



# GENERAL WELL BEING OF ADOLESCENTS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT MOTIVATION

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## **ABSTRACT**

*The present study has been made to find out the well being of adolescents in relation to their academic achievement motivation of Jhajjar and Charkhi Dadri district of Haryana. A sample of 400 senior secondary schools adolescents from senior secondary schools of district was randomly selected through lottery method. In this descriptive survey type method investigator used General well being questionnaire by Dr. Ashok Kumar Kalia & Anita Deshwal (2011) and Academic Achievement Motivation test (2011) by Dr. T. R. Sharma. For analysis of data ANOVA (one way) and product moment correlations were used. The result shows that the three groups of motivated adolescents differ significantly on their general well beings. The general well being is positively related with academic achievement motivation but particularly school well being is highly related to academic achievement motivation means if school well being is highly taken care the motivation towards academics will be developed.*

**Key words :** General well being, adolescents and academic achievement motivation.

## **1. INTRODUCTION**

Education plays a vital role in giving human being proper equipment to lead a gracious and harmonious life. Education is identified as a tool to bring awareness in people about many social and development problems faced by society. Spread of education helps in removing many obstacles to economic growth of nation. Democratic form of Government established world wide after world war 2nd identified this aspect and made many efforts for providing educational opportunities to their people. Indian Government right after attaining independence started sincere efforts to achieve the goal of universalities of Elementary education through bringing in many constitution amendments, policies and programs. As a research there is an increase in the literacy rate, but so far there is no 100% literacy achievement in India. Secondary education plays a pivotal role in any education system. The passing of 10<sup>th</sup> board examination is a big obstacle for students in their education progress. Study habits, learning styles and degree of learner's involvements in studies have long been



considered to be important factor in the academic success or failure of the student. Individual differences do exists in the student in respect of their factors educational institutions aim to producing quantity result and well educated students who would be the future nation builders. Academic achievement motivations directly related to student's growth and development of knowledge in an educational situation where teaching and learning process takes place. Academic achievement is defined as the performance o the students in the subject they study in the school. Academic achievement determines the student's status in the class. It gives children and opportunity to develop their talents, improve their grades and prepare for the future academic challenge.

Well being is somewhat a malleable concept which is related to with people's feelings about their everyday life activities; such feelings may range from negative mental status to a more positive outlook into a state that has been identified as positive mental state. Well being in psychology is a new area of research; progress of any nation depends largely on well-being of its citizens. All the intellectual, creative, educational and socio-cultural advancements are possible if the individuals of the nation possess physical, mental, social, emotional and spiritual well-being. Similarly teacher's efficiency and effectiveness largely depend upon their all-round well-being. This research work is exploratory in nature; further learning and decision-making styles have not been investigated in relation to well-being of prospective students.

As these variables are the most important variables for the students studying in secondary schools. So this study is taken into consideration. **Udaiya and Singh (2009)** revealed a significant effect of type of family and gender on self –efficacy .the interaction between type of family and gender was also found to be significant ;however neither family type nor gender had significant effect on the measure of well being.**Mansi and Singh (2009)** It has been observed in the and found that positive self- efficacy ,optimistic attitude and locus of control affect the well –being . **Singroha and Kalia (2012)** analysis of result suggests significance difference on physical well being emotional well being and global well being among male and female adolescents. **Rathi and Sharma (2012)** The study was found that locale background of the subjects have significant effect on self efficacy and general well being of adolescents whereas their gender does not play significant role. **Bhadoriya (2014)** the study was revealed that decreased psychological well being was observed among obese and overweight adolescents in comparison to the normal weight adolescents. **Kamatchi( 2014)** things found a significant difference between the students of single-parent family and intact family in their overall behavioral problems and their overall academic achievement. **Sabu and Thamrasseri (2015)** the study was found that boys and girls do not differ significantly with regard to human rights awareness and social well being, and calculated that gender has nothing to do with human rights awareness and social well being of secondary school students.**Singh (2015)** revealed that home adjustment is positively correlated with anxiety among adolescents. However ; inverse relationship found between home adjustment and achievement motivation of adolescents.



## II.JUSTIFICATION OF STUDY

The theory of well being as the subjective feeling of contentment, happiness and satisfaction of human is behavior the sense of well being is human behavior assent the people to take good decision, their satisfaction and happiness in their life. On the other hand, the theory of motivation asserts that a person motive to achieve his aim in their all sphere of life. Academic career of the students largely depends on the motivation in the learning interest, attitude and personality traits. Well being is very important aspect of persons life which can enhance a subjective sense of well being and influence the individuals attention of self case and compliance with medical regimens, academic achievement motivations make student it fulfil their educational goals with full zeal and enthusiasm. In India recent studies shows that the sense of motivation is impactful in human's behavior and it is wellbeing which yet to find its research evidence in students life.

### OPERATIONAL DEFINITION OF THE TERMS USED:-

#### GENERAL WELL BEING

**ACCORDING TO OXFORD DICTIONARY**, well being is related with health, happiness and prosperity. Well being is most commonly used in philosophy to describe what is non instrumentally or ultimately good for the person. Well being is what is "Good for" then. Thus health might be set to be our constituent of well being but it is not plausibly taken to be all the matters for well being. Happiness is often used in ordinary life, refers to a short lived state of a person, frequently a feeling of contentment.

#### Academic achievement motivation

Students with high academic achievement tend to feel more confident in contrast to those who lack confidence in them achieves less. Motivation relates to all those qualities which produce essential encouragements to achieve or attain some specific objectives while there is no movement towards to these objectives before motivation.

**Adolescents:**The period in human development that occurs between the beginningof puberty and adulthood.

### OBJECTIVE OF THE STUDY

1. To study the significant differences among high, middle and low levels of academic achievement motivation adolescents on their general well being.
2. To study the relation between general well being and academic achievement motivation of adolescents boys.
3. To study the relation between general well being and academic achievement motivation of adolescence girls.



4. To study the Coefficient of correlation among the dimensions of general wellbeing and Academic Achievement Motivation of adolescents.
5. To study the relationship between general well being and academic achievement motivation of adolescents.

### **HYPOTHESES OF THE STUDY**

**The following are the Hypotheses:-**

1. There is no significant difference among high, middle and low levels of academic achievement motivation adolescents on their general well being.
2. There is no relation between general well being and academic achievement motivation of adolescents boys.
3. There is no relation between general well being and academic achievement motivation of adolescents girls.
4. There is no relation among the dimensions of general wellbeing and Academic Achievement Motivation of adolescents
5. There is no relation between general well being and academic achievement motivation of adolescents.

### **DELIMITATION OF THE STUDY:-**

- A. The study was comprised to General Well being only.
- B. The Study was comprised 400 samples of Senior Secondary School Students.
- C. The Study was comprised to Government and Private Senior(Rural and Urban) Secondary Schools of Jhajjar and Charkhi Dadri District of Haryana Only.

### **RESEARCH METHODOLOGY**

According to nature of the study researcher used descriptive Survey method.

### **SAMPLE**

Out of the total districts of Haryana Researcher choosed 10% districts (2). Out of 2 districts 10% schools (40) were selected and among the schools 10% (400) adolescents were selected by simple random sampling technique (blind folded).

### **TOOLSUSED**

For the collection of data researcher used General well being scale by Dr. Ashok Kumar Kalia and Anita Deshwal(2011) and *Academic Achievement Motivation test (2011)* by Dr. T. R. Sharma..

### **STASTISTICAL TECHNIQUES USED**



Researcher used mean, standard deviations, t-test and product moment correlation for find out the significant difference between the groups..

### III.RESULT AND DISCUSSION

The data was analysed to find answers to the hypotheses set for the study. The three levels of academic achievement was shown in the table-1

Table 1

Significant difference of General well being of high, middle and low academic achievement motivation senior secondary schools students

GENERAL WELL BEING	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1320500.960	2	660250.480	730.670	Not significant at any levels
Within Groups	358738.238	397	903.623		
Total	1679239.197	399			

Table.1 reveals that the 'F-ratio on General Well being among High, middle and low academic achievement motivation is 730.67 which is significant at any levels. It indicates that High, middle and low academic achievement motivation students differ significantly on General well being between and within the group. Thus, the null hypothesis, i.e., "There is no significant difference among of **high, middle and low academic achievement motivation secondary senior school students** on General Well being" is rejected". It means that of **high, middle and low academic achievement motivation secondary senior schools students** have not same type of general Well being between the group and within the group

**Relationship between general well being and academic achievement motivation of adolescents boys.**

TABLE 2

**Co-efficient of Correlation between general well being and academic achievement motivation of adolescents boys(N=195).**



Variables	N	R
General wellbeing	195	0.88
Academic achievement motivation		

Table- 2 shows that there was a positive correlation between general well being and academic achievement motivation ( $r= 0.088$ ) of adolescents boys. Thus, the null hypothesis, formulated that, “there is no relationship between general wellbeing and Academic Achievement motivation of adolescent boys”, was rejected.

**Relationship between general well being and academic achievement motivation of adolescents girls.**

**TABLE 3**

**Co-efficient of Correlation between general well being and academic achievement motivation of adolescents girls(N=205)**

Variables	N	R
General wellbeing	205	0.84
Academic achievement motivation		

Table- 4.11 shows that there was a positive correlation between general well being and academic achievement motivation ( $r= 0.84$ ) of adolescents girls. Thus, the null hypothesis, formulated that, “there is no relationship between general wellbeing and Academic Achievement motivation of adolescent girls”, was rejected.

**Relationship among the dimensions of general wellbeing and academic achievement motivation of adolescents .**

**TABLE 4**

**Coefficient of correlation among the dimensions of general wellbeing and academic achievement motivation of adolescents (N=400).**

General wellbeing	Academic Achievement Motivation	
	N	R
Physical wellbeing	400	.844
Emotional	400	.836



<b>wellbeing</b>		
<b>Social wellbeing</b>	400	.847
<b>School wellbeing</b>	400	.948

The table 4 showed that all most all the dimensions are well attached with academic achievement motivation. It shows that there was positive and high relationship among the different dimensions of general well being with academic achievement motivation. But in particularly in case of school well being which is the main factor for improving academic achievement motivation among the adolescents. The teachers should give a positive environment by which students motivation will be automatically improve. The formulated hypoythesis “There is no relation among the dimensions of general wellbeing and Academic Achievement Motivation of adolescents” is rejected.

#### **Relationship between general well being and academic achievement motivation of adolescents.**

**TABLE 5**

**Co-efficient of Correlation between general well being and academic achievement motivation of adolescents(N=400).**

<b>Variables</b>	<b>N</b>	<b>R</b>
<b>General wellbeing</b>	400	0.86
<b>Academic achievement motivation</b>		

Table- 5 shows that there was a positive correlation between general well being and academic achievement motivation ( $r= 0.86$ ) of adolescents . Thus, the null hypothesis, formulated that, “there is no relationship between general wellbeing and Academic Achievement motivation of adolescent”, was rejected.

#### **IV.CONCLUSION**

In this head of the study ,an attempt has been made to describe how the information generated by this piece of research can be utilized by concerned people in the field of education. The reason for in equalization of boys with girls ,general well- being level should set educational administrators, curricular framers and policies makers, in adopting correct remedial measures like providing teaching aids and other requirements and encouraging education authorities and parents of students to provide suitable learning atmosphere to the needed children. Further, for undertaking any development





work of the school going children belonging to low well-being, proper understanding of their socioeconomic background and psychological dynamics, etc., should be considered as a pivotal one.

It can be concluded that academic achievement motivation and general well-being are positively correlated and significantly affect each other. This research is not useful for teachers and learners, but also for educational planner, curriculum framers and parents. The school must provide a helping environment for improving the general well-being of students which will positively affect the academic achievement motivation level. The school needs to organize different co-curricular activities which help individuals to think positive about themselves, about their abilities, etc., therefore, it must be kept in mind that general well-being and academic achievement motivation walk side by side and proper opportunities should be provided.

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