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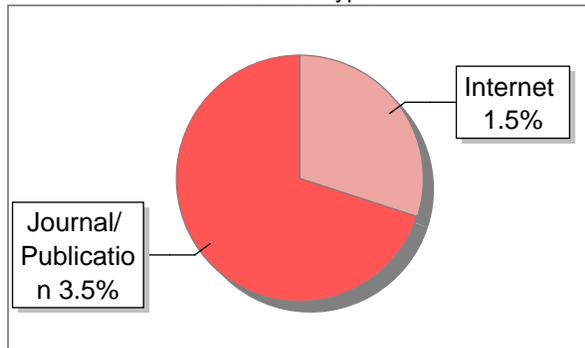
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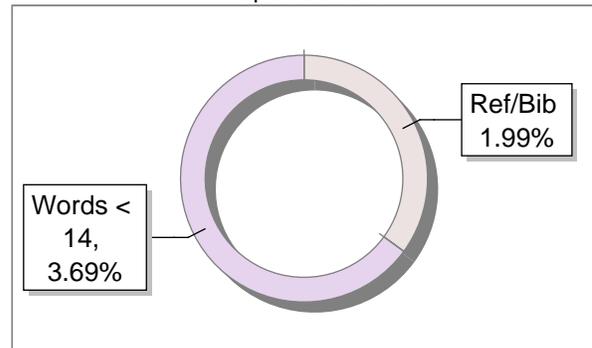
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EXCLUDED PHRASES

- 1 psychological well-being
- 2 scholastic achievement

3 perma model

4 positive emotions

5 engagement

6 relationship

7 meaning

8 accomplishment

9 gender

10 locality

11 educational boards

Research Paper

Psychological Well-Being and Scholastic Achievement of Grade XII Students: A Board-Wise Comparative and Correlational Study

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Abstract

Psychological well-being is a crucial component of students' overall development. It affects their academic performance, motivation, and adjustment. The Grade XII stage is a critical period in students' lives. Students face academic pressure, board examinations, and career-related decisions which can affect their psychological well-being and scholastic achievement. This study examined the level of psychological well-being and scholastic achievement among Grade XII students. Additionally, it examined psychological well-being disparities among students of ICSE, CBSE, and State Boards. Another objective to know about relation between psychological well-being and scholastic achievement.

The study employed a quantitative methodology. The descriptive survey method was adopted. The sample included XII grade passed students of all three educational boards. Appropriate sampling techniques were used. Psychological well-being was assessed using a standardized or self-constructed scale in accordance to PERMA model given by Martin Seligman. This model includes positive emotion, engagement, relationships, meaning, and accomplishment. Scholastic achievement was measured using students' board examination scores. The data obtained was analysed using mean, standard deviation, t-test or ANOVA, and correlation.

The results showed significant differences in psychological well-being among students of different boards. It means that the type of board influences students' well-being. The study also

discovered a favourable correlation between psychological well-being and scholastic achievement. Students with higher well-being performed better academically.

The study concludes that psychological well-being plays a key role in students' academic success. Schools should promote well-being practices. Guidance and counselling services should be strengthened. Supportive learning environments should be provided.

Keywords: Psychological well-being, scholastic achievement, Grade XII students, educational boards, PERMA model

Introduction

In contemporary education, psychological well-being is given great importance. It is considered as a key part of holistic and scholarly success. Education is not limited to knowledge or cognitive growth. It also focuses on developing emotionally strong and socially competent individuals. Psychological well-being influences students' motivation, engagement, and emotional control. It helps them cope with academic stress. This is especially important during high-stakes phases like board examinations.

The senior secondary stage, especially Grade XII, represents a critical transitional period in students' educational trajectories. During this phase, students face intense academic pressure due to board examinations, competitive admission processes, and career-related decision-making. These challenges often coincide with significant emotional and psychological changes, making students vulnerable to stress, anxiety, and reduced well-being. Recent research has emphasized the need for a clear conceptual understanding and systematic measurement of student well-being in educational settings to better support learners during such demanding periods (Wentzel, 2024).

Psychological well-being refers to a positive state of mental health characterized by emotional balance, effective functioning, life satisfaction, and a sense of purpose. Within the field of positive psychology, Martin Seligman's theory of well-being has emerged to be the most influential work to know about human flourishing. According to (Seligman, 2018), psychological well-being comprises five core elements collectively represented by the PERMA model: **Positive Emotion, Engagement, Relationships, Meaning,** and Accomplishment. These elements highlight that well-being extends beyond momentary happiness to include sustained engagement, meaningful social connections, purposeful living, and the pursuit of achievement.

The PERMA model has gained widespread recognition in educational research due to its applicability in understanding students' emotional and academic experiences. Positive emotions enhance optimism and motivation; engagement promotes deep involvement in learning activities; supportive relationships foster a sense of belonging; meaning provides direction and purpose in education; and accomplishment reinforces competence and academic confidence (Liu, 2024). Together, these dimensions offer a comprehensive framework for examining students' psychological well-being in academic contexts.

Scholastic achievement refers to students' academic performance. It is reflected in examination results and academic records. It is a crucial indicator of educational success.

In India, various educational boards are there such as ICSE, CBSE, and State Boards. These boards differ in curriculum, assessment patterns, and academic expectations. Because of these differences, students' psychological experiences may also vary.

It is critical to comprehend board-wise differences in psychological well-being and also to study its relationship with scholastic achievement. This helps in developing better educational and psychological support.

In this context, the present study examines psychological well-being and scholastic achievement of Grade XII students. It also analyses differences in psychological well-being across boards. Further, it explores the relationship between psychological well-being and scholastic achievement using the PERMA model.

Objectives of the Study

1. To study the psychological well-being of Grade XII students.
2. To study the scholastic achievement of Grade XII students.
3. To study the difference in psychological well-being of Grade XII students with respect to educational boards (ICSE, CBSE, and State Boards).
4. To study the correlation between psychological well-being and scholastic achievement of Grade XII students.

Hypotheses of the Study

1. There is no significant difference in the psychological well-being of Grade XII students.
2. There is no significant difference in the scholastic achievement of Grade XII students.

3. There is no significant difference in the psychological well-being of Grade XII students with respect to educational boards (ICSE, CBSE, and State Boards).
4. There is no significant correlation between psychological well-being and scholastic achievement of Grade XII students.

11 Research Methodology

Research Design

This research used a quantitative research approach. For collecting data, the **10** descriptive survey approach was used as it facilitates us to better understand the current status of psychological well-being and scholastic achievement among students. It also allows the researcher to study differences among groups. Further, it helps in analysing relationships between selected variables.

Target Population

The intended target group of the present study consisted of just passed students of Grade XII. They belonged to different educational boards such as ICSE, CBSE, and State Boards. The students were chosen as their presence was in transition phase. This phase is between school and higher education. At this stage, students experience academic pressure and important life decisions. Psychological well-being is crucial at this time. Academic performance also has an important role in their future.

Sample

The sample consisted of 100 first-year students. The students had just taken admission at University of Lucknow, Lucknow. They had completed their Grade XII education before enrolment. **3** Multistage sampling process was done to select the sample. The first step involved using purposive sampling. Three departments were selected. These were the Department of Psychology, Department of Botany, and Department of Commerce. In second phase, stratified sampling was used in which students of each of above-mentioned departments were chosen. 33 students in all were chosen from the psychology Department of Psychology. Another 33 students from the Department of Botany were chosen. From the Department of Commerce, 34 students in all were chosen. Thus, the final sample included 100 students for the study.

Tools Used

Attitude Scale Towards Psychological Well-Being

To assess psychological well-being, a self-constructed Attitude Scale Towards Psychological Well-Being created by the researcher was utilized. The scale was constructed on the basis of Martin Seligman's PERMA model. The tool consisted of 50 statements, covering the five dimensions of the PERMA model—Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment. The scale followed a 5-point Likert type format. The reliability of the tool was established using Cronbach's Alpha method, which yielded a coefficient of 0.846, indicating high reliability.

Scholastic Achievement

Scholastic achievement was assessed using academic scores obtained by students of Grade XII board examination. The relevant academic information was gathered with the assistance of the above tool, wherein students were asked to provide details of their Grade XII examination results. These scores served as an indicator of scholastic achievement.

Statistical Techniques

ANOVA, correlation, standard deviation, mean, and percentage analysis used for analysis of gathered data. The significance level was fixed at 0.05.

Delimitations of the Study

- First-year University of Lucknow students were delimited who were just passed in Grade XII.
- The quantity of sample is limited to 100 students only.
- The study was confined to students from ICSE, CBSE, and State Boards.
- Psychological well-being was assessed using a self-constructed scale based on the PERMA model.
- Scholastic achievement was measured only through Grade XII board examination scores.

Data Analysis and Interpretation

Before choosing the statistics for data analysis, the researcher checked whether the data is normal through SPSS and found the data to be normal.

Objective 1: To Study the Psychological Well-Being of Grade XII Students

The distribution of Grade XII students according to their psychological well-being levels is displayed in Table 1. Three separate categories of students are formed. These categories are good, average, and poor levels of psychological well-being. This grade helps in understanding the condition of students' well-being.

Most students are in the average group, as depicted in the table. This indicates that the psychological well-being of the majority of pupils is average. To a certain degree, they can control their emotions. They can handle academic pressure, but not always effectively.

A smaller number of students fall in the good category. These students possess a greater degree of psychological well-being. They are better at managing stress and emotions. They show more confidence and a positive attitude during challenging situations.

Very few students fall in the poor category. Students like these might struggle in coping with stress and emotional challenges. They might experience increased stress and anxiety. They may need proper assistance from teachers and family.

⁸The findings indicate that most students have moderate level of psychological well-being. According to this, students are fairly equipped to handle emotional and academic strain. This is especially true during the transition phase after board examinations.

Table 1: Interpretation of Scores of Psychological Well-Being

S.No.	Range of Raw Scores	Remark
1.	204.69 and above	Good Psychological Well-Being
2.	161.34 to 204.68	Average Psychological Well-Being
3.	161.33 and below	Poor Psychological Well-Being

Objective 2: To Study the Scholastic Achievement of Grade XII Students

The distribution of Grade XII students according to their scholastic achievement levels can be checked in Table 2. For evaluating the students, the categories used are high, moderate, and low level. This classification helps in understanding the academic performance of students.

The table indicates that most students fall in the moderate category. Thus, average level of scholastic achievement is shared by students. They are capable of fulfilling the basic academic requirements. They perform satisfactorily in their examinations. However, their performance is not very high.

Fewer students are classified as high achievers. These students excel academically. They score high marks in their examinations. They show better understanding and learning outcomes. They are more consistent in their academic performance.

Some students fall in the low achievement category. The academic achievement of these students is lower that may be because of trouble in comprehending some topics. Their exam performance can be low. There can be a need of better assistance and direction.

According to findings, most Grade XII students have an average degree of scholastic achievement which means they are able to meet academic expectations to a certain extent. At the same time, there is scope for improvement in their academic performance.

Table 2: Interpretation of Scores of Scholastic Achievement

S.No.	Range of Raw Scores	Remark
1.	91.63 and above	High Achiever
2.	75.32 to 91.62	Moderate Achiever
3.	75.33 and below	Low Achiever

Objective 3: To Study Board-Wise Differences in Psychological Well-Being of Grade XII Students

Table 3 compares the scores for psychological well-being of Grade XII students across different educational boards. These boards include ICSE, CBSE, and State Boards. Understanding the differences in psychological well-being between students from various boards is made easier by the table. The findings show that students on different boards differ significantly in terms of their psychological well-being.

There might be a chance that difference is due to variation in curriculum structure. Each board follows a different syllabus and teaching approach. Some boards may have a more comprehensive or demanding curriculum. This can affect students' stress levels and emotional balance.

Another reason may be the difference in assessment patterns. Examination systems vary across boards. Some boards focus more on conceptual understanding, while others emphasize rote learning or frequent testing. These differences can influence students' academic pressure and confidence levels.

The academic environment also plays an important role. Teaching methods, school expectations, and learning support may differ across boards. These factors can affect students' motivation, engagement, and emotional well-being.

These findings suggest that the educational board has an impact on students' psychological well-being. It highlights the need to create supportive and balanced academic environments across all boards.

Table 3: Summary of the ANOVA (Analysis of Variance) results on Psychological Wellbeing on the basis of Board (ICSE, CBSE and State)

Board	Sum of Squares	Mean Square	Degree of Freedom	Level of Significance	p-value	Remarks
ICSE	Between Groups: 182.470	91.235	99	0.05	0.827	Statistically Not Significant
CBSE						
State	Within Groups: 46364.520	477.985				

Objective 4: To Study the Correlation between Psychological Well-Being and Scholastic Achievement of Grade XII Students

Table 4 presents the correlation between psychological well-being and scholastic achievement of Grade XII students. It illustrates the relationship between these two factors. The table aids in determining if variations in one variable are linked to variations in another.

The results indicate a favourable alliance between psychological well-being and scholastic achievement. When psychological well-being increases, scholastic achievement also increases. When psychological well-being is low, academic performance may also be low.

According to the study, students with greater psychological well-being also typically do better academically. These pupils are more driven and concentrated. They have good stress management skills. They show better concentration and engagement in learning.

Students with lower psychological well-being may face more difficulties. They may experience stress, anxiety, or lack of motivation. This may have an impact on their scholastic achievement. Additionally, they might not be able to perform well in exams.

This relationship emphasizes the significance of emotional and mental well-being in education. Psychological well-being supports effective learning and academic success. It helps students to cope with academic pressure and challenges.

Table 4: Summary of Correlation Coefficient of Psychological Wellbeing and Scholastic Achievement of Undergraduate Students

S.No.	Variables	Degree of Freedom	Level of Significance	p-value	Pearson Correlation	Remarks
1.	Psychological Wellbeing	98	0.05	0.595	0.054	Statistically not Significant
2.	Scholastic Achievement					

Results and Discussion

According to the report, the majority of Grade XII students share a moderate level of psychological well-being. Students may cope with academic and emotional challenges to some extent. However, their coping ability is not very high. At this point, certain students could still experience anxiousness.

In accordance to the results, academic performance of most of them is at a modest level which shows students are achieving average academic performance. They can fulfil the fundamentals of education. On the other hand, performance could be improved.

The psychological well-being of students from various school boards was shown to differ significantly. This indicates that the type of board influences students' well-being. Differences in curriculum, teaching methods, and examination patterns could be the cause for this variation.

Additionally, the study discovered a favourable correlation between scholastic achievement and psychological well-being. So, people who has greater psychological well-being tend to perform better in academics. Good mental and emotional health supports effective learning and concentration.

These findings show that psychological well-being has a significant part in students' academic life. Supporting students throughout the senior secondary level is crucial. Proper guidance, a positive environment, and psychological or emotional assistance can enhance both well-being and academic performance.

Conclusion

The research indicates, many of Grade XII students have an average level of psychological well-being. Students are able to cope with academic and emotional challenges to some extent. Their coping ability is moderate. Some students may still face stress and pressure.

The report additionally demonstrates that numerous students have a moderate level of scholastic achievement. Students are meeting basic academic expectations. Their performance is satisfactory but not very high. There is scope for improvement in their academic performance.

A significant difference was found in psychological well-being among students of different educational boards. This shows that the type of board influences students' well-being. Differences in curriculum, teaching methods, and assessment patterns may affect students' mental and emotional state.

A favourable correlation came out between psychological well-being and scholastic achievement. Students with better psychological well-being perform better in academics. Good mental health supports learning, concentration, and motivation.

Educational Implications

- The study highlights the importance of psychological well-being in education. Academic achievement and mental health should be valued equally in schools. A balanced approach is needed in teaching and learning.
- Teachers should pay attention to students' emotional needs. They should create a supportive and friendly classroom environment. Students may feel more secure and self-assured as a result.
- Educational boards should review their curriculum and assessment systems. They should reduce unnecessary academic pressure. They should promote understanding instead of rote learning.
- Guidance and counselling services should be strengthened in schools. Students should get proper support during stressful periods. Early identification of stress and anxiety is important.
- Well-being programs should be included in the school curriculum. Models like the PERMA model of Martin Seligman can be used. These programs can help in improving students' emotional health.

Recommendations

- Schools should organize regular workshops on stress management. Students should be taught coping skills and emotional regulation. These abilities might assist them in managing the demands of their studies.
- Counselling services should be available in every school. Trained counsellors should guide students. They should help students with personal and academic issues.
- Teachers should adopt student-centred teaching methods. They should encourage participation and interaction. This can improve students' engagement and confidence.
- Parents should be made aware of students' psychological needs. They ought to assist them emotionally at home. They must refrain from placing unnecessary stress on students.
- Educational boards should design flexible and balanced assessment systems. They should focus on holistic development. They should reduce exam-related stress.
- Regular monitoring of students' well-being should be done and timely help can improve both well-being and academic performance.

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