

# General Well Being Vs Academic Achievement Motivation of Adolescents: A Glance Towards Gender

*\*Dr. P K Pattnaik*

## Abstract

The present study has been conducted to find out the well-being of adolescents correlates with their academic achievement motivation of Narela districts of Delhi. A sample of 100 secondary school adolescents from secondary schools of Narela district was randomly selected through lottery method. In this descriptive survey type method investigator used General well being questionnaire and academic achievement motivation test. The results show that the boys and girls were found to be not significant on their physical, social and emotional well being. But girl students have obtained higher scores on physical, social and emotional well being than the male counterparts. Again the boys and girls were found significant on their school well being. A positive relation between general well being and academic achievement motivation was established. Indicating that high general well-being of adolescents leads to high academic achievement motivation and low general well being having low academic achievement motivation separately and as a whole.

**Key Words:** General well-being, adolescents and academic achievement motivation

## 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, polices 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 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

*\*Asst. Prof., Bhagwan Mahaveer College of Education, Jagdishpur, Sonapat(HR)*

result and well educated students who would be the future nation builders. The teaching learning, teacher student relationship, the school atmosphere, and home environment contribute a lot in producing successful students. The education, to be completed, must be human; it must include not only the training of intellect, but also the refinement of the heart and discipline of the spirit. Above all good study habits developed by a student surely determines his/her achievement. By education we mean the natural, harmonious and progressive development of man's innate powers by drawing out the best in his body, mind and spirit so as to produce an individual who is culturally refined, emotionally stable, ethically sound, mentally alert, morally upright, physically strong, social efficient, spiritually enlightened, vocationally self sufficient, and internationally liberal. This should be the end product of education. Education transmits the culture of one generation to another. Education is a constructive agency for improving our society. Child is active by nature. He plays and does so many things but these undifferentiated rich and practical experiences, do not lead to education unless they are guided and properly directed. So the experiences of the child should be given coherence, unity and organization, and education, is to be consciously and deliberately planned by providing rich and creative activities and experiences to children. Now these are many means and sources of learning. Some children learn better through the use of different learning materials rather than merely listening to an inspirational task by the teacher.

In spite of these advantages, most of the pupils of today lack depth of thought and breathe of vision due to poor study habits and lack of general well being. Academic achievement motivation has great importance for both students, and those around him/her. There can be no doubt that it is affected by two broad factors: Subjective factors or individual factors and objective factors or environmental factor. The subjective factors are related to the individual himself and the objective factors pertain to the environment of the individual. Social maturity is one of the non-cognitive factors that may affect the academic achievement motivation of the students. Improvement in the quality and, to some extent, the efficiency equity of education depends upon the nexus of teaching and learning. Schooling, the formal teaching learning environment, can be influenced by *resources and ideas from many sources*. However a degree it is self contained system and different schools may respond to a given set of inputs in different ways. The Implication of this condition is that the characteristics, meaning, and effect of the interaction of teachers and students may be influenced through national policies but cannot be mandated from the central offices of ministries of education. The interrelationship between concepts of teacher quality, policies designed to enhance them, the context of schooling and the dynamic of the teaching and learning are highly complex. Because of the complexity in the linkages and relationships, policies aimed at improvements in teacher's quality are difficult to research. However, two broad generalizations with policy implications can be made from the extensive body of research on the teaching learning experience.

Academic achievement motivations is directly related to student's growth and development of knowledge in an educational situation where teaching and learning process takes place. Academic achievement motivation is defined as the performance of the students in the subject they study in the school. Academic achievement motivation determines the student's status in the class. It gives children an opportunity to develop their talents, improve their grades and prepare for the future academic challenge.

Well being is somewhat a malleable concept which is to do 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.

Academic career of the students largely depends on the subjective well-being motivation in learning, interest in the course, attitude and personality traits. One can't say that good subjective well-being means hard working and reading hours together, but can say that they are budgeting time for study, motivation for learning, skills in note taking, reading, memory and reviews. In the field of education, a burning problem is the constant increase in the number of the failure of the students at the school level. The failure rate in various examinations, have many reasons but one of the main reason is poor or ineffective study habits. A good number of studies have been conducted so far in the area of study habits. The studies clearly bring out the importance of the study habits on the student's achievement. The academic achievement of the students is influenced by a number of factors. Study habits have emerged as most promising factor in recent years. The term study habits have been used to mean various methods and practices adopted by the students in their school studies. Study habits refer to set of time and space to promote systematic study behavior. It means that the student must be able to organize, classify and arrange facts in their proper relationship to the subject being studied.

A number of studies have been reviewed by the researcher and found that the study habits and achievement are truly related with each others, but some studies are emerging against the natural findings. As these variables are the most important variables for the students studying in secondary schools. So this study is taken into consideration. **Udaniya 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)** found that positive self-efficacy, optimistic attitude and locus of control affect the well-being. **Singroha and Kalia (2012)** analysed a

significant difference on physical well being, emotional well being and global well being among male and female adolescents. **Rathi and Sharma (2012)** 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)** study 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 Thamrasserri (2015)** 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 was found between home adjustment and achievement motivation of adolescents.

### **JUSTIFICATION OF STUDY:**

The theory of well being as the subjective feeling of contentment, asserts 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 his all spheres 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 person's life which can enhance a subjective sense of well being and influence the individuals attention. Motivation is necessary in students it may be intrinsic or extrinsic. However intrinsic motivations are very much fruitful and helpful for long terms. In India recent studies shows that the sense of well being is impactful in human's behavior and it is motivation which yet to find its research evidence in students life.

### **GENERAL WELL BEING:**

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" them. Thus health might be set to be our constituent of well being but it is not placesibly 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:**

Educational or academic achievement is a specified level of attainment or proficiency in academic work as evaluated by the teachers.

**MOTIVATION:**

Motivation is the process in which the learner’s internal energies or needs are directed towards various goal objects in his environment.

**OBJECTIVE OF THE STUDY:**

1. To study the significant difference in general well being (various dimensions) among the students with respect to their gender.
2. To study the relation between general well being and academic achievement motivation with respect to their gender separately and total.

**HYPOTHESIS OF THE STUDY:**

There is no significant relation among general well being and academic achievement motivation with respect to their gender.

**METHODOLOGY:**

Descriptive comparative survey method was followed in conducting the present study. Data for the study were obtained from Senior secondary school students. 100 senior secondary school students were chosen randomly by lottery method from 4 govt. and private schools of Narela districts of Delhi. Researcher personally visited all the institutes in the sample. And collected data through questionnaire method which was standardised by Dr. Ashok Kumar Kalia and Anita Deshwal of general wellbeing (2011) and academic achievement motivation test by Dr. T. R Sharma (2006). The collected data/information were tabulated as per the scoring key available in the manual and analysed using appropriated methods/techniques like: mean, standard deviations, t-test and product moment correlation etc. Graphical representation of the data was made whenever required.

**RESULTS AND DISCUSSIONS:**

**GENERAL WELL-BEING DIFFERENTIAL BETWEEN BOYS AND GIRLS ON THEIR PHYSICAL WELL-BEING.**

The means and standard deviation of boys and girls on general well-being (physical) for the total sample and the critical ratio between them are given below;

**Table 1: Significant Difference Between Mean Scores of Boys and Girls Students on Their Physical Well-being.**

Physical well-being	N	M	SD	SED	CR	significant
Boys	50	32.5	7.25	1.53	0.45	Not significant at .01 level
Girls	50	33.2	8.05			

Mean difference between Boys and girls on physical Well-Being

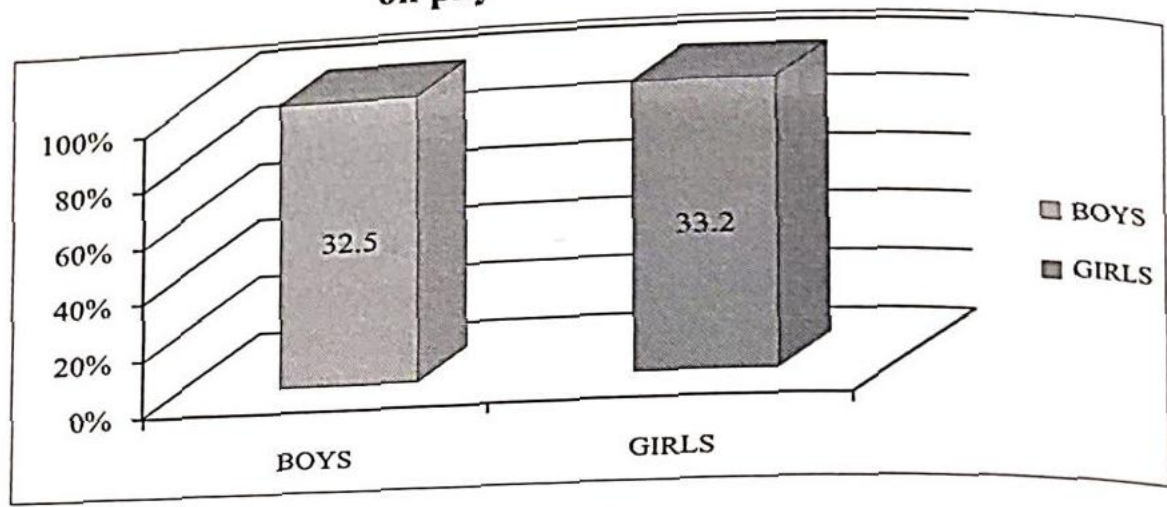


Fig-1

From the above table and figure 1 shows that mean, physical well being scores of boys and girls are 32.5 and 33.2 respectively the critical ratio between the two group come out to be 0.45. It is not significant at any level of significant. It means the boys and girls were found to be not significant on their physical well-being. It can be further observe that from the table 1 that girls students have obtained higher scores on physical well being than the male counterparts.,

**GENERAL WELL BEING DIFFERENTIAL BETWEEN BOYS AND GIRLS ON THEIR EMOTIONAL WELL BEING.**

The means and SDs of boys and girls on general well being (emotional) for the total sample and the critical ratio between them are given below;

Emotional Well Being	N	M	SD	SED	CR	Significance
Boys	50	41.2	7.7	1.45	0.20	Not significant at .01 level.
Girls	50	41.85	6.85			

Mean difference between Boys and Girls secondary school students on Emotional well-being

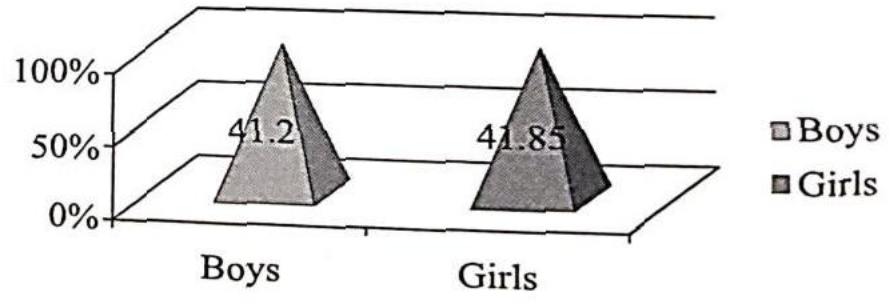


Fig-2

From the above table and figure 2 shows that mean, emotional well-being scores of

boys and girls are 41.2 and 41.85 respectively the critical ratio between the two groups come out to be 0.20. it is not significant at any level of significant. It means the boys and girls were found to be not significant on their emotional well-being. it can be further observe that from the table 2 that the girls students have obtained higher mean score on emotional well being then the male counterparts.

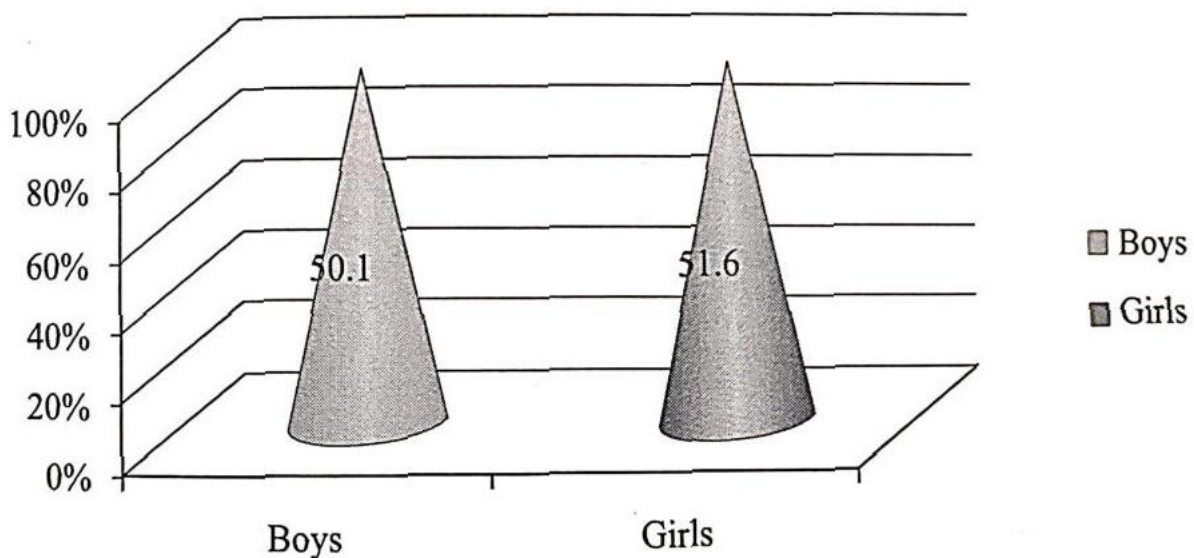
**GENERAL WELL-BEING DIFFERENTIAL BETWEEN BOYS AND GIRLS ON THEIR SOCIAL WELL-BEING**

The means and standard deviation of boys and girls on general well being (social) for the total sample and the critical ratio between them are given below.

**Table No: 3 Significant Difference Between Mean Scores of Boys and Girls Students on Their Social Well-being**

Social well -being	N	M	SD	SED	CR	Significant
Boys	50	50.1	12	2.15	0.69	Not significant at .01 level
Girls	50	51.6	9.4			

**Mean difference between boys and girls on Social well being**



**Fig-3**

From the above table and figure 3 shows that mean social well-being scale of boys and girls are 50.1 and 51.6 respectively the critical ratio between the two

groups come out to be 0.69. it is not significant at any level of significance. It means the boys and girls were found to be not significant on their social well-being . it can be further observe that from the table 3 that girls students have obtained higher mean scores on social well-being than the male counterparts.

**GENERAL WELL-BEING DIFFERENTIAL BETWEEN BOYS AND GIRLS ON THEIR SCHOOLWELL- BEING**

The means and standard deviation of boys and girls on general well-being (school) for the total sample and critical ratio between them are given below:

**Table-4: Significant Difference Between Mean Scores of Boys and Girls Students on Their School Well-being**

School well -being	N	M	SD	SED	CR	Significant
Boys	50	37.9	5.70	1.15	3.04	Significant at .01 and .05 level
Girls	50	34.4	5.9			

**Mean difference between boys and girls on school well being**

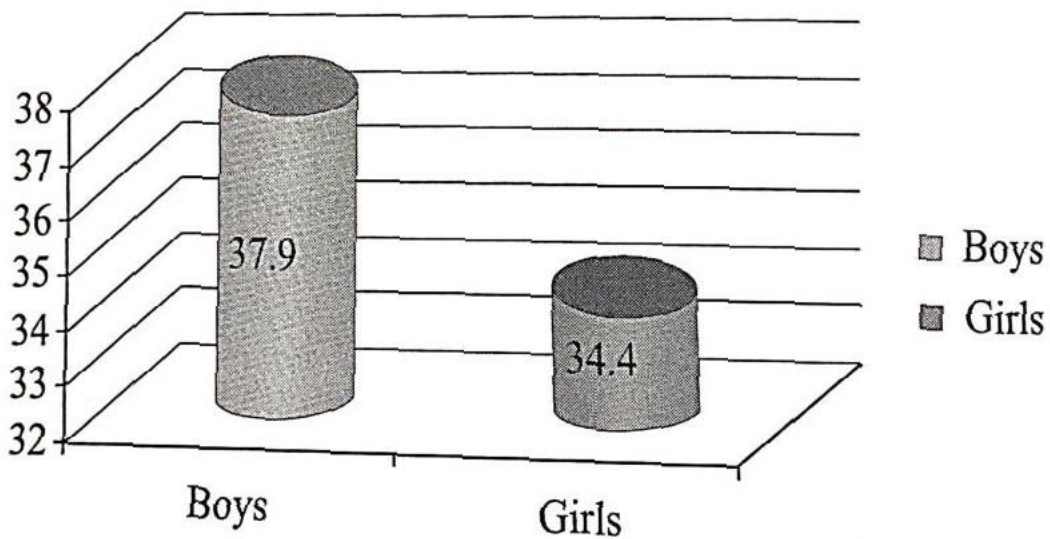


fig-4

From the above table and figure 4 shows that mean school well-being scale of boys and girls are 37.9 and 34.4 respectively the critical ratio between the two groups of come out to be 3.04. it is significant at both levels of significance. It means the boys and girls were found significant on their school well-being. it can be further observe that from the table 4 that boys have obtained higher mean scores on school well-being then the female counterparts.

### GENERAL WELL BEING AND ACADEMIC ACHIEVEMENT MOTIVATION OF ADOLESCENTS (BOYS)

Coefficient of correlation between general well being and academic achievement motivation of adolescents of Narela District of Delhi.

**Table 5: Coefficient of Corelation Between General Well Being And Academic Achievement Motivation.**

Variables	N	R
General well being	50	0.145
Academic achievement motivation		

It can be observed from Table 5 that general well-being was found significant positive correlation with academic achievement motivation ( $r=0.145$ ). thus it can be concluded that positive relation between general well-being and academic achievement motivation of adolescent boys. Indicating that high general well-being of adolescent boys leads to high academic achievement motivation and low general well-being having low academic achievement motivation.

### GENERAL WELL BEING AND ACADEMIC ACHI VEMENT MOTIVATION OF ADOLESCENTS (GIRLS)

Coefficient of correlation between general well-being and academic achievement motivation of Narela District of Delhi.

**Table 6: Coefficient of Corelation Between General Well-being and Academic Achievement Motivation**

Variables	N	R
General well-being	50	0.031
Academic achievement motivation		

It can be observed from Table 6 that general well being was found significant positive correlation with academic achievement motivation ( $r=0.031$ ) of adolescent girls. thus it can be concluded that there is positive relation between general well being and academic achievement motivation of girls. Indicating that high general well being of adolescents girls leads to high academic achievement motivation and low general well being having low academic achievement motivation.

## GENERAL WELL BEING AND ACADEMIC ACHIEVEMENT MOTIVATION OF ADOLESCENTS (BOYS AND GIRLS)

Coefficient of correlation between general well being and academic achievement motivation of Narela District of Delhi.

**Table 7: Coefficient of Corelation Between General Well Being and Academic Achievement Motivation**

Variables	N	R
General well being	100	0.17
Academic achievement motivation		

It can be observed from Table 7 that general well being was found significant positive correlation with academic achievement motivation ( $r=0.17$ ). thus it can be concluded that positive relation between general well being and academic achievement motivation. Indicating that high general well being of boys and girls leads to high general well being and low general well being having low academic achievement motivation.

### EDUCATIONAL IMPLICATIONS AND 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, high with low students in academic achievement motivation and 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 consider as 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 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 walks side by side and proper opportunities should be provided.

#### REFERENCES:

- Bhadoria D. (2014)** "Effect of obesity on psychological well being of adolescents" *Praachi journal of psycho-cultural dimensions* Vol. 30, No. 2, Page No. 94-104.
- Kamachi V. (2014)** " Behavioral problems and academic achievements of students of single parent and intact families." *Vol. 13 No. 11 Page No. 47 to 48.*
- Mansi and Singh S. (2009)** "Psychological Capital as predicator of Psychological well -being". *Journal of the Indian academy of applied Psychology* Vol. 35, No. 2 Page No. 233-238.
- Rathi R and Sharma S. (2012)** "Self-Efficiency and General well-being of Adolescents". *Prachi Journal of Psychology - Cultural dimensions* vol.28, No-1, Page No. 46-50
- Sabu S. and Thamarasserri I (2015)** "Human rights awareness of secondary school students on their social well being" *Edutracks* Vol. 14, No. 10, Page No. 21-25.
- Singroha S and Kalia K. A. (2012)** "General well being of adolescents is relation to gender and academic achievement". *Journal of Educational and Psychology research*" Vol. 2, No-(1) Page No. 56.
- Singh G (2015)** "Effects of home adjustment on anxiety and achievement motivation of adolescents" *Journal of community guidance & research* Vol. 32, No. 1, Page No. 3-9.
- Udaniya R. and Singh B. (2009)** "Self-efficacy and well being of adolescents" *Journal of the Indian academy of applied psychology* Vol. 35 No. 2, Page No. 227-232.