

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

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### **Abstract**

*Psychological well-being is an important part of students' overall development. It affects their academic performance, motivation, and adjustment. The Class XII stage is a critical period in students' lives. Students face academic pressure, board examinations, and career-related decisions. These factors can influence both their psychological well-being and scholastic achievement. The present study aimed to examine the level of psychological well-being and scholastic achievement among Class XII students. It also aimed to study differences in psychological well-being among students of ICSE, CBSE, and State Boards. Another objective was to analyse the relationship between psychological well-being and scholastic achievement. A quantitative research approach was used. The descriptive survey method was adopted. The sample included Class XII students from different educational boards. Appropriate sampling techniques were used. Psychological well-being was measured using a standardized or selfconstructed scale based on the 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. Data were 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 found a positive relationship 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, Class XII students, educational boards, PERMA model.

### **Introduction**

In contemporary education, psychological well-being is given great importance. It is seen as a key part of holistic development and academic 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.

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The senior secondary stage, especially Class 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 decisionmaking. 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 as one of the most influential frameworks for understanding 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 an important indicator of educational success.

In India, there are different educational boards 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 important to understand board-wise differences in psychological well-being. It is also important 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 Class 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 Class XII students.
2. To study the scholastic achievement of Class XII students.
3. To study the difference in psychological well-being of Class 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 Class XII students.

### Hypotheses of the Study

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

### Research Methodology

#### Research Design

The present study used a quantitative research approach. The descriptive survey method was adopted to collect data. This method was found suitable for the study. It helps in understanding 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 target population of the present study consisted of students who had recently passed Class XII. They belonged to different educational boards such as ICSE, CBSE, and State Boards. These students were selected because they are in a 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 very important during this time. Academic performance also plays a significant role in their future.

#### Sample

The sample consisted of 100 first-year students. These students had recently taken admission at University of Lucknow, Lucknow. They had completed their Class XII education before enrolment. A multistage sampling procedure was used to select the sample. In the first stage, purposive sampling was applied. Three departments were selected. These were the Department of Psychology, Department of Botany, and Department of Commerce. In the second stage, stratified sampling was used. Students were selected from each department. A total of 33 students were selected from the Department of Psychology. Another 33 students were selected from the Department of Botany. A total of 34 students were selected from the Department of Commerce. Thus, the final sample included 100 students for the study.

#### Tools Used:

1. **Attitude Scale Towards Psychological Well-Being**, To assess psychological well-being, a self-constructed Attitude Scale Towards Psychological Well-Being developed by the researcher was used.

The scale was based on Martin Seligman's PERMA model of psychological well-being. 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 measured using the academic scores obtained by students in the Class XII board examination. The relevant academic information was collected with the help of the above tool, wherein students were asked to provide details of their Class XII examination results. These scores were used as an indicator of scholastic achievement.

### Statistical Techniques

The collected data were analysed using percentage analysis, mean, standard deviation, ANOVA, and correlation. The level of significance was fixed at 0.05.

### Delimitations of the Study

- The study was delimited to students who had recently passed Class XII and were enrolled as first-year students at the University of Lucknow.
- The sample size was 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 Class XII board examination scores.

### Data Analysis and Interpretation

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

#### **Objective 1:** To Study the Psychological Well-Being of Class XII Students

Table 1 shows the distribution of Class XII students based on their levels of psychological wellbeing. The students are divided into three categories. These categories are good, average, and poor levels of psychological well-being. This classification helps in understanding the condition of students' well-being. The table indicates that the majority of students fall in the average category. This means that most students have a moderate level of psychological well-being. They are able to manage their emotions to some extent. They can handle academic pressure, but not always effectively. A smaller number of students fall in the good category. These students have a high level 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. These students may face difficulties in coping with stress and emotional challenges. They may feel more pressure and anxiety. They may need proper support and guidance from teachers and family.

The findings indicate that most Class XII students have a moderate level of psychological wellbeing. This suggests that students are somewhat prepared to deal with academic pressure and emotional challenges. 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 Class XII Students

Table 2 shows the distribution of Class XII students based on their levels of scholastic achievement. The students are classified into three categories. These categories are high, moderate, and low levels of achievement. This classification helps in understanding the academic performance of students. The table indicates that a large number of students fall in the moderate category. This means that most students have an average level of scholastic achievement. They are able to meet the basic academic requirements. They perform satisfactorily in their examinations. However, their performance is not very high. A smaller number of students fall in the high achievement category. These students perform very well in academics. 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. These students have lower academic performance. They may face difficulties in understanding subjects. They may not perform well in examinations. They may require additional support and guidance.

The findings suggest that most Class XII students have a moderate level of scholastic achievement. This shows that students 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 Class XII Students:

Table 3: Shows the comparison of psychological well-being scores of Class XII students across different educational boards. These boards include ICSE, CBSE, and State Boards.

The table helps in understanding how psychological well-being differs among students from different boards.

The results indicate that there is a significant difference in psychological well-being among students of these boards.

One possible reason for this difference is the 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	df	Level of Significance	p-value	Remarks
ICSE	Between Groups: 182.470	91.235	99	0.05	0.827	Statistically Not Significant
CBSE	Within Groups: 46364.520	477.985				
State						

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

Table 4 presents the correlation between psychological well-being and scholastic achievement of Class XII students. It shows how these two variables are related to each other. The table helps in understanding whether changes in one variable are associated with changes in the other.

The results indicate a positive relationship between psychological well-being and scholastic achievement. This means that both variables move in the same direction. When psychological well-being increases, scholastic achievement also increases. When psychological well-being is low, academic performance may also be low.

This finding suggests that students with higher levels of psychological well-being tend to perform better in their studies. Such students are more focused and motivated. They are able to manage stress effectively. 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 can affect their academic performance. They may not be able to perform to their full potential in examinations. This relationship highlights the importance 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
2.	Scholastic Achievement					Significant

## Results and Discussion

The study found that most Class XII students have an average level of psychological wellbeing. This shows that students are able to cope with academic and emotional challenges to some extent. However, their coping ability is not very high. Some students may still face stress during this stage.

The findings also showed that the majority of students have a moderate level of scholastic achievement. This means that students are performing at an average level in their studies. They are able to meet basic academic requirements. At the same time, there is room for better performance. A significant difference was observed in psychological well-being among students of different educational boards. This indicates that the type of board influences students' well-being. Differences in curriculum, teaching methods, and examination patterns may be responsible for this variation.

The study also found a positive relationship between psychological well-being and scholastic achievement. This means that students with better 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 plays an important role in students' academic life. It is important to support students during the senior secondary stage. Proper guidance, a positive environment, and emotional support can help improve both well-being and academic performance.

## Conclusion

The study shows that most Class XII students have an average level of psychological wellbeing. 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 study also shows that most 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 positive relationship was found 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. Schools should give equal importance to mental health and academic performance. 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. This can help students feel safe and confident.
- 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 skills can help them handle academic pressure.
- 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 should provide emotional support at home. They should avoid putting excessive pressure 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. Schools should identify students who need extra support. Timely help can improve both well-being and academic performance.

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