

Psychological Well-being of Adolescence Students

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Abstract: Adolescence stage is considered as a constructive growth and developmental period. Most of the psychological problem found in this period. Psychological well being is related with mental and physical health, academic achievement and social life etc. This study aim to access psychological well being among male and female adolescence students and relation between psychological well being and academic achievement gender wise. A descriptive survey method used in this study. 142 adolescence students are selected by purposive sampling technique. Ryff's and Keyes's psychological well being scale used to collect the data and SPSS statistics 21 is used for data analysis. It is found that male and female adolescence students have equal psychological well being. There are no relation between psychological well being and academic achievement. Male's psychological well being and male's academic achievement are negatively correlated but female's psychological well being and female's academic achievement are positively correlated.

Keywords: Adolescence student, Psychological well being, academic achievement.

I.INTRODUCTION:

Adolescence is a vital stage of life that connects childhood to adulthood. During this stage most of the psychological and physical development observed among students. Adolescence is generally considered as a healthy age group. Proper development of whole life is dependent on healthy development of adolescence's period. According to World Health Organization report one in seven people are aged 10-19 years suffering mental health problem around the world. 13% of the global burdens of diseases are observed in this age group [14]. Depression, anxiety and behavioural disorders are among the leading causes of illness and disability among adolescents. It is very urgent to focus on mental health among adolescence to build future leader of the country.

The World Health Organization defines mental health as "a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community" [17]. So there are two dimensions in mental health that is Psychological well-being (positive dimension) and psychological distress (negative dimension). According to Pavot and Diener (1993), "Psychological well-being refers to the subjective experience of two aspects of one's psychological experience that is emotional or affective experience (i.e., positive and negative affect) and conceptual or cognitive experience (i.e., satisfaction with life, relationships, work and leisure)"[16]. View point of yang 2010, psychological well-being refers to the extent to which people feel that they have meaningful control over their life and their activities [9]. Raff gave a model of psychological well-being. It is explains in a positive manner where individual multi-factors contribute meaningfully to a protective personality. So that psychological well-being of adolescence will help towards explaining and defining ways to better help adolescents prepare for adult life.

As per survey of the Ministry of education 2022 is on mental health and well-being of school students. A total of 3, 79,013 students participated from 28 states and 8 union territories in India. Overall students feel responsible for doing well in their life followed by experiencing satisfaction with school life. It also revealed that happiness is most common emotion. It is observed frequently mood swings about studies, examinations and results among students. Higher percentage of girls reported feeling anxious about their studies, examination and results, and also reported mood swings, feeling tired, tearful and lonely than boys. At the secondary stage, the students are feeling more anxious about studies, examination and results, and increased difficulty in concentrating and frequent mood swings as per the report. In this stage girls and boys sharing their feeling with friends rather than parents [14]. Dr. Bhat (2021) observed a significant interactional effect between gender and academic achievement levels in science on the psychological well-being of senior secondary school students [12].

Individual personal development is important function of the school. Students develop their abilities and competencies throughout their academic performance. Students' well- being is important concept and also needs to be seen as an agenda of education. Several studies illustrated that positive interventions at school are effective aspect in different dimension.

II.REVIEW OF RELATED LITERATURE:

Singh, Gupta & Bakhshi (2021), a survey conducted on parental attachment, self-esteem and psychological well being of adolescents. The results show that parental attachment, self-esteem and psychological well being have significant positive relationship [4].

Afsana &Wani (2021) a study conducted on 200 respondents to understand the impact of resilience and aggression on psychological well-being among transgender. It found that psychological well being was effective and helps reduce the level of aggression of transgender and also increasing the level of resilience improved psychological well-being [5].

Fatima, Naeem & Raza (2021) a quantitative study conducted on 200 young adults to understand the level of psychological well being and life satisfaction. The results reveals that life satisfaction is positively linked with psychological health, positive relations and self-acceptance was gartered predictor of purpose in life and females were found having more life satisfaction and psychological well-being [7].

Hailegiorgis, Berneto, Sibamo, Asseffa, Tesfa & Birhanu (2018) a comparative cross-sectional study design was used and randomly selected 370 orphan and non-orphan children (between 10 to 18 year) at public primary school in Jimma town. It observed that orphans' psychological wellbeing was significantly lower than their non-orphan peers. Orphan must need material support [2].

Udhayakumar & Illango (2018) a quantitative study used to assess the psychological well being of the under graduate students. It was seen that anxiety, depression and self-control were existed into students and a majority of the students were high level of well-being [9].

III. OBJECTIVE:

- To find out the psychological well-being of gender wise adolescence students.
- To find out the relationship between psychological well-being and academic achievement of adolescence students.
- To find out the relationship between psychological well-being and academic achievement of gender wise adolescence students.
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IV. HYPOTHESIS:

H₀- There is no significant difference in psychological well-being of male and female adolescence students.

H₀- There is no significant relationship between psychological well-being and academic achievement of adolescence students.

H₀- There is no significant relationship between male's psychological well-being and male's academic achievement of adolescence students.

H₀- There is no significant relationship between female's psychological well-being and female's academic achievement of adolescence students.

V. METHODOLOGY:

Method: In order to achieve the objectives of the present study, Descriptive survey method was used.

Sample and sampling technique: A sample of 142 students studying at higher secondary stage of Hooghly and Howrah district were selected through purposive sampling technique.

Tools used: Psychological well-being scale was constructed by C.D. Ryff & C. L. M. Keyes (1995) which consists of six dimensions and 18 items. Its dimensions are Autonomy, Environmental mastery, personal growth, Positive relation with others, Purpose in life, Self-acceptance.

Scoring: The minimum and maximum scores for items are 18 and 126. 7 point rating scale used for each item.

Data collection: Data is collected by offline mode. Closed ended questioner is used to collection of data.

Statistical technique: Appropriate statistical techniques were used for analyzing the data like frequency, percentages, Mean, S.D., 't'- test, person's coefficient of correlation, IBM SPSS statistics 21.

VI. RESULTS and DISCUSSION:

Table -1 value of mean, S.D. and t-test to show the difference of gender wise adolescence students with respect to psychological well being.

Variable	Sample	N	Mean	SD	t-value	df	Level of significant
Psychological well being	Male	71	80.52	11.93	-.858	137	Not significant at 0.05 and 0.01 level
	Female	71	82.13	10.30			

It is observe that the calculated 't'-value ($t = -.858$) is lower than the table value at the level of significance (1.98 at 0.05 level and 2.61 at 0.01 level of significant). Therefore the result is not significant and it indicates that there is no significant difference between male and female adolescence students and the null hypothesis accepted. So it is reveal that male and female adolescence students have equal psychological well being.

Table -2 value of 'r' and p-value to show the relationship between psychological well being and academic achievement of adolescence students.

Variable	N	'r'	p-value	Result

Psychological well being	142	.152	.071	Not significant at 0.05 level and 0.01 level
Academic achievement	142			

It is observed from the above table that the value of 'r' is .152 and the p-value is .071 which is not significant at 0.05 & 0.01 level. Therefore the null hypothesis 'there is no significant relationship between psychological well being and academic achievement of adolescence students' is accepted. So there is no significant relationship between psychological well being and academic achievement of adolescence students. Therefore the result indicates that psychological well being and academic achievement are not correlated among adolescence students.

Table -3 values of 'r' and p-value to show the relationship between psychological well being and academic achievement of adolescence students gender wise.

Sample	variable	N	'r'	p-value	result
Male	Psychological well being	71	-.011	.925	Not significant at 0.05 & 0.01 level
	Academic achievement	71			
Female	Psychological well being	71	.343	.003	Significant at 0.05 & 0.01 level
	Academic achievement	71			

It is observed from the above table that male's 'r' is -.011 and the p-value is .925 which is not significant at 0.05 & 0.01 level. Therefore the null hypothesis 'there is no significant relationship between male's psychological well being and male's academic achievement of adolescence students' is accepted. So there is no significant relationship between male's psychological well being and male's academic achievement of adolescence students. Male's psychological well being is negatively correlated with male's academic achievement of adolescence students.

It is also observed from the above table that female's 'r' is .343 and the p-value is .003 which is significant at 0.05 & 0.01 level. Therefore the null hypothesis 'there is no significant relationship between female's psychological well being and female's academic achievement of adolescence students' is rejected. So there is significant relationship between female's psychological well being and female's academic achievement of adolescence students. Female's psychological well being is positively correlated with female's academic achievement of adolescence students.

Therefore the result indicates that male's psychological well being has no impact on male's academic achievement of adolescence students but female's psychological well being has impact on female's academic achievement of adolescence students.

V.CONCLUSION:

The finding of this study revealed that Male and female adolescence students have equal psychological well being and also reveals that psychological well being and academic achievement is not correlated to each other. Also it is concluded that male's psychological well being has no impact on male's academic achievement of adolescence students but female's psychological well being has impact on female's academic achievement of adolescence students. There are some limitations of this study. It is conducted in rural areas while urban area is disregarded. Sample size is small and study is carried only in Howrah and Hooghly district. Hence to obtain more complete understanding of respondent's psychological wellbeing survey data might be needed. Family income of adolescence students' have an effect on variable, it should be checked for further research. Also adolescence students of urban and rural areas should be included in further study.

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