

PSYCHOLOGICAL WELL-BEING & ASSESSMENT: A COMPARATIVE STUDY OF STUDENTS AT SECONDARY LEVEL

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ABSTRACT

Psychological well-being plays a crucial rule in life of every individual. Every person faces various kind of challenges perspectives such as family relationship, performance, peer group, social bonding and many other areas. When it is about the field of education it was observed it is also not untouched by concept of psychological well-being. Students and teachers both have various kind of challenges related to their performance. Students in their educational environment need to deal with so many pressures and challenges related to academic scores, relationship with peer group, participation in co-curricular activities, developing various academic qualities and learning capacity accordingly. In this research study researcher wants to study about the psychological well-being of students at adolescent age. In Indian setup of education, generally students at secondary level face pressure of evaluation and assessment higher than other classes. Thus, psychological well-being is real concern for students as well. This research paper will be helpful for teachers and administrators to execute preventive and essential strategy so that stress level of students can be reduced during the time of examination so that performance could not be affected. Also, students will understand the value of psychological well-being while facing any challenging situation in their lives.

KEYWORDS: Psychological well-being, Secondary Level Students, Assessment, Examination, Evaluation.

INTRODUCTION

Psychological well-being is all about maintaining positivity throughout the life and not being negotiated about principles and values (Ryff, C. 1995). Psychological well-being is helpful for dealing with mental illness and it can be identified with few interrelated factors (Fava, G. 2012). Psychological

well-being is also helpful for maintaining healthy lifestyle and reducing the chances of death due to various chronic diseases (Chida & Steptoe, 2008).

Psychological well-being can be measured under six areas which are related to various aspects of life approaches (Ryff & Keyes, 1995).

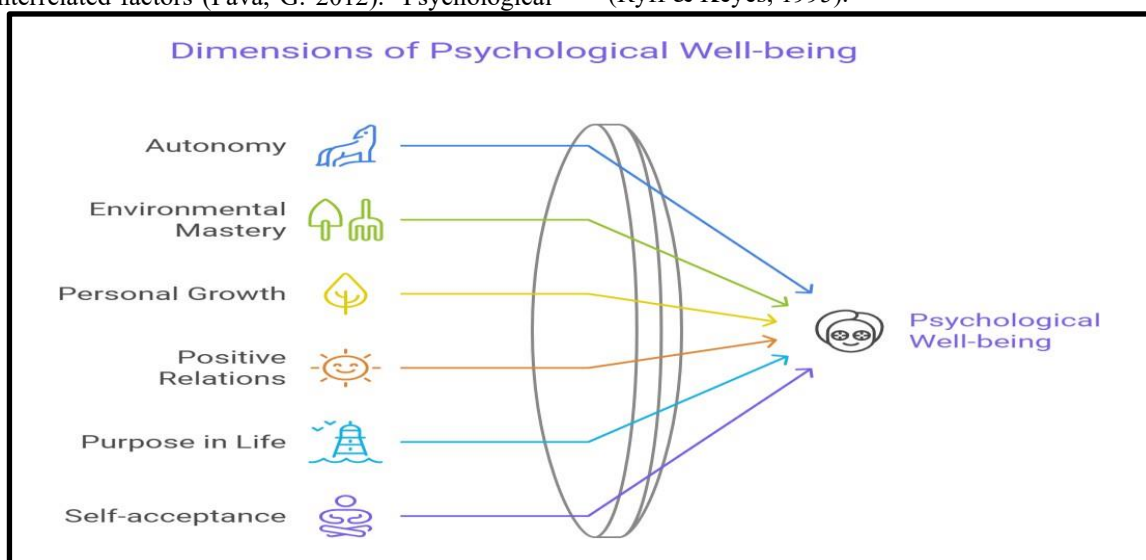


Figure 1: Dimensions of Psychological Well-being

Zhao, X., Tong, S., & Yang, Y. (2022) conduct their study on some cancer patient have direct relations with mental health and life scenarios. In their study they observed that patients who are having positive psychological well-being have better stamina and curing symptoms.

Patients who are having negative psychological well-

being have low tendency of immunity and low response on medication as well. Thus, psychological well-being is very important aspect in life of a person to have better health and life journey. According to Volodarska, N. (2021) psychological well-being is also dependent on some important factors such as managing perspective of life, defining ethics and principles in

life and having goals for future. Psychological well-being is associated with all above factors positively and negatively in both ways. It is all about the thought process of an individual considered everything as opportunity or problem in life. Psychological well-being of an individual is affected by various factors such as gender, age, family structure and financial condition of family, (Theodoratou, Petrou & Kalaitzaki, 2024). Although, some routine habits such as balanced food, doing physical workout, practicing stress reduction strategy and giving rest to self when required are these all the essentials for boosting psychological well-being (Pandey & Mishra, 2024). Maintaining healthy social circle continuously and having harmony among family members also increase psychological well-being at any stage in life, especially during elderly ages

(Hossen & Salleh ,2024). PWB associated with aspects which are related to life which place of living, place of work and place of interaction i.e. personal, professional and social (Mopkins, D., Lee, M., & Malecha, A. 2024). Status of psychological well-being can be identified by various personality traits in an individual such as magnitude of emotional stability, extrovert, introvert, optimistic, submissive, rigid etc. also people with lifestyle related health issues have lower psychological well-being (Rivera- Picon, C., Sanchez-Gonzalez, J., Rivera-Picon, M., & Rodroquez-Munoz,P. 2024). Person with some sort of specific genetic disorders and neurological disorientation may have differentiated psychological well-being. These are one of those causes which can be cured up to an extent and heredity is responsible for all causes (Yakovchik et.al, 2024).



Figure 2: Various Aspects of Psychological Well-being

Thus, PWB is very important aspect in life to understand. Psychological well-being has its various dimensions, which are related to our common lifestyle habits and situations. If there will be an effort for changing or altering some situation and habits in daily life then psychological well-being can be improved.

REVIEW OF RELATED LITERATURE

Students during examination face some stress and pressure for performing better, while attending the examination it was observed that psychological well-being was negative but when some time passes after examination psychological well-being normalized again (Xiang et al., 2019 & Rani, R. 2021). If students before exams encouraged by the teachers and educators it does not reduce their anxiety but somehow their performance and responses improved a lot (Keller, T., & Szakál, P. 2021). Buch, R., Vyas, S., & Moitra, M. (2019) mentioned in their study that students before exams are suffered with lots of anxiety, stress and fear of failure. If students are guided and motivated properly than up to some level their performance can be improved. Exams creates a lot of burden and stress on students in these days if parents, family, relatives and friends help students by understanding their emotions and thought it develops positive approach in them. Also, if there some sort of strategies and techniques for

reducing stress being taught by experts so students perform better in their exams (Chelackoden & Raju ,2024). During the exams at secondary level students suffered with lots of stress and anxiety. Also, students who are more sensitive and emotional they show some deeper symptoms such as nervousness, shivering during writing, nausea, lack of concentration, negative thoughts and exhausted (Galimyanova & Katsman ,2024). Female students during the exams get more anxious. Female students who are sensitive and emotionally unstable feel more anxiety and stress during any process of examination and assessment (Garces et al., 2023). Students who are belonging to the families with lower income shows more stress and anxiety during the examination. The cause of this anxiety can be various other finance related stresses affects the child which makes them poor in emotional control, therefore students belonging to lower income family background feel stressed and anxious during the examination process (Rahal, D., Shaw, S., & Stigler, J. 2022).

In all above recent literature and articles there are very few research which are related to psychological well-being. Most of the research are associated with the terms like examination anxiety, exam stress or exam phobia. In this research study researcher will study about state of psychological well-being while facing any assessment and evaluation by students from secondary level.

OBJECTIVES OF THE STUDY

Present research study have following objectives:

1. To compare psychological well-being of male and female students during examination at secondary level.
2. To compare psychological well-being of students belonging to arts and science faculty during examination at secondary level.

HYPOTHESES

Here are the following hypotheses of the present research study:

1. There is no significant difference in psychological well-being of male and female students during examination at secondary level.
2. There is no significant difference in psychological well-being of students belonging to arts and science faculty during examination at secondary level.

METHODOLOGY

Research Method: Descriptive survey method used for this research study.

Sampling Method and Sampling Size: Researcher used systematic random sampling method for this research study. In this research study researcher collected the sample from the Bijnor district of Uttar Pradesh. Sample size of the study is 200, in which 100 are females and 100 are males. Each gender has equally divided students from arts and science faculty i.e. 50 from arts and 50 from science faculty.

Tool: To collect the data researcher developed self-made tool psychological well-being scale. This tool consists total 40 items these items are having statements related to stress and state of mind in three categories: before the exam, during exams and after exams. All these categories consist 12, 16 & 12 items respectively. In this tool higher the score indicates the lower psychological well-being and vice-versa. Reliability of the tool is tested using test -retest method and split half method. Reliability coefficient is 0.81. This tool also consists content and face validity with validity coefficient 0.76.

Statistical Technique: Mean, S.D. and t-test used by the researcher.

The complete structure of the research study and data collection defined below

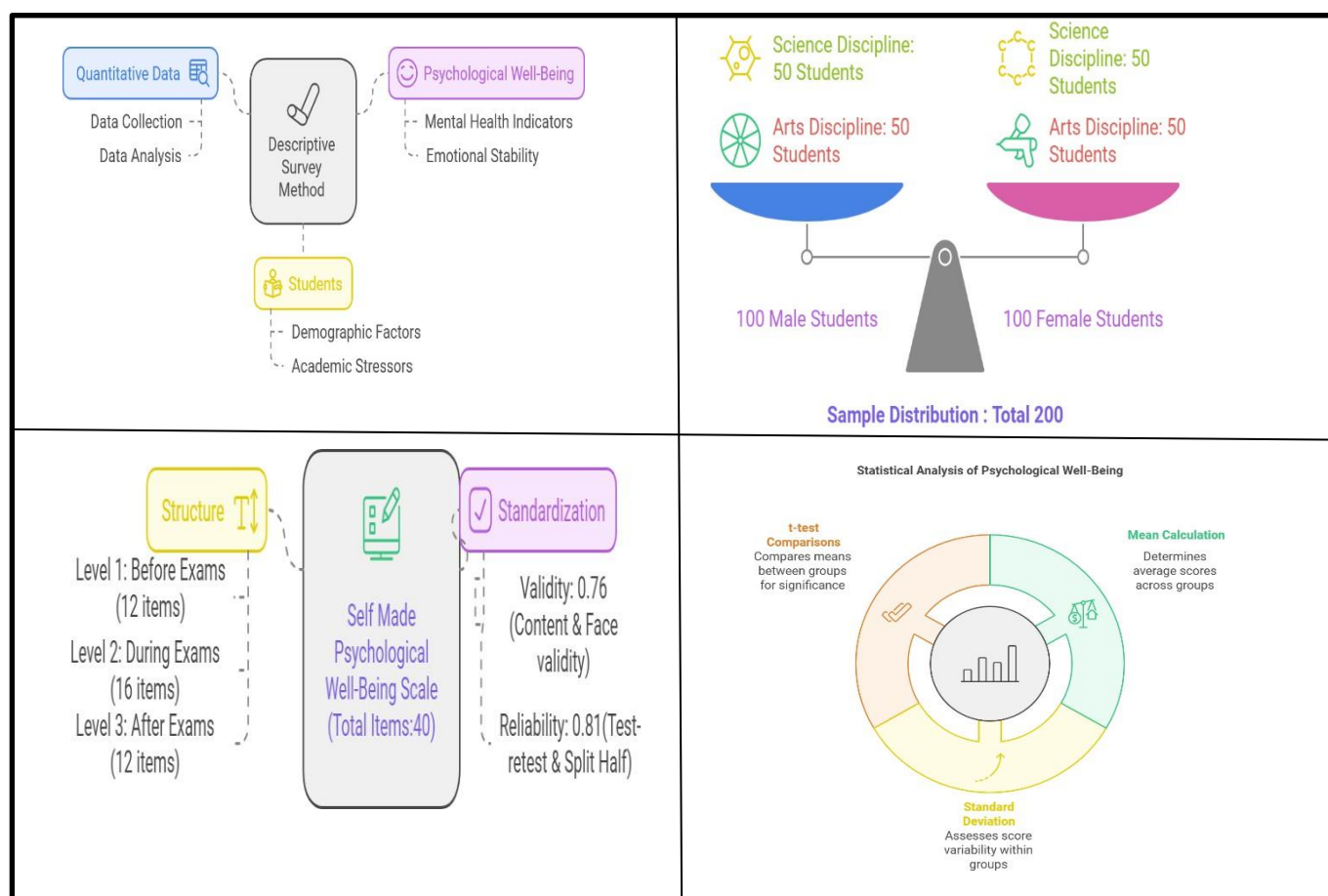


Figure 3: Research Design

Results: In this research study researcher tested both hypotheses using t-test and here are following findings:

H01: There is no significant difference in psychological well-being of male and female students during examination at secondary level.

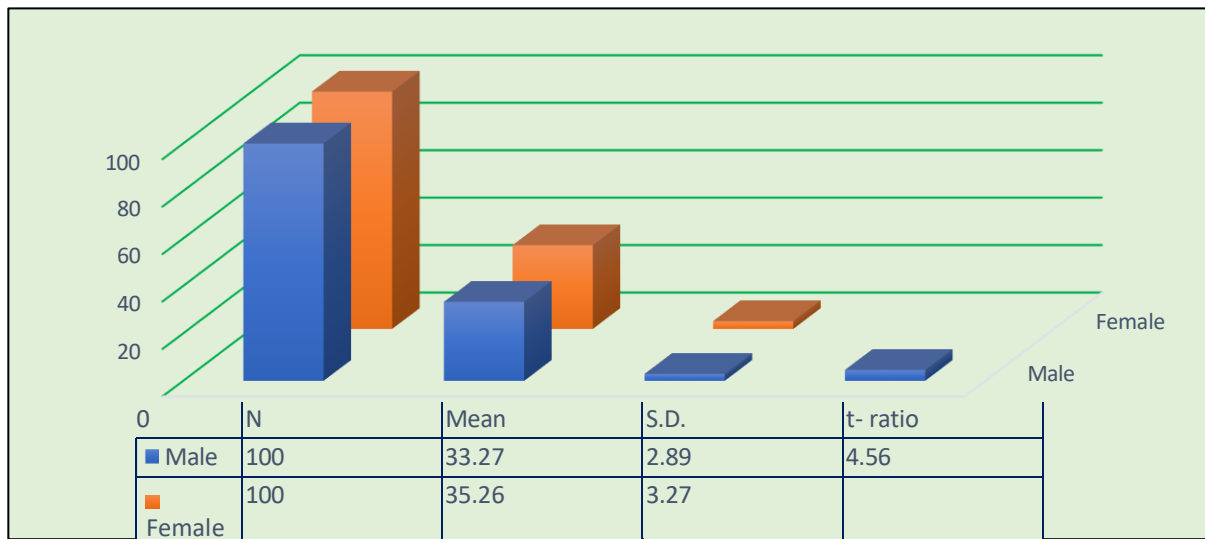


Figure 4: Result of t-test on Scores Collected from Male and Female Students

In above figure it shows that t-value is 4.56, for the degree of freedom 198. This value is greater than 2.60 at 0.01 level of significance. Therefore, value is significant at 0.01 level. The hypothesis “There is no significant difference in psychological well-being of male and female students during examination at secondary level” is rejected at 0.01 level. The figure

also shows the mean value of females is greater than mean value of male students. Therefore, it can be stated that female students have lower psychological well-being than male students during examination.

H02: There is no significant difference in psychological well-being of students belonging to arts and science faculty during examination at secondary level.

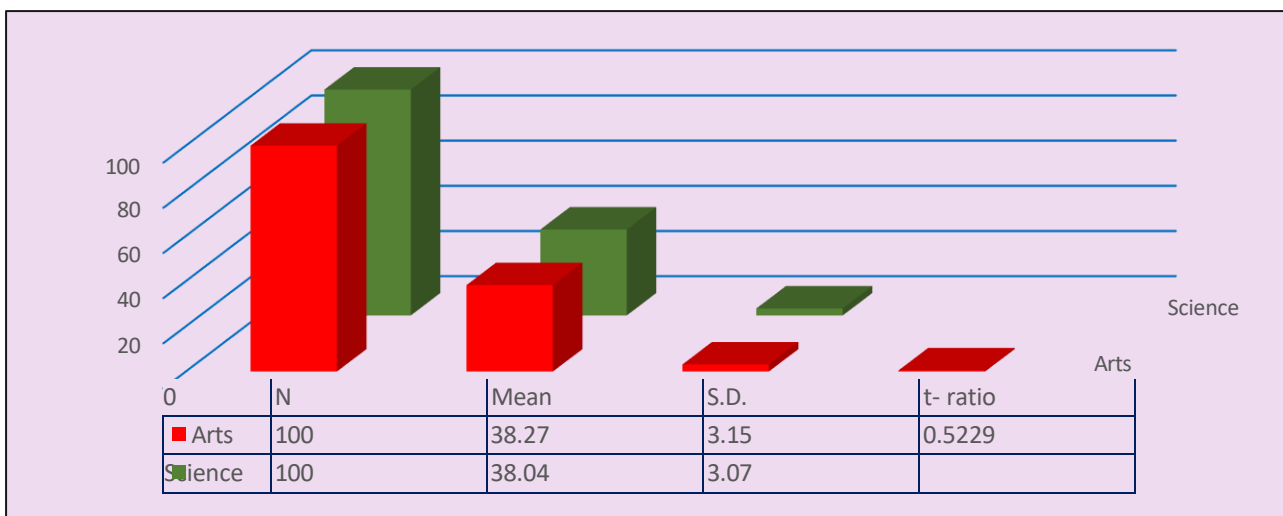


Figure 5: Result of t-test on Scores Collected from Students belonging to Arts & Science Faculty

In above figure it shows that t-value is 0.5229, for the degree of freedom 198. This value is smaller than 1.97 from the table value at 0.05 level of significance. Therefore, value is not significant at 0.05 level. The hypothesis “There is no significant difference in psychological well-being of students belonging to arts and science faculty during examination at secondary level” is selected at 0.05 level. In this table it is also observed that mean values of students belonging to arts and science faculty are similar. Therefore, it can be stated students belonging to arts faculty and science faculty do not have difference in their psychological well-being during the examination.

DISCUSSIONS

In above results it was observed that psychological well-being is not associated with any subject choices but at gender level students have different level of psychological well-being during examination. Male and females at secondary level have difference in their psychological well-being. Females are better in positivity and having social bonding.

Although males are better in accepting themselves and autonomous behaviour (Borah & Nisanth 2024). Male and females always have difference in their psychological well-being in each stage of life (Akhtar, 2015). Obregón-Cuesta et al. (2022) also mentioned that female students are more anxious and tensed during examination rather than male students.

Psychological well-being is not associated with gender difference. Male and female both have equal ability to handle challenging situations in their life (Pumpuang et al.,2020). Abaraham (2016) also find that students at secondary level have equal tendency to deal with exam stress. Rani (2021) mentioned that psychological well-being of students from arts and science faculty equally affected during examination. Buch, R., Vyas, S., & Moitra, M. (2019) mentioned that students from various faculties have different strategy for exams but their stress level is same in every student.

Conclusion & Suggestions

In present days examination is one of the important parts in every student's life. In this competitive world every student wants to perform better and always best of his/ her capacity. But some time their external and internal factors affect their performance. These external and internal factors are directly

associated with their psychological well-being. In this research study it was observed that result of the research shows very less similarities with some previous research in context of gender difference at secondary level. Although most of the reviews are showing unbiased results in context of psychological well-being of male and female students. Few researchers mentioned gender difference but did not find any data related to examination stress. Since in this research study results shows both male and female students have difference at various level in their psychological well-being during examination. Thus, this research study provides different thought process for gender difference. Also, in literature most of the studies are focused on psychological well-being and students from various faculties in common scenario (i.e. not including examination state). In available research this research study also supports that students belonging to arts and science faculty have equal level of psychological well-being during examination.

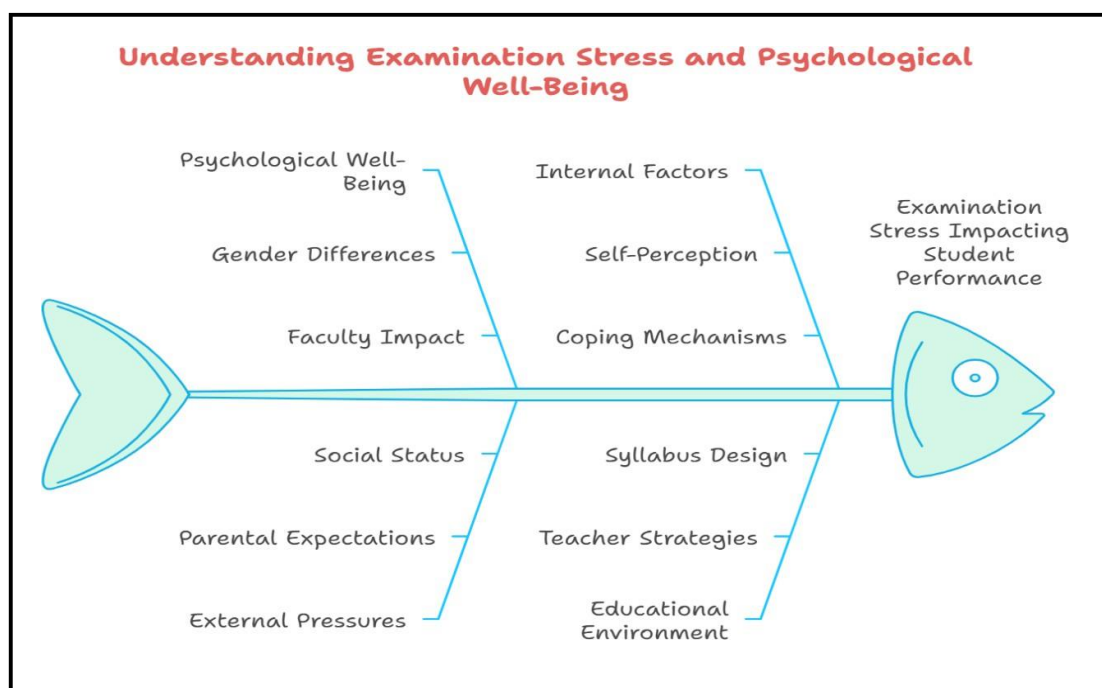


Figure 6: Suggestive Measures for Maintaining Psychological Well-being in Examination Time

In conclusion this research study will be helpful for students to understand their stress pattern during examination. Teachers will also get benefit to use practical techniques and strategies in their lectures so that student do not feel overburden for their performance. A role of motivator, supporter and guide will be more valuable in these situations. Parents, friends and social groups will understand the value of harmony and human life. so that rather creating an extra pressure of prestige and status on children, it will be better to trained those children with positive thoughts and capable of dealing with failure as well.

Researcher may get benefitted by extending their researches in same field in terms of other variables, locality, parameters and different research approach. Policy maker will understand the value of designing syllabus in such a way which may help students boosting their knowledge along with improving their psychological well-being.

In summary, all poles of the society such as parents, teachers, society, policy makers, educators, friends etc. should understand the challenges and drawbacks related to improving

psychological well-being and understand its value in person's life. It will be helpful not diminishing the stress during examination only, it will also help to create a better person of their own unique ability and capacity.

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