

Impact of General Well-Being on Academic Achievement of Senior Secondary School Students

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***Abstract**

The present study aimed to know the Impact of General Well-Being on Academic Achievement of Senior Secondary School Student. General Well-Being Scale (GWBS) by Dr. Ashok K. Kalia and Ms. Anita Deswal (2010) will be used for data collection. Obtained marks of previous class result have been treated as academic achievement score. The population of the present study comprised all the senior secondary school students of Gurugram. The sample was selected on the basis of random sampling technique. For the purpose of this study, a sample of 120 students (60 male and 60 female) from two government and private senior secondary schools were selected through random sampling method. It was found that there is a significant difference in academic achievement of male and female senior secondary school students. Female students have good academic achievement in comparison to male students. It was found that there is a significant difference in general well-being of male and female senior secondary school students. Male students have good general well-being in comparison to female students. It was found that there is a significant difference in academic achievement of senior secondary school students having low and high general well-being. Students having high general well-being have better academic achievement than the students with low general well-being. It was found that there is a significant relationship between general well-being and academic achievement senior secondary school students. It can be interpreted that with increase in general well-being, the academic achievement of senior secondary school students increases and vice-versa.

Keywords:

General Well Being, Academic Achievement, Senior Secondary School Students

Introduction

In the recent years, both in the scientific beside in popular literature, there is an accumulated interest in quality of life, dimensions that describes quality of life and events that affect quality of life. Most of, the quality of life composites as, composite of the physical, psychological and the ethnical well-being of a person, as perceived by the person as a group. A very important aspect of lineament of life is the happiness, atonement or gratification subjectively experienced which is often name as well-being. Well-being is not a mono dimensional or unitary construct, and scholars in this region generally advocate examining different types of indicators. The research of well-being is related with the individual's subjective experience about their lives and the inherent premise is that the well-being is defined as the individual's conscious knowledge/experiences in terms of the hedonic feelings and the cognitive satisfactions. The area is improved on the assumption in order to understand someone's experiential quality of the well-being, it is apropos to assess how an individual realize about life in the circumstance of one's own standards. Some of the important definitions of well-being are as following: -

Veenhoven (1984) defines the subjective well-being as, "the degree by which an individual justice the overall quality of his or her personal life as a whole in a favorable manner. In other words, subjective well-being is how intimately the person like the life she or he leads".

Verma and Verma (1989) defined general well-being as, "the subjective sensation of contentment, happiness, satisfaction with life's experiences and of one's role in the universe of work, sense of achievement, utility, belongingness, no distress, dissatisfaction or worry etc."

Shymotkin and Lomranz (1998) stated that, "subjective well-being refers to the overall rating of one's quality of life on an affirmative – negative continuum and it's more intuitively concepturise as happiness or satisfaction. Reflecting the individuals necessary outlook on life, it provides a positively named albeit crude, indicator of adjustment and mental wellness".

Nature of Well being

Diener (1984) stated that, “there are some cardinal characteristics of the concept of well-being, basic it is subjective”. According to Campbell (1976), “it shacks within the experience of the individual”. Notably away from the definition of well-being, Kammann (1983) explained some important objective terms, “such as health, comfort, virtue or wealth. Though, such conditions are seen as potential influences on well-being, they are not realized as an inherent and necessary part of wellbeing”. Hence, well-being is also defined as the internal experiences where an external form of the reference is not irresistible in the assessment of well-being.

Second, well-being comprises the positive measure. It is simply, not only the absence of the counter factors but also the true measures of the psychological health. The field includes the whole ambit of the well-being from agony to ecstasy. It does not point only to the undesirable/unsuitable states i.e. the sad feelings of gloom and the hopelessness. The positive well-being aspects are also considered important way, that it also deals with components that would be capable to differentiate, slightly bliss full individuals from the moderately and extremely happy individuals.

A final authentication of well-being is that it focuses on longer term states instead of just the momentary humor. Although, an individual’s moods or emotions are likely to vacillate according to new situations and events. The researchers who studied well-being are highly interested to assess the individual’s mood on a particular time. Even so, it is clear that a moment which brings happiness might not be effective in producing the well-being also. So, the well-being researchers are keenly interested in comparing the enduring feelings of the well-being, not just fleeting emotions (Diener, Suh, and Oishi, 1997).

It is highly important to note here that far more than twenty-five years, the research on well-being has been controlled by the two primary basic conceptions of the positive functioning. first conception by Bradburn’s (1969), “the traceable seminal work, distinguished among positive and negative affect and delimit happiness the balance between these two”. Second concept has gained popularity and importance, which puts a lot, emphasizes on the life gratification as an indicator of the well-being. It seems important to note that Myers and Diener (1995) specify the concept of subjective well-being as, “the relative presence of

affirmative affect, absence of negative affect, and gratification with life.” Pavot, Diener, Colvin and Sandvik (1991) specify the life satisfaction as, “a global rating by the person of their life and viewed it as an important component of cognitive functioning, life gratification was viewed to be the complementary happiness and the more emotive dimensions of the positive functioning”.

Hence, Campbell, Converse, and Rogers (1976) originally made the difference between an affective and a cognitive component of quality of life. It is affiliated to the debate as to whether quality of life is a rational or the emotional phenomenon (Veenhoven, 1984). As per both the studies, impact covers emotion or the pleasantness of experiences, knowledge refers to rational appraisal, perception, reasoning, satisfaction and thinking.

Well-being comprised of the three components which are interconnected variables and out of three each lead to the facts of well-being, which in turn can be divided into subdivisions and the of each subdivision further subdivided into even farther subdivisions. Well-being is investigated at worldwide level or which progressively narrower to the levels, which are associated to one’s purpose for e.g. an explorer may studied the life satisfaction on the other hand another might interested in narrower/micro topic of other aspects of satisfaction.

CORRELATES OF WELL-BEING

In 1967, Wilson demonstrated that the first major review of empirical evidence about “the correlates of avowed happiness” and stated that a happy individual is a “young, fit, well-educated, well-paid, extroverted, optimistic, worry-free, spiritual, married person with high self-esteem, job morale, humble aspirations, of either sex, and of a broad range of intelligence”. In past, more than 30 years, Wilson reviewed, “thousands of studies have been conducted, and we now a day know much more about the correlative of well-being” and same can be talk about in the following paragraphs.

Age: Wilson’s (1967) descriptions about the happy person were close in a various respect, Wilson’s some findings and conclusions have been overturned by the ulterior studies. In this review, Wilson concluded that juvenility is one of the most important demographic components influencing well-being younger people report more felicity happiness than older people. As, the time of Wilson’s review, others addressed the question of age and well-being using refined methodologies and large representative, international samples. The Interviews

conducted by Lattern (1989) on a sample of people who entirely revealed, no time of the life is noteworthy happier or unhappy as compare to others.

Sex: Wilson (1967) reported sex differences in well-being. Gurin, Veirotff and Field's (1960) stated that, "there is no divergences were found in a recent meta-analysis of the 146 studies", Haring, Stock and Okun (1984) reported that, "the men were slightly happier than women, excluding the magnitude of this difference was very petite (mean $r = .04$), Inglehart (1990), on a data of 168.776 people from 16 nations, reported that 80% of women and men said that they were at the lowest degree least fairly satisfied with life."

Health: The recent research stated that Wilson much more stressed on the strong relationship between well-being and health. But according to Gearge and Landerman (1984); Okun, Stock, Haring, and Witter (1984) findings, this association exists only for the self-reported health measurement where an emotional component. The association weakens simultaneously in case when objective rating of health was examined by medicos (Watten, Vassend, Myhrer, and syveren, 1997).

Income: Wilson's conclusion, that income found to have an important role in the Well-being, but this association is found to be more intricate as compare to the Wilson's conclusion. In poor countries, the low per capita income threatens the basic human needs continuously (Argyle, 1999). Income also seems to have a same impact like health. Lack of income can bring a lot misery. Diener, Harwitz and Emmons, 1985 reported that, "the people on Forbes's listing of wealthiest Americans reported only slightly greater felicities' than other Americans; 37% were less blissful than the average American".

Education: education is another one important aspect that put significant impact on well-being of an individual. Some researchers i.e., Campbell, Converse and Rogers (1976); Diener, Sandvik, Seidlitz and Diener (1993) found small but significant correlation between the education and well-being. Education also contributed to the well-being by allowing individuals directly to make advancement towards their actual goals or to adapt or alter them according to the surrounding world but, on the other side education also raised ambitions. Clark and Oswald (1994) reported an extremely educated individual works harder and more felt more wellness as compare to the less educated person when both the groups are taken

from unemployed status. So, the education was found to interfere with well-being when it leads to the expectations that could not be achieved together.

Intelligence: Wilson (1967) stated that, “intelligence per se chance does not have a direct wallop on well-being”. The relationship between well-being and different types of intelligence (Cantor and Kihlstorm, 1989) and E I (Mayer and Salovey, 1993) is also worth researching, Though, according to Davis, Stankow, and Roberts (1998) it is important to argued about the concept of E I. It seems that the intelligent peoples used their intelligence level to counterbalance their shortcoming in order to achieve the state of well-being.

Religion: Mark delineated the religion as “opiate of masses”, advised that it helped to achieve the notion of the well-being. A number of researches (Ellison, 1991) based on a large sample were conducted and it shows, the well-being was found to be significantly correlated with religion, strengths of one’s relations with the providential (Pollner, 1989), Poloma and Pendleton (1991) prayer experiences and the devotional and participatory dimensions of religiosity. Ellison, Gay and Glass (1989) found that religion puts impact on well-being while in the controlled conditions of demographic variable like the age, marital status and income.

Marriage: marriage is also an important aspect that puts significant impact on the well-being and Wilson (1967); (Glove and Shin, 1989), Canada (White, 1992) and Norway (Mastkaasa, 1995) stated that there exists an affirmative relation between the marriage and well-being in surveys done in the US. A number of researches revealed that the married person reported a greater happiness as compare to those who were neither married nor the divorced, single or separated. A meta-analysis carried out by Haring-Hidare, Stock, Okun and Witter (1985) reported a moderate association between matrimony status and the well-being.

Race: Knowing individuals race also gives slight due to the person’s well-being. In spite of discrimination, people in disadvantaged groups maintain self-regard by valuing the things at which they stand out making comparisons within their own group, and by attributing problems to external root such as prejudice (Crocker and Major, 1989).

Culture: amusingly, nations differ strikingly in happiness. In general, collective cultures regarding lower well-being as compare to the individualist cultures, where the norms are

more strongly favoured, experienced and expressed the affirmative emotions. National differences appear not to mediate more differences in the interrelated variables.

Employment Status: Work is the key factor and not only providing social and financial support merely also in keeping the person psychologically fit. Still, with the increasing size of the colossal giant of population, and with the expansions of education which not only make more and more people educated but as well makes them eligible and aspirant to acquire a job, chances of getting employment and/or employment chances are gradually becoming dimmer. The problem of joblessness unemployment must not be taken as an economic consequence only because it also has its personal social, psychological and medical issues. Socio-psychological research on unemployment generally reveals lowered life satisfaction, self-esteem, psychological well-being or accumulated psychological distress and cognitive problems in the jobless persons (Mohal, 1991).

Social Support: Accumulated research in this area as an entire reveals that social support is related to different indicators of health and well-being. So, persons report happy feelings when they are with someone (Pavot, Diener and Fujita, 1990). Research conducted by Perlman and Rook (1987) found that the relationship among well-being and social support. Whereas, those who enjoy closest relationships (age, various stresses, loss of the job, bereavement, rape & illness).

Life Events: The consequences of life events on well-being were dig into explored by Suh, Diener, and Fujita (1996) in a longitudinal study (two year) of N= 115 subjects. It was established that only the life events found to have an influence on life satisfaction, affirmative and harmful affect during the prior 3 months. Well-being can influence only the current and recent life events; distal life events didn't correlate with well-being. Nevertheless, a number of researchers (Costa & McCrae, 1980 & 1984; Costa, McCrae & Zonderman, 1987 & Diener, Sandvik, Pavot & Fujita, 1992) reported that well-being is not determined by external circumstances but by the individual characteristics.

Hence, the well-being is a foggy concept; there is no as well outlined and acceptable definition. In the current inquiry literature, a person's position on the dimensions of well-being is seen as a consequent of the individual's position on two autonomous dimensions—one of affirmative affect and the other of negative effects. An individual will be high in well-

being in the degree to which he has a surplus age of positive over negative affect and will be low on well-being in the dive into to which negative impact predominates over affirmative. Researchers are mainly interested in the assessment of the individual divergence in the feelings because these characteristics are the index for basic psychological functioning and specifically indicating the psychological well-being such as life gratification, optimism, self-esteem and depression).

Thus, well-being is generally understood as the quality of people's lives. If it is dynamic state that is enhanced when people can fulfill their personal & educated social needs such as household income resources health status, happiness and life satisfaction.

ACADEMIC ACHIEVEMENT

Achievement refers to the scholastic achievement of the pupils at the end of an educational program or the competence they actually show in the school subjects in which they have received instruction. Achievement is the accomplishment or acquired proficiency in the performance of an individual with respect to a given knowledge or skill. Thus, achievement is the glittering crown which reflects a sense of sincerity, candidness and perseverance on the part of the achievers. The term has been defined by different persons in various ways.

Stagner (1962) defined achievement as a degree of proficiency or progress made by pupils in the mastery of school subjects. According to Crow and Crow (1969) achievement refers to the extent to which a learner gets profit from instructions in a given area of learning i.e. achievement is reflected by the extent to which knowledge or skill has been acquired by a person from the training imparted to him. Saxena and Dwivedi (1979) consider that the term scholastic achievement refers to the attainment or accomplishment in the field where a subject receives some instruction or training. According to Clifford et al. (1986), achievement is the task-oriented behavior that allows the individual's performance to be evaluated according to some internally and externally imposed criterion. According to Rao (1980) achievement is concerned to a great extent with the development of knowledge, understanding and acquisition of skills. In the words of Verma and Upadhyay (1981) achievement is the attainment or accomplishment of an individual in some or particular branch of knowledge after a certain period of training. The achievement score of a student indicates towards the future success of the individual.

Analyzing the definitions mentioned above, we can conclude that academic achievement refers to the level of proficiency attained in academic work or as formally acquired knowledge in school subjects which is determined by the grades, or marks secured by the students in the examination. It reveals the level of educational accomplishment in various subjects taught in educational institution. It also reveals the quantity and quality of learning attained in a subject of study after a period of instruction. Besides being the criterion of promotion to the next class, academic achievement is also an index of future success and determines the pattern of one's living. In view of this, the factors which play an important role in determining an individual's academic achievement need to be studied.

The effectiveness of any educational institution is measured by the extent the pupils involved in the system achieve in cognitive, affective and psycho-motor domains. Therefore, academic achievement predictors generally consist of cognitive measures, pertaining to mental ability or intelligence and non-cognitive measures, especially personality traits which continue to support that both cognitive ability factors and certain personality traits consistently predict academic achievement. So, academic achievement can be measured with the help of tests, verbal or written of different kinds. Since academic achievement is the criterion for selection, promotion or recognition in various walks of life, the importance of academic achievement cannot be ignored.

Significance of the study

Wellbeing is generally understood as the quality of people's lives. It is a dynamic state that is enhanced when people can fulfill their personal and social goals. Well-being is a growing area of research. Among the various theoretical perspectives, we highlight the pertinence of dynamic equilibrium theory of wellbeing. Consequently, it was concluded that wellbeing is a centre on a state of equilibrium or balance that can be affected by life events or challenges. A review of previous literature suggests that wellbeing and learning are associated with one another; however, there is less information on how multiple dimensions of wellbeing simultaneously predict later changes in educational outcomes for children and teenagers. This project examines how various dimensions of children's wellbeing are associated with their educational outcomes, including a review of relevant literature and an analysis using data from the Avon Longitudinal Study of Parents and Children (ALSPAC).

Impaired academic functioning due to reduced well-being results in significant disadvantages that can extend until well into adulthood. After all, academic success, which is ultimately manifested in acquired school diplomas, is a central resource for the distribution of opportunities in life and perspectives for the future. Academic success has an impact on indicators of material success such as income and social status, as well as on other factors such as physical health, fertility and mate selection. It is possible that the emotions experienced in academic settings might differ from those experienced in extracurricular settings. Still, it can be assumed that there are significant correlations between academic success and general emotions because parental upbringing and a child's social environment influence the development of cognitive evaluation processes, which in turn lead to specific emotional response tendencies.

Thus, it can be concluded that General well-being is probably one of the most important aspects of human beings and the state of general well-being can be attained in terms of healthy body with healthy mind. Judgements of well-being are irreducibly subjective and that the meaning and content of the terms used seem to fluctuate, depending on who is using it and why it is being used. Keeping in view the importance of general well-being on students' academic achievement, the investigator wants to study the general well-being of senior secondary school students and its impact on their academic achievement.

Operational definition of the terms

(i) General Well being

General well-being is understood as the quality of people's lives. If it is dynamic state that is enhanced when people can fulfill their personal & educated social needs such as household income resources health status, happiness and life satisfaction.

(ii) Academic Achievement

It can be defined as "the knowledge attained or skills developed in school subjects usually designed by the scores or by marks or both assigned by teachers. In the present study academic achievement of the students is determined on the basis of marks obtained in 11th class".

Objectives of the study

- 1) To compare the academic achievement of male and female senior secondary school students.
- 2) To compare the level of general well-being of male and female senior secondary school students.
- 3) To compare the academic achievement of senior secondary school students in relation to their general well-being.
- 4) To study the relationship between academic achievement and general well-being of senior secondary school students

Hypotheses

- 1) There is no significant difference in academic achievement of male and female senior secondary school students.
- 2) There is no significant difference in the level of general well-being of male and female senior secondary school students.
- 3) There is no significant difference in academic achievement of senior secondary school students in relation to their general well-being.
- 4) There is no significant relationship between academic achievement and general well-being of senior secondary school students

Method

Descriptive survey method has been used in the present study.

Population and sample

The population of the present study comprised all the senior secondary school students of Gurugram. the sample was selected on the basis of random sampling technique. For the purpose of this study, a sample of 120 students (60 male and 60 female) from two government and private senior secondary schools were selected through random sampling method.

Tools used

1. General Well-Being Scale (GWBS) by Dr. Ashok K. Kalia and Ms. Anita Deswal (2010) will be used for data collection
2. Obtained marks of previous class result have been treated as academic achievement score.

Statistical Techniques Used

Analysis of data

The present study was conducted with the aim of examining the significant difference and relationship in general well-being and academic achievement of senior secondary school students. The obtained results are given in tables below:

Table:1

Mean, Standard Deviation and 't' value of Academic Achievement of senior secondary school

Variables	N	Means	SD's	't' value
Male students	60	312.28	32.95	2.167*
Female students	60	321.74	47.26	

students

*Significant at 0.05 level

Table:1 reveals that t-value (2.167) for the mean scores of academic achievements between male and female senior secondary school students is significant at 0.05 level of significance as the tabulated values of 't' is 1.96 at 0.05 level of significance. Hence, the null hypotheses framed earlier "There is no significant difference in academic achievement of male and female senior secondary school students" is rejected. It was found that the mean score of academic achievement of female students (321.74) is higher than male students (312.28). It may therefore be concluded that female students have good academic achievement in comparison to male students.

Table:2

Mean, Standard Deviation and 't' value of General Well-being of senior secondary school students

Variables	N	Means	SD's	't' value
Male students	50	154.84	12.66	2.631**
Female students	50	149.62	20.26	

**Significant at 0.01 level

Table:2 reveals that t-value (2.631) for the mean scores of general well-being between male and female senior secondary school students is significant at 0.01 level of significance as the tabulated values of 't' is 1.96 at 0.05 and 2.58 at 0.01 level of significance. Hence, the null hypotheses framed earlier" There is no significant difference in general well-being of male and female senior secondary school students" is rejected. It was found that the mean score of general well-being of male students (154.84) is higher than female students (149.62). It may therefore be concluded that male students have good general well-being in comparison to female students.

Table:3

Mean, Standard Deviation and 't' value of academic achievement of senior secondary school students in relation to their general well being

Variables	N	Means	SD's	't' value
Low General Well-being	31	281.71	25.57	8.326**
High General well-being	50	343.83	35.96	

**Significant at 0.01 level

Note: Only students having low and high general well-being were taken

Table:3 reveals that t-value (8.326) for the mean scores of academic achievement of senior secondary school students having low and high general well-being is significant at 0.01 level of significance as the tabulated values of 't' is 1.96 at 0.05 and 2.58 at 0.01 level of significance. Hence, the null hypotheses framed earlier" There is no significant difference in academic achievement of senior secondary school students in relation to their general well-being" is rejected. It was found that the mean score of academic achievement score of senior secondary school students having low general well-being (281.71) is less than the senior secondary school students having high general well-being (343.83). It may therefore be concluded that senior secondary school students having high general well-being have better academic achievement than the students with low general well-being.

Table:4

Co-efficient of correlation between general well-being and academic achievement of senior secondary school students

Variables	N	Means	SD's	Coefficient of correlation
General Well being	120	152.25	17.04	0.878**
Academic Achievement	120	317.01	40.80	

**Significant at 0.01 level

The table:4 depicts that the co-efficient of correlation between general well-being and academic achievement of senior secondary school students is 0.878, which is significant at 0.01 level of significance. So, both the variables have significant positive relationship. Hence, the null hypothesis framed earlier, "There is no significant relationship between general well-being and academic achievement among senior secondary school students" is rejected. It can be interpreted that with increase in general well-being, the academic achievement of senior secondary school students increases and vice-versa.

Findings:

1. It was found that there is a significant difference in academic achievement of male and female senior secondary school students. Female students have good academic achievement in comparison to male students.
2. It was found that there is a significant difference in general well-being of male and female senior secondary school students. Male students have good general well-being in comparison to female students.
3. It was found that there is a significant difference in academic achievement of senior secondary school students having low and high general well-being. Students having high general well-being have better academic achievement than the students with low general well-being.
4. It was found that there is a significant relationship between general well-being and academic achievement senior secondary school students. It can be interpreted that with increase in general well-being, the academic achievement of senior secondary school students increases and vice-versa.

Conclusion

Wellbeing is described as referring to children and students' physical, social and emotional welfare and development which are seen as integral rather than incidental to learning. Student wellbeing is at the centre of the Learner Wellbeing Framework (Birth to Year 12) which refers to the whole person across cognitive, emotional, physical, social and spiritual dimensions. The enhancement of student general wellbeing is emerging as an important approach to the development of students' social, emotional and academic competence and a significant contribution to the ongoing battle to prevent youth depression, suicide, self-harm, antisocial behaviour (including bullying and violence) and substance abuse.

The present study demonstrates the importance of wellbeing for children and adolescents throughout their primary, secondary and senior secondary school education. There are critical periods, however, when wellbeing is most crucial. The findings of the present study reveal positive and significant relationship between general well-being and academic achievement of students. For academic progression, better general wellbeing is a key factor in senior secondary schools. School enjoyment plays a significant role in encouraging engagement in

both secondary and senior secondary schools. Our findings highlight the significance of general wellbeing or, rather, the lack of it.

Educational Implications:

The purpose of this study was to explore the relationship between general well-being and academic achievement of male and female senior secondary school students. These two factors have rarely been examined in combinations, especially in senior secondary school students in relation to gender.

- In rapidly changing present scenario, this study provides a ground to parents, teachers, counsellors and researcher to understand the adolescents' development pattern, their needs and help to identify the main factors which influences the general well-being in adolescents.
- If they are lacking behind in any dimension of general well-being, remedial measures and support system should be provided to adolescents for their well-round development. It makes them to lead a good life so that they can prove themselves as an asset to their family, society and nation.
- It is important to mention the implications of the present study for the health and school administration. Health policy-makers must restructure the health facilities in keeping the view of adolescents' development pattern which shapes and enhances their general well-being which makes them lead a better life and rise to meet higher expectations of the society.
- School is a miniature form of the society. It is a place where adolescents spend more time after home. So, the school administration should also provide the opportunities, facilities and exposure to students so that they can grow up in a mature adult.

Suggestions for further research

Research in any branch of human knowledge never is a closed book, there is always a persistent need of finding solutions to new problem and testing problems. Some of the suggestions for the further research in the are given below:

1. The study can be conducted on a large sample that selected for the present study which can make the results more reliable.
2. The study can be conducted on complete population senior secondary schools of Gurugram.
3. The present study can be conducted on all over the state or country's schools.
4. The present study can be conducted on even adult students.
5. To study the impact of various factors like age, sex, environment conditions and socio-economic status on general well-being and academic achievement can be conducted.
6. We can use intelligence, personality and values in place of general; well-being as a useful tool to see the impact on academic achievement of adolescents.

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