

Adolescent Wellbeing and Academic Achievement: A Correlational Study

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Abstract

Adolescence is the phase of transformation between childhood and adulthood. It comprises some big changes in the body. Adolescence is the most impressionable and teachable period of life. In this period, teens are exploring their own identity with the guidance of their parents. Subjective well-being (SWB) plays a major role in people's lives. Subjective well-being, or SWB, refers to a person's own assessment of their happiness and satisfaction with life. Subjective well-being (SWB) is a relatively new field of positive psychology. The concept refers to how people experience the quality of their lives and includes both their emotional reactions and cognitive judgments. This research paper explores the relationship between subjective well-being and academic achievement among adolescents. It begins by defining subjective well-being and academic achievement, highlighting their importance in the development and success of adolescents. The paper then reviews existing literature to analyse how subjective well-being impacts academic performance. Furthermore, the suggestion given is for improving subjective wellbeing. The paper concludes with the educational implications and contribution of the research. The present study is an attempt to examine the relationship between subjective well-being and academic achievement in adolescents. The sample for the study consisted of 480 (240 boys and 240 girls) adolescent students. The co-relation technique was used for the analysis of the data. The findings of the study revealed a statistically significant positive linear relationship between subjective well-being and academic achievement in adolescents.

Keywords: Subjective Wellbeing, Academic Achievement.

Introduction

According to Edward Diener, et al. (2004), "subjective well-being (SWB) is the scientific term for happiness and life satisfaction—thinking and feeling that your life is going well, not badly. According to Richard Lucas, "within psychology, subjective well-being refers to a person's overall evaluation of the quality of life from his or her perspective. Traditionally, psychologists have focused on three specific components of subjective well-being: life satisfaction, positive affect, and negative affect." Diener, et al. (2004) defines subjective well-being (SWB) as "a person's cognitive and affective evaluations of his or her life"

The cognitive element refers to what one thinks about his or her life satisfaction in global terms (life as a whole) and domain terms (in specific areas of life such as work, relationships, etc.). and the affective element refers to emotions, moods, and feelings. Affect is considered positive when

the emotions, moods, and feelings experienced are pleasant (e.g. joy, elation, affection, etc.). Affect is deemed negative, though, when the emotions, moods, and feelings experienced are unpleasant (e.g. guilt, anger, shame, etc.).

Academic achievement is the extent to which a student, teacher, or institution has achieved their short- or long-term educational goals. Cumulative GPA and completion of educational benchmarks such as secondary school diplomas and bachelor's degrees represent academic achievement. Academic achievement is commonly measured through examinations or continuous assessments.

Borland, (2006) studied student academic performance in rural versus urban areas, and the results indicate that the academic performance of students from both rural and urban areas is similar but less well in terms of the educational achievement of students from moderate areas. Hasida, (2003) studied the link between subjective well-being, an adolescent's internal resources, and parental factors. Results showed that demographic variables did not relate to positive or negative effects except for gender. Female adolescents show higher levels of negative affect. Bradshaw, et al. (2011) examined subjective well-being across countries and within the UK, comparing results at macro and micro levels to suggest that personality is one of the strongest and most consistent predictors of SWB. Manzoor, et al. (2014) investigated determining the impact of subjective well-being on the academic achievement of children. Results demonstrate a significant positive relationship between subjective well-being and academic achievement. It is concluded that subjective well-being and academic achievement are positively associated with each other. Buecker, et al. (2018) conducted a study on 'Subjective well-being and academic achievement: A meta-analysis', and the results showed that a low-achieving student reports low well-being and a high-achieving student doesn't need to have high well-being.

Many factors influence the performance of students' peers, including school atmosphere, teachers, teaching method, positive schooling, socioeconomic status, motivation, and parent involvement, but good subjective well-being is the most significant factor. During their academic career, students face various challenges and responsibilities, and this could be the main reason for their stress and anxiety. In the majority of cases, adolescents are unable to handle the difficulties that they face; however, in several cases, these challenges may have a serious impact on the adolescent's psychological well-being. Some of these types of behavior, such as hate, anger, jealousy, frustration, misbehaviour, crime, adjustment problems, misbehaviour, etc., arise from a

lack of subjective well-being of the student. For adolescents to achieve their life goals and obtain academic success, it is important to be in a psychologically healthy condition. Only good subjective will can help eradicate this behaviour in the child. That is why the current study found a relationship between subjective well-being and academic achievement.

Significance of the Research

This study, titled "Adolescent Wellbeing and Academic Achievement: A Correlational Study," holds significant implications for understanding and enhancing adolescent development. By examining the relationship between subjective well-being and academic achievement, the study provides crucial insights into how emotional and psychological factors impact students' academic performance.

Firstly, the study elucidates how subjective well-being influences academic outcomes, offering a comprehensive view of the interplay between emotional health and academic success. This understanding is pivotal for identifying key areas where interventions can be made to improve both well-being and academic performance.

Secondly, the findings are instrumental for educators, policymakers, and parents in designing targeted policies and programs. By highlighting the specific challenges that adolescents face, the study enables the development of more effective strategies to support academic achievement and emotional health.

Furthermore, the research uncovers barriers to adolescent well-being, such as socio-emotional difficulties and stress, which affect academic performance. Addressing these barriers is essential for creating an educational environment that fosters both emotional and academic growth.

Additionally, the study has practical implications for reducing critical issues such as suicide and school dropout rates. By addressing the underlying causes of adolescent distress and disengagement, the study contributes to the development of strategies that promote a supportive and positive educational environment.

Lastly, the exploration of psychological predictors of well-being provides valuable insights into the factors that influence adolescents' mental health and academic success. This knowledge is crucial for designing comprehensive support systems that enhance students' overall development and achievement, ensuring their well-being and academic potential are maximized.

Objective of Study: The present study has been conducted to achieve the following objectives:

- To study the influence of subjective well-being on the academic achievement of adolescents.

Hypothesis of Research: To achieve the above-mentioned objective, the following hypothesis was formulated and tested:

- There will be no relationship between the subjective well-being and academic achievement of adolescents.

Methodology

A descriptive survey research design has been employed in the present study. The sample for the study consists of 480 (240 boys and 240 girls) students who were selected from eight senior secondary schools in Lucknow City by the simple random sampling (lottery) method. Academic achievement was assessed using the student's final examination marks, and for the assessment of subjective well-being, a Subjective Well-being Scale developed by Chaturvedi and Chandra was used as tools for the study. Cronbach's alpha value of the SWB scale is .930. The co-relation technique was used for the analysis of the data. In the present study, academic achievement acted as a dependent variable and subjective well-being as an independent variable.

Analysis and Result

The objective of the study is to find out the influence of subjective well-being on the academic achievement of adolescents. To fulfil this objective, a correlation technique was employed, and the findings are presented in the below table:

Table:1

Showing Relationship between Subjective Well-being and Academic Achievement.

		Correlations	
		SWB	Academic Achievement
SWB	Pearson Correlation	1	.902**
	Sig. (2-tailed)		.000
	N	480	480
Academic Achievement	Pearson Correlation	.902**	1
	Sig. (2-tailed)	.000	
	N	480	480

**. Correlation is significant at the 0.01 level (2-tailed).

In table 1, the calculated value of r (Pearson correlation) is 0.902 with a sig value of 0.000. This value is less than 0.01% alpha level of significance and clearly shows a high degree of positive correlation between subjective well-being and academic achievement.

It is concluded that there is a relationship between subjective well-being and academic achievement in adolescents, and academic achievement gradually increases with increasing SWB.

Manzoor, et al. (2014) studied 'Determining the Impact of Subjective Well-Being on Academic Achievement of Children', and the result is that Subjective Well-Being and Academic Achievement are positively associated with each other.

In this way, this study supports the findings of the present study that there is a relationship between subjective well-being and academic achievement in adolescents.

The findings of the study indicate a high degree of positive correlation between subjective well-being and academic achievement, and academic achievement gradually increases with increasing SWB.

Much prior research has investigated that type of school, the climate of the school, administration, teachers, peer groups, school facilities, etc. affect student's academic achievement and happiness, satisfaction, positive and negative effects, self-efficacy, interest, etc. also show significant associations with SWB and with academic achievement of adolescents.

Several studies have already explored the link between SWB and academic achievement. If adolescents have good subjective well-being, they can be satisfied with their lives, be influenced by the positive effects of life, and ignore the negative effects, which help increase their academic achievement. So, it concludes that if any adolescents have a high level of SWB, no other factor easily affects them, and they achieve success in their lives.

Suggestions of the Study

Suggestions to Parents for improving Subjective Well-being of Adolescents:

- Love your child unconditionally and show them through action.
- Don't spy and put restrictions on your child. Teach your child morality—"what's right and what is wrong.
- Never discipline, scold, or beat your child in front of others.
- Always focus on the reason behind the child's behaviour.
- Avoid comparisons and labels.
- Develop resilience in your child.
- Allow your children to make mistakes and learn from them, which will make them emotionally stable and adjustable in all situations of life.
- Teach your child the importance of self-worth and self-esteem.
- Motivate your children to do meditation, yoga, and play outdoor games.
- Adopt acknowledging and complimenting behaviour to increase the well-being of your child.

- Pay attention to your well-being.
- Maintain a home environment that is happy, pleasant, healthy, and safe.
- Avoid making a loaded statement, criticizing tone, or using words as weapons.

Suggestions to School for improving Subjective Well-being of Students

- Should pay attention to student's practical knowledge instead of just pushing them towards rote learning and putting emphasis on e-learning to reduce dependency on books and increase happiness in a child.
- As per NEP 2020, every school management must appoint a counsellor or psychologist for the school as permanent staff and also encourage their teachers to take up a diploma in child psychology, guidance, and counsellors. This rule should be strictly followed in all schools so that students can discuss their issues with counsellors, psychologists, and their teachers when they need it.
- It is important to teach adolescents how to cope with their emotions, and a 48 counsellor therapist, or psychologist can identify the unusual behaviours of adolescents early and help the child express their emotions in a healthy, positive way. So, a full-time counsellor should be appointed in every school.
- As per 2018 NCRB (National Crime Records Bureau) reports, 109 children are sexually abused every day in India. This affects their subjective well-being. This is why, according to NEP 2020, children have to be informed about the child helpline number 1098, the Protection of Children from Sexual Offenses Act (POCSO), and the Prohibition of Child Marriage Act. They should be educated about the difference between good touch and bad touch to prevent harassment and also create awareness about the importance of learning martial arts. This step will be helpful to increase the self-confidence and subjective well-being of adolescents.
- We must assign some team activities to the children that enhance positivity, creativity, and communication and also provide training on self-management, social competency skills, meditation, yoga, and physical exercise for the happiness of the child.
- According to the new education policy, a vocational internship should be given to children in class VI. These skill-based vocational programs may be helpful for youths to develop the skills and attitudes necessary to attain employment. Skill gains and positive changes in work attitudes will be seen in the youth of the future. Skilling each child during schooling will increase the stature of skill-based education and increase the employability and well-being of youth.

- Class 10th and 12th board exams should be easier. This is helpful to increase subjective well-being and decrease dropout and suicide cases.

Educational Implications of the Study

The following educational implications could be drawn from the findings of the study:

- This study contributes to the understanding of the subjective well-being (life satisfaction, positive and negative effects of adolescents).
- This study is useful for parents to know their parenting style and ways of improving it.
- This study is helpful to understand the parent-child relationship.
- This study is helpful for teachers and counsellors to identify the parenting styles of parents of adolescents.
- This study helps analyse the different levels of subjective well-being of adolescents.
- This study helps improve the subjective well-being of adolescents.
- This study is useful for counsellors in the process of counselling.
- This study provides many suggestions to parents on how to improve their parenting style to enhance the subjective well-being and academic achievement of adolescents.
- This study provides meaningful suggestions to schools and colleges for improving the parenting styles of parents, which may help them improve and change their parenting styles according to the present scenario.
- This study is useful in reducing the cases of suicide, delinquency, school dropouts, etc.
- This study is helpful for the overall development of adolescents.
- With the help of this study, both educators and policymakers can make effective plans and policies related to the subjective well-being and academic achievement of adolescents.

Contribution and Conclusion of the Study

The contribution of this study in the field of adolescent psychology has multifaceted directions and contributes to the existing knowledge of subjective well-being and its effects on academic achievement. This study gives general and specific suggestions to parents, teachers, and school administrators for improving student's happiness, subjective well-being, and academic achievement. Thus, it can be concluded that this study is a great contribution to adolescent psychology and educational psychology. Thus, it is concluded that subjective well-being affects adolescents' academic achievement. So, it is necessary to increase subjective well-being for better academic achievement and the overall development of adolescents.

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