



A study of psychological well-being on academic performance

Dr. Jaswant Singh Yadav¹, Dr. Chirag Jangir²

¹ Assistant Professor, Department of Psychology, Indraprastha College, University of Delhi, Delhi, India

² Department of Psychology, University of Rajasthan, Jaipur, Rajasthan, India

Abstract

Present study is designed to study the effect of students' psychological wellbeing and its various dimensions on their academic performance. The study was conducted on 434 high school students from Firozabad District. Psychological wellbeing scale developed by Bhogle and Jai Prakash (1995) [2] was used to assess students' psychological wellbeing, while academic performance was measured using student's marks obtained in previous classes. The obtained data were analysed by applying multiple regression analysis. The results revealed that psychological wellbeing as whole, positive affects, somatic symptoms and selflessness have significant predictive influence on academic performance.

Keywords: Achievement, academic achievement, well-being, psychological well-being

Introduction

Excellence in any areas especially in academics has been seen an important aspect. Students regards to academic achievement has been an immense concern of teachers, academic institutions, psychologists, other behavioral scientists, etc. Student academic outcome is current topics of not merely research in education, or psychology but also in mass media, where the importance of children's excellent academic performances is emphasized. It is generally assumed that the effectiveness of any education system to a large extent depends upon the involvement of students to achieve whatever it is to be in the cognitive or psycho-motor domain. Academic achievement of pupils has been a matter of concern for long and its prediction has assumed enormous importance in view of its practical values, as it helps in declaring examinees as successful or unsuccessful, making successful choices of subject/discipline and selecting candidates for different jobs etc. Academic knowledge also gets people ahead in a competitive world, thus, parents, teachers, social scientists have been very much interested to identify first rate predictors of student's academic performance. Before discussing academic achievement, it is imperative to discuss about achievement.

The term "achievement" refers to the outcome of a person's effort and action in some sphere of activity. Terms like attainment, accomplishment, and acquisition, in spite of containing varying shades of meaning are often used as synonyms of achievement. As the word academic achievement is concern, it refers to the measure of what and how much an individual has learnt. It may be the quality or quantity of learning attained by an individual in a subject of study after a period of instruction. Academic achievement means, the achievement of a student made in school or college or university namely, his/her marks in the examination which is the criterion for the performance of the students. It has been defined differently by different experts, Good (1976) defines academic achievement as "the knowledge attained or skills developed in the school subjects, usually designed by test scores or marks assigned by teachers or both". Whereas Howes (1982) described it as "successful accomplishment or performance in particular

subjects, areas or courses, usually by reason of skills, hard work and interest; typically summarized in various types of grades, marks, scores or descriptive commentary".

It is observed that there are numerous factors that influence the academic performance. In education and psychology, a lot of studies have been conducted to find out the first- rate predictors either psychological or social or both, of high-quality and excellent academic performance (DuPaul *et al.*, 2004; Evans & Rosenbaum, 2008, Aluja & Blanch, 2004; Schwartz Gorman, Duong, & Nakamoto, 2008) [1, 6, 7, 17]. In addition, several researchers have investigated the relationship between intelligence, gender and academic achievement (Duckworth & Seligman, 2016; Fraine *et al.*, 2007; Habibollah *et al.*, 2008) [5, 8, 10]. Despite a lot of factors students' psychological well-being also plays great importance in improvement of academic performance. Hence, here, it is tried to find out the influence of student's psychological well-being and its various dimensions on their academic performance.

Psychological well-being: The concept of well-being is very popular now-a-days and social scientists are much concerned about the well-being of human mind. It is one of the most important goals, which individuals as well as society strive for. The term 'well- being' denotes that something in a good state. Hence it is mostly used for specific variety of goodness, for example, living in a good environment, being of worth for the world, being able to cope with life, enjoying life, etc. As far as psychological wellbeing is concern it is a multidimensional concept. After factor analysis it was revealed that cheerfulness, optimism, playfulness, self-control, a sense of detachment and freedom from frustration, anxiety and loneliness are indicators of psychological well-being (Tellegen, 1979 cf. Sinha and Verma, 1992) [18]. McCulloch (1991) [15] has shown that satisfaction, morale, positive affect, social support etc, are the indicators of psychological well-being. A person high in psychological well-being not only carries higher level of life satisfaction, self-esteem, positive feelings, and attitudes, but also manages tensions, negative thoughts ideas and feeling more efficiently. The psychology of well-being aims to help

people live more rewarding lives including close relationships, responsibilities to one's community and enjoyment of one's life. Psychological wellbeing is a subjective feeling of contentment, happiness, satisfaction with life's experiences and of one's role in the world of work, sense of achievement, utility, belongingness and no distress, dissatisfaction or worry etc. It emphasizes positive characteristics of growth and development. There are Six distinct components of psychological well-being:

- **Self-acceptance:** having a positive attitude towards one self and one's past life,
- **Purpose in life:** having goals and objectives that give life meaning,
- **Environmental mastery:** being able to manage complex demands of daily life,
- **Personal growth:** having a sense of continued development and self-realization,
- **Positive relation with others:** possessing caring and trusting ties with others, and
- **Autonomy:** being able to follow one's own convections.

Psychological well-being is theoretically and empirically tied to multiple social conditions. It can be described as individual mood in a global sense, and is frequently operationalized as anxiety and depression (Krol *et al.* 1993)^[13]. Krol, *et al.* (1994)^[14] posited that, as an element of the self-concept, self-esteem - usually described as self-acceptance or overall affective evaluation of one's worth - has been found to be associated with both physical and psychological health. Wright and Cronpanzano (2000)^[21] found that psychological well-being was an important predictor of employees' better job performance. Pooja and Rastogi (2009)^[16] examined the effect of individuals' psychological wellbeing on their commitment regarding work. Using stepwise regression analysis, they found a significant effect of psychological well-being on commitment toward work which eventually improves performance.

Those high on psychological well-being tend to be in a good mental state and having healthy adjustment with their environment while person low on the measure of psychological well-being may show unhappiness, poor social relations, maladjustments with environment and poor performance etc. Psychological well-being leads to desirable outcomes, including economic as well as educational ones. In a very intensive research done by Diener (1999)^[4] and his colleagues, it has been found that people, who score high in psychological well-being, later earn high income and perform better at many areas of work than people who score low in well-being. Psychological well-being is therefore valuable not only because it assesses well-being directly but because it is beneficial as a national priority in itself. Hence, here, it was tried to find out the influence of student's psychological wellbeing as a whole and its 13 dimensions on their academic performance.

As data concerning, it was observed that numerous studies have been conducted regarding psychological well been and performance or outcomes but in organizational context

whereas studies regarding relationship between the student psychological well-being and their academic performance are relatively scarce, therefore it was dire need to investigate this relationship.

Methodology

Objectives

In the light of the afore-mentioned description the aim of the present investigation was to find out the influence of students' psychological well-being and its various dimensions on their academic performance.

Hypotheses

1. Psychological well-being (as a whole) will not significantly influence students' academic achievement.
2. Meaninglessness will not significantly influence students' academic achievement.
3. Somatic symptomswill not significantly influence students' academic achievement.
4. Selflessnesswill not significantly influence students' academic achievement.
5. Positive affectswill not significantly influence students' academic achievement.
6. Daily activitywill not significantly influence students' academic achievement.
7. Life satisfactionwill not significantly influence students' academic achievement.
8. Suicidal ideawill not significantly influence students' academic achievement.
9. Personal controlwill not significantly influence students' academic achievement.
10. Social supportwill not significantly influence students' academic achievement.
11. Tensionwill not significantly influence students' academic achievement.
12. Wellnesswill not significantly influence students' academic achievement.
13. General efficiency will not significantly influence students' academic achievement.
14. Satisfaction–dimensions of psychological wellbeing will not significantly influence students' academicachievement.

Sample

In the present study, a sample of N=434 students from class 10th were selected from public schools of Firozabad district of Uttar Pradesh.

Tool used

1. Psychological Well-being Scale (PWB) developed by Bhogle and Jai Prakash (1995)^[2].
2. Biographical Information Sheet prepared by the researcher.

Statistical analysis

In the present SPSS package was used for undertaking "Stepwise Multiple Regression Analysis" to find out the influences of psychological wellbeing as a whole and its 13 dimensions (IVs) simultaneously on the academic performance (DV) of students.

Results and discussion

Table 1 is showing the model summary indicating impact of IVs i.e., psychological well-being and its 13 dimensions on

DV i.e., academic performance. Out of these 14 factors only 4 namely ‘psychological wellbeing as whole’, ‘positive affects’, ‘somatic symptoms’ and ‘selflessness’, emerged as significant predictors of students’ academic performance. Multiple correlation (R) is found .428 for first predictor, .453 for second predictor, .466 for third predictor and .478 for fourth one. R square is the contribution of predictor variable to the criterion variable by adding the value of

previous one gradually. R square change is the actual contribution of the predictor variable to the criterion variable separately. Hence, psychological wellbeing as whole’, ‘positive affects’, ‘somatic symptoms’ and ‘selflessness’ contribute 18.3%, 2.1%, 1.2% and 1.1% respectively to academic performance. And F change values 61.96, 7.43, 4.32, 3.92 and 6.54 have also found significant at .01, and .05 level of confidence.

Table 1: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	Sig. F Change
1	.428(a)	.183	.180	13.176	.183	61.963	.000
2	.453(b)	.205	.199	13.025	.021	7.433	.007
3	.466(c)	.217	.209	12.947	.012	4.321	.039
4	.478(d)	.228	.217	12.878	.011	3.921	.049

- a. **Predictors:** (Constant), psychological wellbeing as whole;
- b. **Predictors:** (Constant), psychological wellbeing as whole, positive affects;
- c. **Predictors:** (Constant), psychological wellbeing as whole, positive affects, somatic symptoms;
- d. **Predictors:** (Constant), psychological wellbeing as whole, positive affects, somatic symptoms, selflessness

As the table 2 has shown F value =61.96, 35.42, 25.33 and 20.18 are significant at .01 level of confidence. Since F-value is significant it means that there are sure some significant predictor variables influencing the criterion variable (academic performance). Stepwise multiple regression analysis successfully identified these significant

elements of IVs viz. psychological wellbeing as whole, positive affects, somatic symptoms and selflessness and their corresponding statistical t values are t=3.89 is significant at .01 level and, t=2.27, t=2.06 and t=1.98 are significant at .05 level. Hence, their related null hypotheses H1, H3, H4, and H5 stand rejected.

Table 2: ANOVA and coefficients

Model	Variables	F	Sig.	Standardized Coefficients	T	Sig.
				Beta		
	(Constant)				8.724	.000
1	Psychological well being as whole	61.963	.000(a)	.306	3.894	.000
2	Positive affects	35.420	.000(b)	.127	2.270	.024
3	Somatic symptoms	25.339	.000(c)	.136	2.068	.040
4	Selflessness	20.187	.000(d)	.130	1.980	.049

Predictors: (Constant), psychological wellbeing as whole, positive affects, somatic symptoms, selflessness; **Dependent Variable:** Academic Performance

From the above findings four predictors, namely psychological wellbeing as whole, positive affects, somatic symptoms, selflessness are found significant contributors to academic performance. Psychological well-being possessed positive association with students’ academic achievement as a person high in psychological well-being not only carries higher level of life satisfaction, self-esteem, positive feelings, and attitudes, but also manages tensions, negative thoughts ideas and feeling more efficiently. In some other studies findings were consistent with present findings, such as Wright and Cronpanzano (2000) [21] also found that psychological well-being was an important predictor of individuals’ better performance.

So far as ‘somatic symptoms’ is concerned, it is related to the adolescents’ academic performance. It seems that those adolescents experiencing a greater number of somatic symptoms reported more negative self-perception (i.e., lower level of self-worth, social and behavioural competence) which, in turn, influences their academic performance. High level of somatic symptoms is not only related to anxiety symptomatology but also associated with a lower level of perceived competence, which in turn, have a negative impact on academic performance and emotional functioning (Bouchev & Harter, 2015; Jacquez, Cole, & Searel, 2014; Tram & Cole, 2000) [3, 12, 20]. Positive affect

and selflessness also emerged as important contributors of academic performance. A reason for this result may be ‘positive affect appears to be related with a series of factors such as active interest in the world, social contacts, frequency of interaction with relatives and friends and satisfaction, and these factors help individuals to improve their performance.

Conclusion

Overall, the findings lead us to conclude that psychological well-being and its many dimensions are instrumental to improve academic performance of students. Those are psychological well tend to be in a good mental state and having healthy adjustment with their environment, which help them to enhance their performance. These results suggested that enhancing psychological wellbeing may led not only to reduction in anxiety of students but also improve their academic performance as well as another functioning across multiple domains.

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