

**A STUDY OF GENERAL WELL-BEING OF ADOLESCENTS  
IN RELATION TO THEIR RESIDENTIAL BACKGROUND,  
TYPE OF SCHOOL AND ACADEMIC ACHIEVEMENT**

**Dr. Suman Lata\***

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**Abstract.**

The present study investigated the effect of Residential Background, Type of School and Academic Achievement on General Well-being of Sr. Sec. School Students. A sample of 200 Sr. Sec. School Students was assessed by using simple random sampling technique. General Well-being Scale constructed and standardized by Kalia & Anita (2010) was used for collecting data. Data were statistically analyzed by applying t-test. The results of this study depicted that students of rural areas were found significantly higher than students of urban areas on Physical Well-being, Emotional Well-being and Social Well-being dimensions. However, students of rural and urban areas were found similar on Global Well-being and School Well-being. Further, the students of Govt. Sr. Sec. Schools were found significantly higher than students of Private Sr. Sec. Schools on Physical Well-being and Emotional Well-being dimensions but the students of Private Sr. Sec. Schools were found significantly higher than students of Govt. Sr. Sec. Schools on Global Well-being dimension. However, students of Govt. and Private Sr. Sec. Schools were found similar on Social Well-being and School Well-being. Further, the high achievers were found significantly higher on Emotional Well-being and School Well-being dimensions. However, high achievers and low achievers were found similar on Physical Well-being, Emotional Well-being and Social wellbeing dimensions.

**Keywords:** General Well-being, Residential Background, Type of School and Academic Achievement.

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\* Principal, Delhi Institute of Rural Development, Delhi-110036

## Introduction

In recent years, the term wellbeing has become more common as an explicit educational aim. Despite its frequent use, it is often broadly applied, and rarely explicitly defined. Typically, wellbeing is described in education policy using conceptual pairings common in political discourse, including wealth, health and happiness. 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. It is understood both in relation to objective measures, such as household income, educational resources and health status and subjective indicators such as happiness, perceptions of quality of life and life satisfaction.

Well-being is a multidimensional construct comprising of physical, mental and social components (Bhimwal, 2007). There are several cardinal characteristics of the well-being. It resides within the experience of the individual. Wellbeing is a dynamic state characterized by a reasonable amount of harmony between an individual's abilities, needs, expectations, environmental demands and opportunities. Thus, it is subjective in nature because it involves subjective satisfaction and individual pleasure depending upon psychological status of the individual and his environmental conditions. Notably absent from definitions of well-being are necessary objective conditions such as health, comfort, virtue or wealth.

Well-being includes positive measures. The well-being of the body, mind and emotions, the sense of ethics and morality, represent the concept of health, and not necessarily the absence of disease. It deals with the factors that differentiate slightly happy people from moderately happy and extremely happy people. A final hall-mark of well-being is that the field focuses on longer term states not just momentary moods. By concluding the nature of well-being, it can be said that it is subjective and a positive construct and is not only an absence of illness.

## Objectives

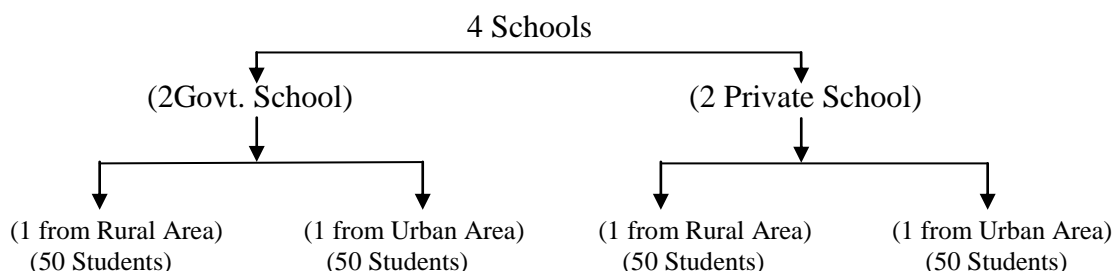
Following were the objectives of the present study:

1. To study the difference in mean scores of General Well-being of Sr. Sec. School students of Rural and Urban areas.
2. To study the difference in mean scores of General Well-being of students of Govt. and Private Sr. Sec. Schools.
3. To study the difference in mean scores of General Well-being of high achieving and low achieving Sr. Sec. School students.

**Research Design:** In the present study, descriptive survey method was used.

## Sample

A sample of 200 students enrolled in Sr. Sec. Schools of Sonipat District was selected. For this purpose 4 Sr. Sec. Schools of Sonipat District and 50 Students from each school were selected randomly.



## Tools Used

The following tool was used for data collection:

1. General Well-being Scale constructed and standardized by Kalia & Anita (2010) was used for collecting data. The scale comprised of 55 items having 30 positive items and 25 negative items. It is five point scale and the respondents have to respond in terms of “Strongly Disagree”, “Disagree”, “Undecided”, “Agree”, and “Strongly Agree”. Score of 1,2,3,4 and 5 are awarded respectively. The scoring of negative items is done in reverse order.
2. Scores obtained by students in 10<sup>th</sup> standard were considered as their indicator of Academic Achievement.

**Statistical Techniques Used:** Mean, S.D. and ‘t’-test were used to analyze the collected data.

## Analysis and Interpretation

**Table-1**

Significance of difference in mean scores of General Well-being of Sr. Sec. School students of Rural and Urban areas

S.No	Dimensions	Students of Rural areas			Students of Urban areas			t-ratio
		Mean	S.D.	SEM	Mean	S.D.	SEM	
1	Physical Well-being	44.12	4.99	0.53	42.99	4.78	0.49	2.52*
2	Emotional Well-being	53.55	7.38	0.72	48.89	7.89	0.79	4.24**
3	Social Well-being	66.41	8.07	0.79	66.71	8.12	0.80	0.13
4	School Well-being	53.99	6.88	0.67	51.85	6.12	0.61	1.85
5	Global Well-being	220.5	21.99	2.21	212.5	20.89	2.15	2.54**

Table-1 reveals that the mean scores of students of Rural and Urban areas are 44.12 and 42.99 respectively and S.D.s are 4.99 and 4.78 respectively. The t-ratio is 2.52 which is significant at 0.05 level of significance. The result shows that the students of rural areas are significantly higher on Physical Well-being than students of urban areas.

On Emotional Well-being dimension the mean scores of students of rural and urban areas are 53.55 and 48.89 respectively and S.D.s are 7.38 and 7.89 respectively. The t-ratio is 4.24 which is significant at 0.01 level of significance. The result shows that the students of rural areas are significantly higher on Emotional Well-being than students of urban areas.

The mean scores of students of rural and urban areas on Social Well-being are 66.41 and 66.71 respectively and S.D.s are 8.07 and 8.12 respectively. The t-ratio is 0.13 which is not significant at any level of significance. The results indicate that both students of rural and urban areas are similar on Social Well-being.

On School Well-being dimension, the mean scores of students of rural and urban areas are 53.99 and 51.85 respectively and S.D.s are 6.88 and 6.12 respectively. The t-ratio is 1.85 which is not significant at any level of significance. The results indicate that both the students of Rural and Urban areas are similar on School Well-being.

On Global Well-being dimension, the mean scores of students of rural and urban areas are 220.5 and 212.5 respectively and S.D.s are 21.99 and 20.89 respectively. The t-ratio is 2.54 which is significant at 0.01 level of significance. The results indicate that the students of rural areas are significantly higher on Global Well-being than students of urban areas.

**Table-2**

Significance of difference in mean scores of General Well-being of Govt. and Private Sr. Sec. School students

S.No	Dimensions	Students of Govt. Schools			Students of Private Schools			t-ratio
		Mean	S.D.	SEM	Mean	S.D.	SEM	
1	Physical Well-being	45.12	5.49	0.54	43.10	5.13	0.52	2.54*
2	Emotional Well-being	54.50	7.48	0.75	49.12	8.12	0.83	4.28**
3	Social Well-being	67.40	7.99	0.82	67.61	8.13	0.82	0.16
4	School Well-being	54.49	6.91	0.69	52.81	6.16	0.59	1.83
5	Global Well-being	211.5	21.7	2.16	221.5	22.35	2.25	2.56**

Table-2 reveals that the mean scores of students of Govt. and Private Schools are 45.12 and 43.10 respectively and S.D.s are 5.49 and 5.13 respectively. The t-ratio is 2.54 which is significant at 0.05 level of significance. The results indicate that the students of Govt. Schools are significantly higher on Physical Well-being than students of Private Schools.

The mean scores of students of Govt. and Private Schools on Emotional Well-being are 54.50 and 49.12 respectively and S.D.s are 7.48 and 8.12 respectively. The t-ratio is 4.28 which is significant at 0.01 level of significance. The results indicate that the students of Govt. Schools are significantly higher on Emotional Well-being than students of Private Schools.

On Social Well-being dimension, the mean scores of students of Govt. and Private Schools are 67.40 and 67.61 respectively and S.D.s are 7.99 and 8.13 respectively. The t-ratio is 0.16 which is not significant at any level of significance. The results indicate that the students of Govt. and Private Sr. Sec. Schools are similar on Social Well-being.

The mean scores of students of Govt. and Private Schools on School Well-being are 54.49 and 52.81 respectively and S.D.s are 6.91 and 6.16 respectively. The t-ratio is 1.83 which is not significant at any level of significance. The results indicate that the students of both Govt. and Private Schools are similar on School Well-being.

On Global Well-being dimension, the mean scores of students of Govt. and Private Schools are 211.5 and 221.5 respectively and S.D.s are 21.7 and 22.35 respectively. The t-ratio is 2.56 which is significant at 0.05 level of significance. The results indicate that the students of Private Schools are significantly higher on Global Well-being than students of Govt. Schools.

**Table-3**

Significance of difference in mean scores of General Well-being of High and Low Achieving Students of Sr. Sec. School

S.No	Dimensions	High Achieving Students			Low Achieving Students			t-ratio
		Mean	S.D.	SEM	Mean	S.D.	SEM	
1	Physical Well-being	43.60	5.78	0.85	44.46	5.13	0.54	0.82
2	Emotional Well-being	54.90	6.04	0.89	51.12	7.01	0.69	2.25**
3	Social Well-being	68.40	9.59	1.41	67.22	7.13	0.79	0.85
4	School Well-being	55.69	6.11	0.88	52.81	6.54	0.73	2.32**
5	Global Well-being	219.5	24.7	3.68	215.5	21.35	2.27	0.95

Table-3 reveals that the mean scores of High Achieving students and Low Achieving students on Physical Well-being are 43.60 and 44.46 respectively and S.D.s are 5.78 and 5.13 respectively. The t-ratio is 0.82 which is not significant at any level of significance. The results indicate that the High Achieving students and Low Achieving students are similar on Physical Well-being.

The mean scores of High Achieving students and Low Achieving students on Emotional Well-being are 54.90 and 51.12 respectively and S.D.s are 6.04 and 7.01 respectively. The t-ratio is 2.25 which is significant at 0.01 level of significance. The results indicate that the High Achieving students are significantly higher on Emotional Well-being than Low Achieving students.

On Social Well-being dimension, the mean scores of High Achieving students and Low Achieving students are 68.40 and 67.22 respectively and S.D.s are 9.59 and 7.13 respectively. The t-ratio is 0.85 which is not significant at any level of significance. The results indicate that the High Achieving students and Low Achieving students are similar on Social Well-being.

The mean scores of High Achieving students and Low Achieving students on School Well-being are 55.69 and 52.81 respectively and S.D.s are 6.11 and 6.54 respectively. The t-ratio is 2.32 which is significant at 0.01 level of significance. The results indicate that the High Achieving students are significantly higher on School Well-being than Low Achieving students.

On Global Well-being dimension, the mean scores of High Achieving students and Low Achieving students are 219.5 and 215.5 respectively and S.D.s are 24.7 and 21.35 respectively. The t-ratio is 0.95 which is not significant at any level of significance. The results indicate that the High Achieving students and Low Achieving students are similar on Global Well-being.

### Discussion of Results

The results of the present study revealed that the students of rural areas are significantly superior on Physical Well-being, Emotional Well-being and Global Well-being in comparison to students of urban areas. Further, the students of Govt. Sr. Sec. Schools are significantly superior on Physical Well-being, Emotional Well-being and Global Well-being in comparison to students of Private Sr. Sec. Schools.

High Achieving students were found significantly higher on Emotional Well-being and School Well-being in comparison to Low Achieving students. High achieving adolescents were found significantly higher on School Well-being in comparison to Low achieving adolescents. It may be because high performance in academics is related to low mental stress, low anxiety and low frustration. So, high achievers are psychologically more balanced in comparison to low achievers and take interest in academic activities in school that results in higher score on School Well-being. Following conclusions can be drawn from the present study:

- The students of rural areas were found significantly higher than students of urban areas on Physical Well-being, Emotional Well-being and Social Well-being dimensions.
- The students of Rural and Urban areas were found similar on School Well-being and Global Well-being dimensions.
- The students of Govt. Sr. Sec. Schools were found significantly higher than students of Private Sr. Sec. Schools on Physical Well-being and Emotional Well-being dimensions.
- The students of Private Sr. Sec. Schools were found significantly higher than students of Govt. Sr. Sec. Schools on Global Well-being dimension.
- Students of Govt. and Private Sr. Sec. Schools were found similar on Social Well-being and School Well-being dimensions.
- The high achievers were found significantly higher on Emotional Well-being and School Well-being dimensions.
- High achievers and low achievers were found similar on Physical Well-being, Emotional Well-being and Social wellbeing dimensions.

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