

EFFECT OF PSYCHOLOGICAL WELL-BEING, GENDER AND TYPE OF SCHOOL ON ACADEMIC PERFORMANCE

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ABSTRACT–

The purpose of this study was to find the main and interactional effect of psychological well-being, gender and type of school on academic performance of higher secondary school students in Durg district in Chhattisgarh. A sample of Eight hundred students for the study was taken through random sampling technique. Psychological well-being scale (PWBS) developed by Devendra Singh Sisodia and Pooja Chaudhary (2012) used as a tool to collect data and for academic performance score, marks obtained by the students in the class 10th board examination has been used. Statistical technique Mean, SD and F-test has been applied to analyze the data and findings revealed that boys of higher secondary government schools with high Psychological well-being are well performer in their academics as compare to boys' and girls' of private schools and girls of government school.

KEYWORDS-

Psychological wellbeing, gender, type of school, academic performance, students

INTRODUCTION -

Education provides the knowledge for implementing one's potential for maximum use. It can be perfectly said that a human being is incomplete without education. With the help of education our country becomes the well developed country only when education will reach to all children because our children are the future of the country and the performance of the children are the important factor which decides the future of the children. Student of Higher Secondary School means the students of adolescent age which is critical period of life, where balanced association among well-beingness, academics, society is very necessary for them.

Psychological well-being

Psychological well-being can be defined as person's evaluating reaction to his or her life in terms of satisfaction, efficiency, sociability, mental health, interpersonal relations with others.

Diener et al. (2010) explained Psychological well-being as, it can be elucidated a person's capability of self-satisfaction without allowing others to impact on the self-satisfaction.

It is a new form of well-being, named psychological well-being, representing optimal human positive functioning. As per psychological well-being theory, individual's psychological health depends on his or her positive functioning in certain aspects of life. An individual should have a positive relationship with others. It should be dominant over the environment should accept him or herself and path as well as have a meaning and goal in life. He or she should also have personal development and the ability to make own decisions. Any individual has or may be of two type of psychological well-being either positive or negative effect. Psychological well-being tends to desirable outcome even economic and healthy people. In research done by Diener and his colleagues people who are score high in psychological well-being later earn high income and

perform better at work than people who score low in psychological well beings. It is also found that it is related to Physical health .In addition, it is often noticed that what a society measures will in turn influence the things that it seeks. If society takes great effort to measure productivity of people in the society likely to focus more on it.

Academic performance

Academic performance is the measurement unit of student's achievement across various academic subjects. It is the area to which a student, teacher or educational institute has attained their short and long-term educational goals.

Narad and Abdullah (2016) described academic performance as it is the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time.

Singh et al. (2016) said Academic performance of students has a direct impact on the socio-economic development of a country.

Academic performance is influenced by many different psychological, social, personal and environmental factors. And these factors and circumstances vary from student to student and affect a child's educational outcomes. Academic performance is influenced by many different psychological, social, personal and environmental factors. And these factors and circumstances vary from student to student and affect a child's educational outcomes.

Educational achievement is an area by which students, teachers, educational institutions can achieve short or long term objectives. Academic achievement is related to the intellectual behavior and expression that develop in the school and the training given to the students. Academic achievement is often measured through continuous evaluation and test results to determine the level of intellectual development of students. It is only by academic achievement

that the prediction can be said for the students, which student can perform better in which subject or in which subject more attention is needed. Therefore, it helps in analyzing the intellectual level of the students through academic achievement. Academic performance is the grade a child achieves during education or study. At the end of the school year, school staff will conduct a test to assess the child's level of knowledge.

RATIONALE OF THE STUDY

Lot of studies has been conducted on different factors and their influence on academics and non-academics relatively less number of studies were conducted on psychological well-being of students. This factor influencing the student's external and internal personality influences deeply Academics of students. An overview of the survey of literature reveals that so far no serious effects has been undertaken to relational study on psychological well-being and academic performance among adolescents of Durg district. Therefore the researcher feels it is important to conduct a research study to find the effect of psychological well-being in relation to academic performance of higher secondary school students.

OBJECTIVE OF THE STUDY

To study the main and interactional effect of psychological well-being, gender and type of school on academic performance of higher secondary school students.

HYPOTHESIS OF THE STUDY

H₀ -There will be no significant main and interactional effect of psychological well-being, gender and type of school on academic performance of higher secondary school students.

POPULATION

The population for the study was taken from higher secondary students of government and private schools from Durg district of Chhattisgarh state.

SAMPLE-

The present study has been conducted on higher secondary school students of Durg district in Chhattisgarh. 800 students (400 girls and 400 boys) have been drawn from government and private schools with random sampling method.

TOOLS-

PWBS (Psychological well-being scale) developed by Sisodia and Choudhary (2012) used to collect the data for psychological well being. It consists of 50 items. For academic performance scores obtained by the students in class 10th board examination.

DATA ANALYSIS-

The study adopted a descriptive survey to investigate the problem. After the collection of data, data were coded and entered into SPSS software for statistical analysis and Mean, SD. And F-test has been applied to analyze the data.

RESULT AND DISCUSSION-

H0 -There will be no significant main and interactional effect of psychological well-being, gender and type of school on academic performance of higher secondary school students.

To examine three different independent variables psychological well-being (2), gender (2) and type of school (2) has been selected. Three way ANOVA with $2 \times 2 \times 2$ factorial design used to test the main and interactional effects respectively.

Table 1

Summary of ANOVA for 2× 2× 2 factorial experiment of academic performance of higher secondary school students

Source of Variance	Type III Sum of Squares	df	Mean sum of squares	F-ratio
Psychological well being	15797.531	1	15797.531	124.214*
Gender	1060.301	1	1060.301	8.337*
Type of school	743.051	1	743.051	5.842**
Psychological well being* Gender	62.161	1	62.161	0.489 ^{NS}
Psychological well being* Type of school	66.701	1	66.701	0.524 ^{NS}
Gender*Type of school	0.151	1	0.151	0.001 ^{NS}
Psychological well being *Gender* Type of school	814.061	1	814.061	6.401**
Within Group(Error)	100726.890	792	127.180	
Total	3708997.000	800		

*Significant at 0.01 level, **Significant at 0.05 level, NS= Not Significant, N = 800

A close observation of the Table 1 reveals that the main effect of gender, type of school and psychological well being were found to be significant, indicating there were individual effect of gender, type of school and psychological well being on academic performance of higher secondary school students. Therefore the null hypothesis stated as “There exists no significant

effect of psychological well-being, gender, type of school on academic performance of higher secondary school students” has been rejected i.e. gender, type of school and psychological well being were produce individual effect on academic performance of higher secondary school students.

A. INDIVIDUAL EFFECT

Psychological well being

Main effect of psychological well being was found to be significant [$(1/792) = 124.214, p < .01$]. There was an individual effect of psychological well being on academic performance of higher secondary school students.

Table 2

Showing the main effect of psychological Well- Being on academic performance of higher secondary school students

Psychological Well- Being	High	M = 71.430 SD =10.26 N = 400
	Low	M = 62.542 SD = 11.39 N = 400

It was observed from table 2 that academic performance of higher secondary school students with high psychological Well- Being (M= 71.43) differ significantly from academic performance of higher secondary school students with low psychological Well- Being (M=62.54). Therefore academic performance of higher secondary school students with **high** psychological Well- Being

is higher than academic performance higher secondary school students with **low** psychological Well- Being.

Gender

Main effect of gender was found to be significant [$(1/792) = 8.337, p < .01$]. There was an individual effect of gender on academic performance of higher secondary school students.

Table 3

Showing the main effect of Gender on academic performance of higher secondary school students

Gender	Boys	M = 68.13 SD =11.01 N = 400
	Girls	M = 65.83 SD = 12.59 N = 400

It was observed from table 3 that academic performance of boys (M=68.13) differs significantly from academic performance of girls (M=65.83). Therefore academic performance of **boys'** students' higher secondary school is significantly **higher** than academic performance of **girls'** students' higher secondary school.

Type of School

Main effect of Type of School was found to be significant [$(1/792) = 5.842, p < .05$]. There was an individual effect of Type of School on academic performance of higher secondary school students.

Table 4

Showing the main effect of Type of School on academic performance of higher secondary school students

Type of School	Government	M = 67.95 SD =10.23 N =400
	Private	M = 66.02 SD =13.01 N = 400

It was observed from table 4 that academic performance of students of **Government** schools (M=67.95) is significantly differ from students of **Private** schools (M = 66.02). Therefore academic performance of students of **Government** schools is significantly higher than academic performance of students of **Private** schools.

B. INTERACTIONAL EFFECT

psychological well- being x gender x type of school

Three order interactional effect of psychological well- being, gender and type of school was found to be significant [F (1/792 = 6.401 < .05)]. It indicates that high and low psychological well- being, gender and type of school wise higher secondary school students were statistically different from other.

Table 5

Showing the interactional effect of psychological well- being x gender x type of school on academic performance of higher secondary school students

Psychological Well- Being		Gender	Type of School
High	Low		
M = 72.54 SD =11.43 N = 100	M = 65.69 SD =12.83 N = 100	Boys	Government
M = 73.18 SD =11.72 N = 100	M = 61.14 SD = 10.49 N = 100		Private
M = 71.67 SD =10.69 N =100	M = 61.90 SD =10.98 N =100	Girls	Government
M =68.33 SD =11.18 N =100	M =61.44 SD =10.67 N =100		Private

It was observed that Government and private school **boys** with **high** psychological Well- Being (M=72.54, M=73.18) scored greater mean value in academic performance in comparison to Government and private school **boys** with **low** psychological Well- Being (M=65.69, M=61.14). Whereas Government and private school **girls** with **high** psychological Well- Being (M=71.67, M=68.33) scored greater mean value in academic performance in comparison to Government and private school **girls** with **low** psychological Well- Being (M=61.90, M=61.44).

The Government **boys** students of higher secondary school with both low and high psychological well- being (M=65.69, M=72.54) scored better in high and low psychological well- being of

Government **girls** students of higher secondary school. The Government **boys** students of higher secondary school with both low and high psychological well-being ($M=61.14$, $M=73.18$) scored better in high and low psychological well-being of Government **girls** students of higher secondary school. Therefore the null hypothesis stated as “There exists no significant difference of psychological well-being, gender and type of school on academic performance of higher secondary school students” was rejected.

CONCLUSION

ANOVA with $2 \times 2 \times 2$ factorial design was employed to study the main and interactional effect of psychological well-being, gender and Type of School on academic performance. The above hypothesis is partially accepted.

SUGGESTIONS AND EDUCATIONAL IMPLICATIONS

Academic performance is very important factor for the students to show their caliber, interest and success in academics. A student with good academics can achieve the good position in the class as well as in the society. Well academic performer may get the favorable outcome in every exam of life and may clear the each obstacle related to study as well as life. For good academic performance of students some steps should be taken by the educational institutions-

- The teacher should motivate the students in learning process.
- Teachers always try to apply new and interesting teaching methods to deal the content.
- Guidance and counseling cell be established in each and every educational institution to provide advice to the students.
- Diagnostic assessments should be organized continuously in the classes to know the difficulties during learning process of students.

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