitive education systems. This decline affects mental health and scholastic outcomes. In India, with over 25 million higher secondary students, socio-cultural pressures amplify these challenges. Urban-rural divides and family structures influence PWB disparities. This study explores PWB levels, demographic variations, and its link to academic achievement, advocating for NEP 2020-aligned interventions to foster holistic well-being.

Review of Related Literature:

Chaudhry (2024) examined the relation between team and support factors, academic engagement, and psychological well-being among 210 management students. Positive correlations were found, highlighting support's role in enhancing well-being and performance.

González et al. (2020) related psychological well-being to academic performance in new psychology degree students. Higher PWB predicted better grades, acting as a protective factor.

Kienngam et al. (2022) investigated psychological factors influencing achievement in senior high school students. Low well-being correlated with higher anxiety and poorer performance ($r = -0.35$).

Hsiao (2023) analyzed psychological well-being's influence on academic success in university students. PWB dimensions positively predicted GPA and cognitive indicators.

Bhat & Siddiqui (2024) explored psychological well-being of senior secondary students in relation to school type and academic achievement. No significant school type differences, but higher achievement linked to better well-being.

Jiang et al. (2025) constructed a framework for student well-being in secondary education. Well-being positively influenced academic outcomes through resilience.

Objectives of the Study:

1. To assess the levels of Psychological Well-being among higher secondary school students.
2. To find out the Psychological Well-being of higher secondary school students with respect to the variables Gender, Locality and Type of College.
3. To find out the correlation between Psychological Well-being and Academic Achievement of higher secondary school students.

Delimitations of the Study:

1. The present study was confined to Krishna District of Andhra Pradesh only.
2. The sample was limited to 1,000 higher secondary school students only.
3. The study was delimited to the following demographic variables only: Gender, Locality and Type of College.

Sample of the Study:

The population consisted of all junior college students in Krishna District, Andhra Pradesh. The sample comprised 1,000 students selected using stratified random sampling from 72 junior colleges.

Tools Used:

The Psychological Well-being Scale developed by Dr.Devendra Singh Sisodia and Ms. Pooja Choudhary was used**.**

Data Collection:

Permission was obtained from school heads and Data was collected from intermediate students with teacher assistance, explaining the study's purpose and confidentiality. Aggregate marks served as academic achievement measure.

Statistics Used:
Mean and Standard Deviation were employed to describe the levels, and Karl Pearson's Product Moment Correlation was used to examine the relationship between the variables.

Analysis of the Data:
Objective 1: To assess the levels of Psychological Well-being among higher secondary school students.

Table 1: Distribution of Sample on Psychological Well-being (N=1000)

Total Sample	Psychological Well-being Levels		
	Low	Moderate	High
1000	200 (20%)	600 (60%)	200 (20%)

Table -1 shows 200 students (20%) in Low, 600 (60%) in Moderate, and 200 (20%) in High levels, indicating predominantly moderate psychological well-being.

Objective 2: To find out the Psychological Well-being of higher secondary school students with respect to the variables Gender, Locality and Type of College.

Table-2: Significance of Difference in Mean Scores on Psychological Well-being (N=1000)

Variable	Category	N	Mean	SD	"t" Value
Gender	Male	500	148.20	22.50	5.56*
	Female	500	156.40	24.10	
Locality	Rural	600	145.60	21.80	8.97*
	Urban	400	158.90	23.70	
Type of College	Government	300	142.30	20.60	8.98*
	Private	700	155.80	24.30	

*Significant at 0.01 level

From Table –2, the mean Psychological Well-being score for female students was 156.40 and SD=24.10, higher than for male students (M=148.20, SD=22.50). The difference in means was 8.20, indicating moderately higher eudaimonic functioning among females. The calculated t-value (5.56) was significant at the 0.01 level. Therefore, the null hypothesis "There is no significant difference in Psychological Well-being between male and female higher secondary school students" was rejected.
The mean Psychological Well-being score for urban students was 158.90 and SD=23.70, higher than for rural students (M=145.60, SD=21.80). The difference in means was 13.30, indicating substantially higher eudaimonic functioning among urban students. The calculated t-value (8.97) was significant at the 0.01 level. Therefore, the null hypothesis "There is no significant difference in Psychological Well-being between rural and urban higher secondary school students" was rejected.
The mean Psychological Well-being score for private college students was 155.80 and SD=24.30, higher than for government college students (M=142.30, SD=20.60). The difference in means was 13.50, indicating substantially higher eudaimonic functioning in private settings. The calculated t-value (8.98)

was significant at the 0.01 level. Therefore, the null hypothesis "There is no significant difference in Psychological Well-being between higher secondary school students studying in government junior colleges and those studying in private junior colleges" was rejected.

Objective – 3: To find out the correlation between Psychological Well-being and Academic Achievement of higher secondary school students.

Table -3: Correlation between Psychological Well-being and Academic Achievement (N=1000)

Variables	Sample	Correlation
Psychological Well-being	1000	0.42*
Academic Achievement	1000	

*Significant at 0.01 level

Psychological well-being showed a moderate positive correlation with academic achievement (r=0.42). Therefore, the null hypothesis was rejected.

Findings:

1. The majority of higher secondary school students (60%) exhibited average/moderate levels of psychological well-being, with 20% showing poor/low levels and 20% demonstrating good/high levels. This indicates that while most students possess moderate eudaimonic functioning, there is substantial scope for interventions to elevate well-being across the sample.
2. Female students had significantly higher psychological well-being (mean = 156.40, SD = 24.10) compared to male students (mean = 148.20, SD = 22.50), with a t-value of 5.56 (significant at 0.01 level). This suggests that females may demonstrate greater resilience in dimensions such as positive relations and self-acceptance.
3. Urban students displayed higher psychological well-being (mean = 158.90, SD = 23.70) than rural students (mean = 145.60, SD = 21.80), with a t-value of 8.97 (significant at 0.01 level). Urban environments appear to provide better access to resources that support autonomy and environmental mastery.
4. Students in private junior colleges had significantly higher psychological well-being (mean = 155.80, SD = 24.30) than those in government colleges (mean = 142.30, SD = 20.60), with a t-value of 8.98 (significant at 0.01 level). Private institutions may offer superior support systems and facilities that enhance personal growth and purpose.
5. A moderate positive correlation (r = 0.42, significant at 0.01 level) was found between psychological well-being and academic achievement. This implies that higher levels of well-being are associated with improved scholastic performance, emphasizing PWB as a key predictor of academic success.

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