

# **Psychological Well-being of Senior Secondary School Students of Kashmir Valley in Relation to their Place of Living and Academic Achievement**

DOI: 10.15804/tner.2021.64.2.08

## **Abstract**

The aim of the study was to investigate the influence of place of living on psychological well-being of students studying in senior secondary schools and to test for interaction effects of place of living and academic achievement on psychological well-being. The analyzed data set contained information on 519 boys and girls in the 11<sup>th</sup> grade from the Kashmir valley of Jammu and Kashmir India. The study has a survey type design. Psychological well-being scale developed by Dr. Devendra Singh Sisodia and Ms. Pooja Choudhary (2012) has been used. The marks obtained in science by students served as the indicator of academic achievement. The statistical analysis was 2 × 3 (ANOVA) factorial designs. Results reveal a significant effect of the place of living on psychological well-being and show no significant interaction effect between the academic achievement levels (groups) in science and the place of living in terms of the psychological well-being of senior secondary students.

**Key words:** *psychological well-being, academic achievement, place of living, senior secondary students*

## **1. Introduction**

In contrast to psychopathology, the field of positive psychology focuses on understanding the conditions that enhance individuals' life satisfaction (Seligman

and Csikszentmihalyi, 2000; Suldo and Huebner, 2004). This focus on conditions has the potential to fundamentally enrich and widen the study of psychological well-being, as it not only includes individuals who are already at risk of developing illnesses and show significant levels of psychopathological symptoms, but also healthy and normal-functioning individuals as well. Therefore, the positive psychology contributes to the development of prevention and intervention programs of mental hygiene goals (Greenspoon and Saklofske, 2001; Stewart and Suldo, 2011).

The period of adolescence is characterized by emotional upheaval (Gilman and Huebner, 2003) as well as exposure to both more opportunities and risks (Chow, 2005), adolescents are at a risk of developing psychological ill-being. Furthermore, they face and they are exposed to a great number of challenges and stressors that are related to school life. For this reason, research on adolescents' well-being has been based in the context of education, in both regular (Huebner, 1997) and in special education (Crocker, 2000). This reflects a significant shift in perspective of seeing the students from a functionalist view to the point of seeing them not only as learners but promoting their rights and needs as well (Bullinger, 2009).

Students face increased pressure to succeed academically today, especially in highly selective, private and academically rigorous schools, investigators have examined the relationship between students' academic achievement and psychological well-being, and so far, studies focusing on this relationship have shown conflicting results. In today's competitive world, students face different academic challenges. Such environment at times makes them bold and strong whereas on other times makes them feel stressful, worried and anxious. Fear of failure, building self-identity, high level of competition etc are some of the examples of the problems faced by students at the senior secondary school level. In such conditions, their psychological well-being becomes the subject matter to be addressed. Present study focuses on studying the psychological well-being of the senior secondary students in relation to academic achievement and place of living. Although research carried out before did not consistently find correlations, latest studies have reported a positive relationship between adolescents' academic achievement and psychological well-being (e.g., Kirkcaldy et al., 2004). Therefore, investigators have emphasized the importance of examining any underlying mechanisms and potential moderating variables of this relationship (Suldo et al., 2006). As earlier studies on students' well-being and academic achievement have been criticized for not taking into consideration any demographic or contextual information (Suldo et al., 2006), studies concentrating on potentially moderating variables (contextual information) of this kind such as place of living or socio-economic background,

have not been carried out yet. To address this research gap, the present study set out to examine whether the place of living, moderated the relationship between students' academic achievement and psychological well-being.

## **2. Methodology**

The survey type of study which falls under the broad descriptive method was used to get the required data for analysis.

### **2.1. Population**

All the senior secondary school students of Kashmir valley affiliated to the Jammu and Kashmir Board of School Education (JKBOSE) was the population of the study.

### **2.2. Sample**

For the present study, 519 senior secondary school students were selected from the Kulgam and Anantnag districts of Kashmir valley, from the schools affiliated to the Jammu and Kashmir Board of School Education (JKBOSE). The sampling technique selected was Multistage stratified random sampling technique. The criterion of stratification was the place of living. The different stages for sample selection were the selection of districts, educational zones, schools and finally the students who were stratified on the basis of place of living.

### **2.3. Tools for Data Collection**

The tools of data collection were Psychological Well-Being Scale (PWBS) developed by Dr. Devendra Singh Sisodia and Ms. Pooja Choudhary (2012) and academic achievement as the marks obtained by senior secondary school students in the board examination conducted by JKBOSE. It is necessary to mention here that the total sample of senior secondary school students was divided into three groups on the basis of marks obtained in science. These are (a) High achievement group. (b) Average achievement group and (c) Low achievement group. The academic achievement in science for the present study was assessed through the marks obtained by the 11<sup>th</sup> class students of science stream in the subject of science of 10<sup>th</sup> class examination conducted by the JKBOSE in the year 2014-2015. The marks of the sampled students were received through the information sheets. The students were requested to write their marks obtained in the science subject of the class 10<sup>th</sup> examination conducted by JKBOSE. Then these marks

were also cross-checked with the official record. These marks were then converted to standard scores by changing raw scores to standard scores using the formula:

$$T = \frac{10(X-M)}{\sigma} + 50$$

where:

X = Raw score,

M = Mean of raw score,

$\sigma$  = Standard deviation of the raw score.

### **2.3.1. Selection of High Achievement Group (HA), Average Achievement Group (AA) and Low Achievement Group (LA)**

Based on the scores in the academic achievement in Science, the subjects were classified into three groups, viz., High, Average, and Low. The Mean (M) and Standard Deviation ( $\sigma$ ) of the distribution of scores on academic achievement in Science for the whole sample were determined. The subjects whose scores were at or above  $(M + \frac{1}{2})$  were grouped as a High group and those subjects whose scores were at or below  $(M - \frac{1}{2})$  were grouped as Low. Those subjects whose scores were in between  $(M + \frac{1}{2})$  and  $(M - \frac{1}{2})$  were grouped as Average.

## **3. Objectives**

- 1) To study the difference in the psychological well-being of senior secondary students based on the place of living.
- 2) To study the interaction effect between the academic achievement levels (groups) in science and the place of living in terms of the psychological well-being of senior secondary students.

## **4. Null- Hypotheses**

- 1) There is no significant difference in senior secondary students' psychological well-being based on place of living.
- 2) There is no significant interaction effect between the academic achievement levels (groups) in science and the place of living in terms of the psychological well-being of senior secondary students.

## 5. Analysis and Interpretation

The statistical analysis of the collected data from the sampled students was carried out objective wise which is as follows:

### 5.1. Objective 1:

The objective of the survey was to study the difference in the psychological well-being of senior secondary students in terms of academic achievement levels (groups) in science and place of living.

In order to study the above-mentioned objective, following Null hypotheses were formulated for their empirical testing:

#### 5.1.1. Null Hypothesis

*There is no significant difference in senior secondary students' psychological well-being based on the place of living.*

#### 5.1.2. Null Hypothesis

*There is no significant interaction effect between the academic achievement levels (groups) in science and the place of living in terms of the psychological well-being of senior secondary students.*

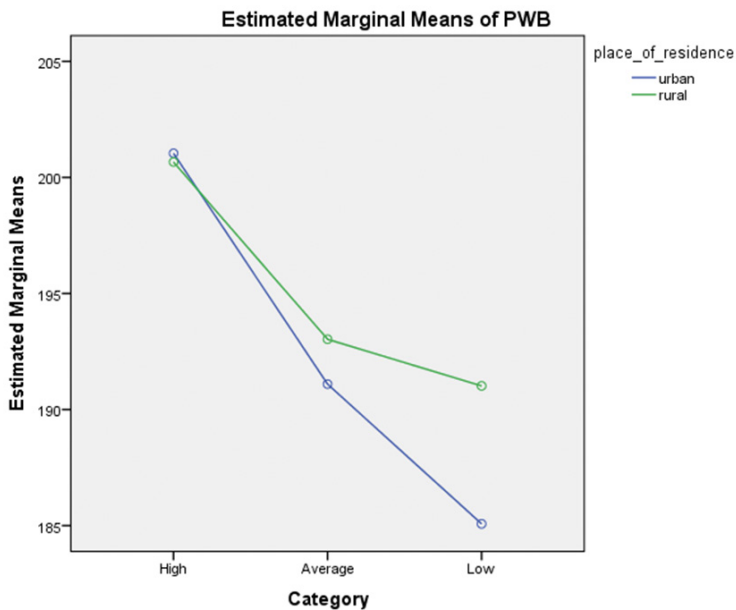
To check the difference in the psychological well-being of senior secondary school students with respect to the place of living and achievement levels in science in a combined fashion and in the main effect, we used two-way ANOVA with 2×3 factorial design and the results are shown in the table 1 below:

**Table 1.** Summary of 2×3 (ANOVA) factorial design for the scores of Psychological Well-Being according to the levels of Achievement in Science and Place of Living

Source		N	Mean	Sum of Squares	df	Mean Square	F	Sig.
Place of living	Urban	189	193.25	742.406	1	742.406	1.991	.020**
	Rural	330	196.90					
Achievement levels	High	183	200.81	13910.700	2	6955.350	18.650	.000*
	Average	173	192.32					
	Low	163	189.09					
Place of living × Achievement levels				794.560	2	397.280	1.065	.345
Error				191319.440	513	372.942		
Total				19799270.000	519			

\*Significant at 0.01 level; \*\* Significant at 0.05 level

As it can be seen in table 1, the value of F for the place of living ( $F=1.991$ ,  $P<0.05$ ) is significant at 0.05 level. Therefore, the investigator concludes that there is a significant effect of the place of living of students on their psychological well-being. Hence, the Null hypothesis 1 stands rejected at 0.05. It is also evident from table 1, that there is an insignificant F interaction value ( $F=1.065$ ,  $P>0.05$ ) between the place of living and achievement levels in science of students meaning that there is no combined effect of these two independent variables (place of living and achievement levels in science) on the dependent variable (psychological well-being). The table 1 shows that there is a significant difference in psychological well-being of students based on the place of living. Further, it is shown from the analysis that there is a significant difference in the psychological well-being of students among the levels of achievement in science. The figure 1 shows that the lines of profile plot are not parallel with each other but in reality, the difference between them is not enough to produce a common significant effect on the outcome of the psychological well-being of senior secondary school students. Hence, the Null hypothesis 2 stands accepted.



**Figure 1.** Interactional Effect of the Place of Living and the Academic Achievement levels in Science on Psychological Well-Being of students

## **6. Findings of the Study**

Through this study the following findings have been found:

- The variable of Psychological Well-being clearly discriminated between High achievers and Average achievers in science; and High achievers and low achievers in science. However, there was no discrimination found between Average achievers and Low achievers in science on the above variable.
- A significant difference was found between the urban and rural school students in their psychological well-being.
- The insignificant interactional effect was found between place of living and academic achievement levels in science on the Psychological well-being of senior secondary school students.

### **Acknowledgment:**

The author gratefully acknowledges all participating students, and teachers for their collaboration.

### **References**

- Bhat, B.A. (2016). "A Study of Psychological Well-being of Adolescents in Relation to School Environment and Place of living." *International Journal of Movement education and social science*, 7(2), 605-613.
- Bullinger, M. (2009). Wohlbefinden von Kindern und Jugendlichen. Forschungsstand und konzeptueller Hintergrund [well-being in children and adolescents – the state of the art in research and conceptual background]. *Z. Gesundheitspsychol*, 17, 50–55. doi: 10.1026/0943-8149.17.2.50
- Chow, P.H.H. (2005). Life satisfaction among university students in a Canadian Prairie city: a multivariate analysis. *Social Indicators Research*, 70, 139–150. doi: 10.1007/s11205-004-7526-0
- Crocker, A.C. (2000). Introduction: the happiness in all our lives. *American Journal of Mental Retardation*, 105, 319–325. doi: 10.1352/0895-8017(2000)105<0319:ITHIAO>2.0.CO;2
- Gilman, R., and Huebner, E.S. (2003). A review of life satisfaction research with children and adolescents. *School Psychology Quarterly*, 18, 192–205. doi: 10.1521/scpq.18.2.192.21858
- Greenspoon, P.J., & Saklofske, D.H. (2001). Toward an integration of subjective well-being and psychopathology. *Social Indicators Research*, 54(1), 81-108.
- Huebner, E.S. (1997). "Life satisfaction and happiness," in *Children's Needs II*, eds G. Bear,

- K. Minke, and A. Thomas (Silver Springs, MD: National Association of School Psychologists), 271–278.
- Kirkcaldy, B., Furnham, A., and Siefen, G. (2004). The relationship between health efficacy, educational attainment, and well-being among 30 nations. *European Psychologist*, 9, 107–119. doi: 10.1027/1016-9040.9.2.107
- Seligman, M.E.P., and Csikszentmihalyi, M. (2000). Positive psychology: an introduction. *American Psychologist*, 55, 5–14. doi: 10.1037/0003-066X.55.1.5
- Sisodia, D.S. & Choudhary, P. (2012). *Manual for Psychological Well-Being Scale*, Agra, India: National Psychological Corporation
- Stewart, T., and Suldo, S. (2011). Relationships between social support sources and early adolescents' mental health: the moderating effect of student achievement level. *Psychology in Schools*, 48, 1016–1033. doi: 10.1002/pits.20607
- Suldo, S.M., and Huebner, E.S. (2004). Does life satisfaction moderate the effects of stressful life events on psychopathological behavior during adolescence? *School Psychology Quarterly*, 19, 93–105. doi: 10.1521/scpq.19.2.93.33313
- Suldo, S.M., Riley, K.N., & Shaffer, E.J. (2006). Academic correlates of children and adolescents' life satisfaction. *School Psychology International*, 27(5), 567–582.