WELL-BEING AND ACADEMIC ACHIEVEMENT OF B.Ed. STUDENTS IN RELATION TO SOME SELECTED VARIABLES

A

DISSERTATION

SUBMITTED TO THE MIER COLLEGE OF EDUCATION (AUTONOMOUS)
UNIVERSITY OF JAMMU
IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF EDUCATION

SUPERVISOR

Dr. Nishta Rana
Professor

INVESTIGATOR

Uzma Pervaiz
M.Ed. Sem. IV
Roll No. 2101003

MIER COLLEGE OF EDUCATION (Autonomous)

JAMMU

2023

MIER COLLEGE OF EDUCATION
Autonomous
College with Potential for Excellence Status by the UGC

Recognised by the J&K Government
Permanently Affiliated to the University of Jammu
Recognised by the UGC under Section 2(f) & 12(B)
Accredited by the NAAC with 'A' Grade
ISO 9001:2008 Certified

SUPERVISOR'S CERTIFICATE

This is to certify that **Ms. Uzma Pervaiz,** student of M.Ed. Semester IV, Session 2021-2023, bearing Roll No. 2101003 has worked under my supervision for her dissertation entitled:

"WELL-BEING AND ACADEMIC ACHIEVEMENT OF B.Ed. STUDENTS IN RELATION TO SOME SELECTED VARIABLES"

Her dissertation is fit for submission in partial fulfillment of the requirement for the award of the Degree of Master of Education.

DATE:

(Dr. Nishta Rana)
SUPERVISOR

श्रेष्ठ
B.C. Road Jammu
180 001
Ph.: 0191-2546078,2565098
Fax:0191-2548239
Email:principal@miercollege.in
Website: www.miercollege.in

ACKNOWLEDGEMENT

I am deeply grateful to the Almighty for his boundless grace and support throughout this academic journey. His divine guidance has been my steadfast companion, and without his blessings, completing this dissertation would have been an insurmountable task.

In the culmination of this study's success, I stand grateful to an array of individuals whose support and guidance have been integral. Foremost, my profound appreciation extends to the esteemed Dr. Nishta Rana, Professor and Head, School of Education, MIER College of Education (Autonomous). Under her expert mentorship, this study thrived, benefiting from her invaluable academic insights, encouragement, and the unwavering personal interest she bestowed.

In my gratitude, I also extend my appreciation to Dr. Renu Gupta, Chairperson, MIER Group of Institutions, Dr. Adit Gupta, Principal, MIER College of Education, Dr. Mool Raj, Professor, Controller of Examinations and Dr. Bharti Tandon, Deputy Head, School of Education, MIER College of Education (Autonomous). I cannot overstate the significance of their intellectual and academic contributions, which have not only elevated the quality of this work but also enriched my understanding of the subject matter. Their dedication to academic excellence is a testament to their commitment to the betterment of education and research.

A special note of thanks goes to the principals of different B.Ed. Colleges of Education, who graciously granted permission for data collection within their institutions, as well as the dedicated teacher trainees who willingly participated in this study. Their wholehearted cooperation was instrumental in the success of this research, and I am eternally grateful to them.

I would like to express my deep appreciation for the invaluable assistance provided by the information technology staff at MIER. Their indispensable contributions to the setup and operation of the computer lab and technology-supported classrooms, which were central to this study, are highly regarded. Furthermore, I extend my thanks to Mrs. Eesha Sharma, the dedicated librarian at MIER College of Education, and I want

to offer special recognition to Mrs. Rohini Sharma for her exceptional support in handling computer-related matters.

Last but not least, my heartfelt thanks go out to my family members, whose constant love, encouragement, and support fueled my drive to pursue and successfully complete this research.

Uzma Pervaiz

TABLE OF CONTENTS

Contents		Page No.
	Supervisor's Certificate	i
	Acknowledgement	ii
	Tables of Content	iv
	List of Tables	vii
	List of Figures	ix
	List of Appendices	x
	List of Abbreviation	xi
	Abstract	xii

CHAPTER-I

INTRODUCTION

1.1	Introduction	1
1.2	Need and Significance	17
1.3	Statement of the Problem	18
1.4	Operational Definitions	18
1.5	Objectives of the Study	20
1.6	Hypotheses of the Study	20
1.7	Delimitations of the Study	21

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1	Introduction	22
2.2	Studies Conducted on the Relationship between	

Well-Being and Academic Achievement 23

2.3 Conclusion 41

CHAPTER-III

RESEARCH METHODOLOGY

3.1 Introduction 42

3.2 Design of the study 43

3.2.1 Method 43

3.2.2 Population of the Study 44

3.2.3 Sample of the Study 44

3.2.4 Variables of the Study 45

3.3 Tools Employed and its description 45

3.4 Collection of Data 49

3.5 Administration of the Tools 50

3.6 Statistical Techniques Employed 50

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction 51

4.2 Results 51

CHAPTER-V

FINDINGS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 Introduction 66

5.2 Major Findings of the Study 66

5.3 Conclusions 71

5.4 Discussion 72

5.5 Educational Implications 74

5.6 Suggestions for the Further Research 77

SUMMARY **78**

REFERENCES **94**

APPENDIX **109**

LIST OF TABLES

Table No.	Description	Page No.
3.1	Showing Positive and Negative Distribution of Items in Final Draft of Well-Being Scale	46
3.2	Showing Mean, SD, t-Values and Correlation of Total-35 Items During the First and Second Administration	47
3.3	Showing Mean, SD and Correlation of Five Dimensions of Well-Being During The First Administration of Final Draft of Well-Being Scale	48
3.4	Showing Mean, SD and Correlation of Five Dimensions of Well-Being During The Second Administration of Final Draft of Well-Being Scale	49
3.5	Showing Scoring Procedure	49
4.1	Showing Range of z-scores, Frequency, and Percentage of B.Ed. Students in relation to the Physical Well-Being Dimension of Well-Being Scale	52
4.2	Showing Range of z-scores, Frequency, and Percentage of B.Ed. Students in relation to the Mental Well-Being Dimension of Well-Being Scale	53
4.3	Showing Range of z-scores, Frequency, and Percentage of B.Ed. Students in relation to the Social Well-Being Dimension of Well-Being Scale	54
4.4	Showing Range of z-scores, Frequency, and Percentage of B.Ed. Students in relation to the Emotional Well-Being Dimension of Well-Being Scale	55
4.5	Showing Range of z-scores, Frequency, and Percentage of B.Ed. Students in relation to the Spiritual Well-Being Dimension of Well-Being Scale	56
4.6	Showing Range of z-scores, Frequency, and Percentage of B.Ed. Students in relation to the Overall Well-Being Dimension of Well-Being Scale	57
4.7	Showing Range of z-scores, Frequency, and Percentage of Level of B.Ed. Students having Different Levels of Academic Achievement	58
4.8	Showing Values of Mean, Standard Deviation, Standard Error of Mean, df and t for Scores of B.Ed. Students on the Well-Being Scale in relation to their Economic Status	59

4.9	Showing Values of Mean, Standard Deviation, Standard Error of Mean, df and t for Difference in Academic Achievement of B.Ed. Students in relation to their Economic Status	60
4.10	Showing Values of Mean, Standard Deviation, Standard Error of Mean, df and t for Scores of B.Ed. Students on the Well-Being Scale in relation to their Type of Family	61
4.11	Showing Values of Mean, Standard Deviation, Standard Error of Mean, df and t for Difference in Academic Achievement of B.Ed. Students in relation to Their Type of Family	62
4.12	Showing Values of Mean, Standard Deviation, Standard Error of Mean, df and t for Difference in Well-Being of B.Ed. Students in relation to their Academic Stream	63
4.13	Showing Values of Mean, Standard Deviation, Standard Error Mean, df and t for Difference in Academic Achievement of B.Ed. Students in relation to the Academic Stream	64

LISTS OF FIGURES

Figure No.	Description	Page No.
Figure 1	Theory of well-being	5
Figure 2	Types of well-being	9
Figure 3	Distribution of sample from different B.Ed. colleges of Jammu district	44

LIST OF APPENDIX

Appendix-A ***Well-Being Scale (WBS)***

LIST OF ABBREVIATIONS

B.Ed.	Bachelor of Education
WBS	Well-Being Scale
SPSS	Statistical Package for the Social Sciences

ABSTRACT

This study examines the well-being and academic achievement of B.Ed. students, taking into account economic status, family background, and academic stream. The study adopts a descriptive research method. The data for the study has been collected from 250 B.Ed. students studying in the II semester using random sampling technique. To assess well-being, a standardized tool namely Well-being Scale (WBS-RK), developed by Kaur in 2014, has been utilized. This scale measures well-being across five key dimensions: Physical, Mental, Social, Emotional, and Spiritual well-being, as well as overall well-being scores. Academic achievement is quantified using end-semester (I^{st} semester) exam scores. Statistical analysis is carried out using SPSS, and the t-test was used to assess whether there were statistically significant differences in well-being and academic achievement between groups belonging to different economic backgrounds, types of families, and academic streams. The study's findings reveal several noteworthy trends that most B.Ed. students exhibit average to high levels of well-being and academic achievement, suggesting a generally positive educational environment. Economic status, surprisingly, has a limited impact on students' overall well-being and academic performance. However, it does exert a noticeable effect on the spiritual well-being of students especially in favour of students from higher economic backgrounds. In contrast, their academic achievement did not significantly differ from their more economically advantaged counterparts. Similarly, family type appeared to have a limited impact on well-being, with most of the well-being dimensions of WBS showing no significant variation. However, Spiritual well-being, again, stood out as an exception. Students from joint families exhibited higher levels of spiritual well-being compared to their counterparts from nuclear families. This suggests that family dynamics may influence the spiritual aspect of well-being among B.Ed. students. In terms of academic achievement, the type of family did not appear to be a significant factor, with academic performance remaining consistent across students from nuclear and joint families. The academic stream, on the other hand, proved to be a more influential factor. While dimensions like Physical Well-Being, Mental Well-Being, and Social Well-Being remained consistent across students in both science and arts streams, the Emotional dimension of well-being and overall well-being emerged as distinctive areas. Science students reported significantly higher scores in these dimensions compared to their peers in

the arts stream. This suggests that the academic stream may have a noteworthy impact on the emotional and overall well-being of B.Ed. students. However, it's important to note that academic stream did not significantly affect their academic achievement. In conclusion, these findings provide insights into the ways in which a student's financial situation, family background, and academic choices can influence their well-being and academic performance within the B.Ed. program.

KEYWORDS: Well-Being, Academic achievement, B.Ed. students, Spiritual well-being, Emotional well-being, Economic background, Types of family, Academic stream.

CHAPTER- I

INTRODUCTION

1.1 INTRODUCTION

Those who educate children well are more to be honored than those who produce them; for these only gave them life, those the art of living well."

-Aristotle (384 BC – 322 BC)

"Education is the most powerful weapon which you can use to change the world."

-Nelson Mandela (1918 – 2013)

Human beings are cognitively, emotionally, and behaviourally malleable (Bandura Adams, & Beyer, 1977; Rudman, Ashmore, & Gary, 2001; Schaefer et al., 2002). What can we aspire to when we shape human beings, particularly in education settings? Education has the implicit connotation that it prepares humans for life during their earliest and two most malleable phases: childhood and adolescence (Compas et al., 2001). Reflecting the global economic transition during the 18^{th} and 19^{th} Century Industrial Revolution, our current education system seeks to prepare students to excel academically and to eventually be productive in the workplace. It does not, however, teach students the skills, knowledge, and wisdom that they need to flourish in life beyond grades, standardized exams, and productivity reflected in monetary wages. Our current education system does not teach children and adolescents how to live what has perennially and universally been deemed as the good life – a life infused with meaning, purpose, love, virtue, character, connectedness, health, and a sense of self-efficacy, autonomy, and mastery (Seligman, Ernst, Gillham, Reivich, & Linkins, 2009). In short, our prevailing education system does not teach our youth how to develop and master the art of living well.

Pivotal thinkers from distinct epochs and civilizations declared that education can and should mold the whole human being to achieve her highest potential in all domains of life – that it should teach character and well-being (Palmer, Bresler, & Cooper, 2001; Sherman, 1989). These intellectual titans relied on experiential, anecdotal, and

introspective information to make these claims. They did not, however, have the scientific instruments available today to empirically ask whether the education they proposed was feasible. Education is the notion of changing individuals in a particular direction, of taking them from their current state to, ideally, a better one. That direction is informed by how we measure success in an educational setting. If schools measure only academic performance, as they traditionally have, then effective schools will, at best, produce students who learn how to excel academically and perform well on standardized tests. However, if schools choose to measure multifaceted well-being as well, and hence also teach skills for well-being, they can also enable their students to lead flourishing lives. The existing literature has empirically demonstrated that the skills and knowledge to succeed academically can be reliably taught (Rivkin, Hanushek, & Kain, 2005; Credé & Kunce, 2008). Further, the most prevalent pedagogical paradigm posits that the objective of education is to teach students to succeed academically and it proposes that teaching well-being might divert valuable resources from academic subjects and interfere with students' learning (Spence & Shortt, 2007). Schools and standardized exams around the world are currently structured around this pedagogical paradigm.

Humans, however, strive for well-being beyond academic and professional success (Seligman, 2011). Schools do not teach the skills and knowledge for more positive emotions, better relationships, more engagement, and more purpose and meaning in life. Individual well-being is widely considered to be a private matter, especially if teaching the skills for it consumes scarce educational resources and undermines academic learning. It is fair to argue that opportunities for the health, safety, educational progress, and moral development of youth are almost universally desired (Cohen, 2006; Land, Lamb, & Mustillo, 2001; Martens & Witt, 2004). Peterson (2006) contended that schools are uniquely conducive to these opportunities; he called for schools to expand their focus beyond academic learning to also include the promotion of character and well-being. Existing data prior to the results we present show that, under specific controlled conditions and at a small scale, the skills for well-being are learnable and that well-being and academic achievement are not mutually exclusive; rather, they are mutually reinforcing (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Greenberg et al., 2003; Seligman et al., 2009). Before

the studies that we present, it is not possible to empirically assert that well-being is teachable at a large scale and that it contributes to better academic learning.

1.1.1 Well-Being

Well-being is best characterized as a profile of indicators across multiple domains, rather than as a single factor (Forgeard, Jayawickreme, Kern, & Seligman, 2011; Keyes, 2007; Lerner, Phelps, Forman, & Bowers, 2009; Organization for Economic Cooperation and Development [OECD], 2012; Ryff & Keyes, 1995). There are both theoretical and practical reasons for approaching well-being as a multidimensional construct across valued life domains (Huppert & So, 2013). On the theoretical side, well-being is an abstract construct that includes both feeling good (hedonic well-being) and functioning well (eudaemonic well-being; Huppert, 2014). Well-being is not best defined by a single measure; rather, it is comprised of various domains that can be reliably and usefully measured (Seligman, 2011). Existing models offer different well-being domains. For instance, Seligman's (2011) Well-being Theory delineates five domains of life that people pursue as ends in themselves: positive emotion, engagement or flow, positive relationships, meaning or purpose, and achievement, or PERMA. Ryff (1995) suggests six components of well-being: self-acceptance, positive relationships with others, autonomy, environmental mastery, purpose in life, and personal growth. At the societal level, Gallup has created the Healthways Well-being Index that includes life evaluation, emotional health, physical health, healthy behaviors, work environment, and access to basic needs (Kahneman & Deaton, 2010). The Organization for Economic Cooperation and Development (OECD) has created the Your Better Life Index, comprising 11 topics considered essential to the quality of life (housing, income, jobs, community, education, environment, governance, health, life satisfaction, safety, work-life balance). The index allows countries and individuals to identify the domains that are most important to them (Kerényi, 2011). One of the advantages of a "dashboard" (multidimensional) approach to well-being is that individual domains may differentially contribute to outcomes of interest. For example, a review of positive psychological well-being and cardiovascular outcomes found that optimism reliably predicted a lower risk of cardiovascular disease and mortality, but findings were mixed for other aspects of well-being (Boehm & Kubzansky, 2012). Similarly, Diener and Chan (2011) noted

that studies are needed to "determine how the concepts are related to one another, and their independent ability to predict health outcomes beyond a general [subjective well-being] factor score" (p. 27). Positive constructs are often highly correlated with one another, yet it is most productive and scientifically responsible to study them independently (Friedman & Kern, 2014). Only by simultaneously considering multiple domains and taking into account factor inter-correlations can we see which factors, and what mechanisms, drive different outcomes.

Well-being is a multi-dimensional concept. In a general sense, well-being is the perception that one's life is going well either at an individual or group level (Sinha & Verma, 1992); McCulloch (1991). In broad terms, it is sometimes equated with quality of life or happiness. It also refers to physical, mental, social, emotional, and spiritual well-being. Well-being is the combination of feeling good and functioning well. The experience of positive emotions such as happiness, contentment, development of one's potential, having some control over one's life, having a sense of purpose, and experiencing positive relationships. It is a sustainable condition that allows the individual or population to develop and thrive. The term subjective well-being is synonymous with positive mental health. The World Health Organization defines positive mental health as "a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community". This conceptualization of well-being goes beyond the absence of mental ill health, encompassing the perception that life is going well. Well-being has been linked to success at professional, personal, and interpersonal levels, with those individuals high in well-being exhibiting greater productivity in the workplace, more effective learning, increased creativity, more prosaically behaviors, and positive relationships. Further, longitudinal data indicates that well-being in childhood goes on to predict future well-being in adulthood. Higher well-being is linked to a number of better outcomes regarding physical health and longevity as well as better individual performance at work, and higher life satisfaction has been linked to better national economic performance.

1.1.2 PERMA™ Theory of Well-Being

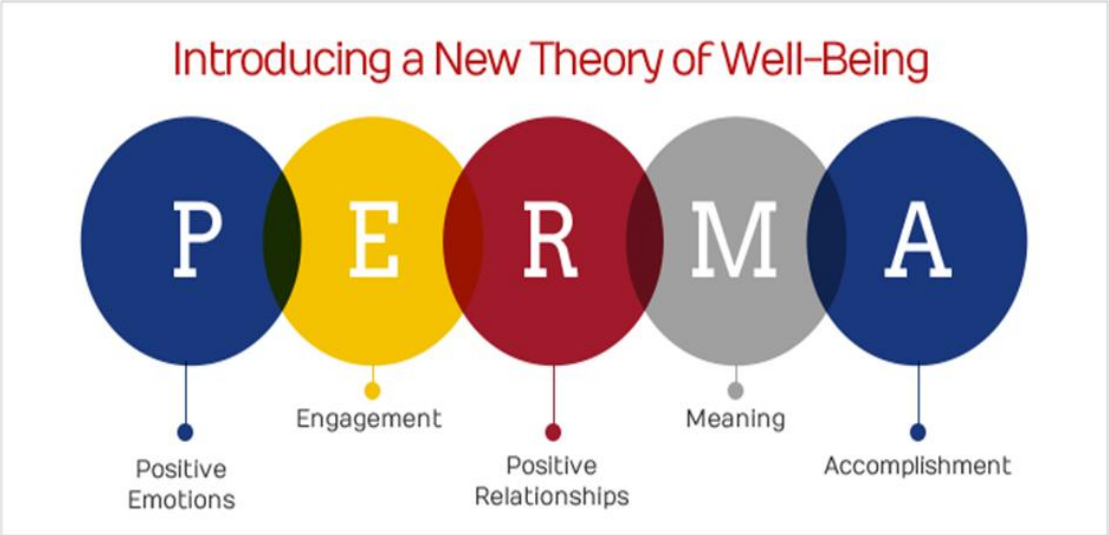


Figure 1: Theory of Well-being

What is human flourishing and what enables it? Dr. Seligman's PERMA™ theory of well-being is an attempt to answer these fundamental questions. There are five building blocks that enable flourishing – Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment (hence PERMA™) – and there are techniques to increase each. Different people will derive well-being from each of these five building blocks to varying degrees. A good life for one person is not necessarily a good life for another. There are many different routes to a flourishing life. Positive Psychology is descriptive, not prescriptive. In other words, we are not telling people what choices to make or what to value, but research on the factors that enable flourishing can help people make more informed choices to live a more fulfilling life that is aligned with their values and interests.

1.1.3 Brief definition of each of the five building blocks

- **Positive Emotion**: This route to well-being is hedonic – increasing positive emotion. Within limits, we can increase our positive emotions about the past (e.g., by cultivating gratitude and forgiveness), our positive emotions about the present (e.g., by savoring physical pleasures and mindfulness), and our positive emotions about the future (e.g., by building hope and optimism). Unlike the other routes to well-being described below, this route is limited by how much an individual can experience positive emotions. In other words, positive affectivity is partly

heritable and our emotions tend to fluctuate within a range. Many people are, by disposition, low in experiencing positive emotion. Traditional conceptions of happiness tend to focus on positive emotion, so it can be liberating to know that there are other routes to well-being, described below.

- **Engagement**: Engagement is an experience in which someone fully deployed their skills, strengths, and attention for a challenging task. According to Mihaly Csikszentmihalyi, this produces an experience called "flow" that is so gratifying that people are willing to do it for its own sake, rather than for what they will get out of it. The activity is its own reward. Flow is experienced when one's skills are just sufficient for a challenging activity, in the pursuit of a clear goal, with immediate feedback on progress toward the goal. In such an activity, concentration is fully absorbed at the moment, self-awareness disappears, and the perception of time is distorted in retrospect, e.g., time stops. Flow can be experienced in a wide variety of activities, e.g., a good conversation, a work task, playing a musical instrument, reading a book, writing, building furniture, fixing a bike, gardening, sports training, or performance, to name just a few.

- **Relationships**: Relationships are fundamental to well-being. The experiences that contribute to well-being are often amplified through our relationships, for example, great joy, meaning, laughter, a feeling of belonging, and pride in accomplishment. Connections to others can give life purpose and meaning. Support from and connection with others is one of the best antidotes to "the downs" of life and a reliable way to feel up. Research shows that doing acts of kindness for others produces an increase in well-being. From an evolutionary perspective, we are social beings because the drive to connect with and serve others promotes our survival. Developing strong relationships is central to adaptation and is enabled by our capacity for love, compassion, kindness, empathy, teamwork, cooperation, self-sacrifice, etc.

- **Meaning**: A sense of meaning and purpose can be derived from belonging to and serving something bigger than the self. There are various societal institutions that enable a sense of meaning, such as religion, family, science, politics, work organizations, justice, the community, and social causes (e.g., being green), among others.

- **Accomplishment**: People pursue achievement, competence, success, and mastery for their own sake, in a variety of domains, including the workplace, sports, games, hobbies, etc. People pursue accomplishment even when it does not necessarily lead to positive emotion, meaning, or relationships.

Each of these five building blocks contributes to well-being and:

- Is pursued for its own sake, not as a means to an end
- is defined and measured independently of the other elements

1.1.4 The Benefits of Well-Being

Research demonstrates that well-being is not only valuable because it feels good but also because it has beneficial real-world consequences. Compared to people with low well-being, individuals with higher levels of well-being:

- Perform better at work
- Have more satisfying relationships
- Are more cooperative
- Have stronger immune systems
- Have better physical health
- Live lounge
- Have reduced cardiovascular mortality
- Have fewer sleep problems
- Have lower levels of burnout
- Have greater self-control
- Better self-regulation and coping abilities
- Are more prosocial

- Research has identified optimism as one of the key contributors to well-being. Studies show that optimism brings many benefits compared to pessimism, including:

- Less depression and anxiety

- Better performance at school, sports, and work

- Reduced risk of dropping out of school

- Better physical health outcomes, including fewer reported illnesses, less coronary heart disease, lower mortality risk, and faster recovery from surgery.

- Well-being integrates mental health (mind) and physical health (body) resulting in more holistic approaches to disease prevention and health promotion (Dunn et.al. 1973)

- Well-being is a valid population outcome measure beyond morbidity, mortality, and economic status that tells us how people perceive their life is going from their own perspective (Diener et.al 2009).

- Well-being is an outcome that is meaningful to the public.

- Advances in psychology, neuroscience, and measurement theory suggest that well-being can be measured with some degree of accuracy (Kahneman et.al. 1999)

- Results from cross-sectional, longitudinal, and experimental studies find that well-being is associated with:

    - Self-perceived health.

    - Longevity.

    - Healthy behaviors.

    - mental and physical illness.

    - Social connectedness.

- Productivity.
- Factors in the physical and social environment.

- Well-being can provide a common metric that can help policymakers shape and compare the effects of different policies (e.g., loss of greenspace might impact well-being more so than commercial development of an area).
- Measuring, tracking, and promoting well-being can be useful for multiple stakeholders involved in disease prevention and health promotion.

Well-being is associated with numerous health-, job-, family-, and economically related benefits. For example, higher levels of well-being are associated with decreased risk of disease, illness, and injury; better immune functioning; speedier recovery; and increased longevity. (Pressman 2005) Individuals with high levels of well-being are more productive at work and are more likely to contribute to their communities.

1.1.5 Types of Well-Being

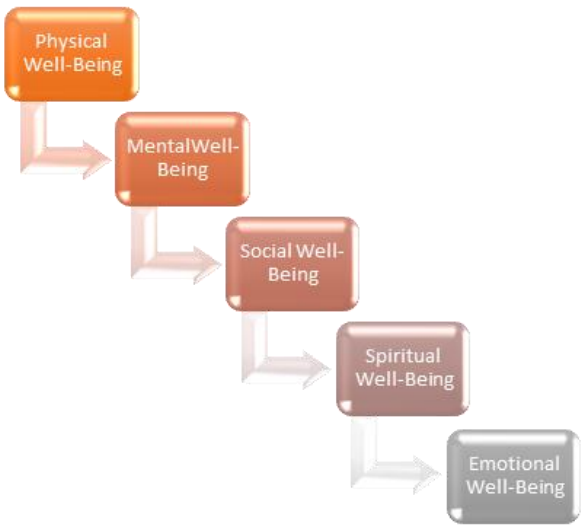


Figure 2: Types of well-being

Physical Well-Being

Physical well-being relates to your physical health including your sleep hygiene, nutrition, and exercise. It is equally important to take care of your body and mind because they work together to determine your health. You've likely experienced how

restorative a full night's rest can be to your body and mind, and much happier you are when keeping up with regular exercise. Monitoring caffeine, sugar, and alcohol intake, while increasing hydration, can greatly contribute to your peak state of physical well-being. When we feel physically well, we are more open to others and to new ideas, people, and experiences. This openness is inviting, creating opportunities for meaningful relationships to develop. When we're exhausted or low-energy, we tend to be more absorbed in ourselves, more likely to perceive threats from others, and just less willing to strike up a conversation or extend ourselves to try new things. When our physical well-being is low, our social well-being can suffer (Jenna Sinclair, 2021).

Mental Well-Being

Mental well-being is an integral part of our overall health. Society often thinks of health as something biological and physical: the condition of our bodies, how healthy we eat, and the physical exercise we do. A key component of health is missing from this, though. It's mental well-being, which encompasses our inner workings and the way we describe how we are in our lives. Mental well-being, in general, is the state of thriving in various areas of life, such as in relationships, at work, play, and more, despite ups and downs. It's the knowledge that we are separate from our problems and the belief that we can handle those problems. Mental well-being is how we respond to life's ups and downs. In this simple mental well-being definition lies deeper meaning and implication for our lives. This includes how a person thinks, handles emotions (emotional wellness), and acts (Tanya J. Peterson, 2022)

According to the World Health Organization, mental health includes "subjective well-being, perceived self-efficacy, autonomy, competence, intergenerational dependence, and self-actualization of one's intellectual and emotional potential, among others. "WHO " further states that the well-being of an individual is encompassed in the realization of their abilities, coping with normal stresses of life, productive work, and contribution to their community. However, cultural differences, subjective assessments, and competing professional theories all affect how "mental health" is defined. A person struggling with his or her mental behavioral health may face stress, depression, anxiety, relationship problems, grief, addiction, learning disabilities, mood disorders, and therapists. The new field of global mental health is "the area of

study" research and practice that places a priority on improving mental health and achieving equity in mental health for all people worldwide".

Social well-being

This component of well-being refers to optimal functioning in society. According to Keyes (1998), social well-being consists of 5 dimensions. Social well-being is characterized by a positive attitude towards other people, the belief in the growth of society, understanding of society, participation in society, and identification with society. The findings of Keyes (1998) and Keyes & Shapiro (2004) illustrate that social well-being is related to socioeconomic status (SES) and higher education. Social researcher Corey Keyes is one pioneer in this area, proposing a theoretical model to understand and study social well-being, expanding on Carol Ryff's psychological well-being model (Ryff & Keyes, 1995). Keyes (1998) defines social well-being as "the subjective evaluation of personal life circumstances and functioning in society."

In general terms, social well-being can be defined as developing and maintaining positive interactions with other people and with local and global communities. This is mainly assessed through subjective and individual measures, where people assess the quality of those interactions according to their own perceptions (Cicognani, Martinengo, Albanesi, Piccoli, & Rollero, 2014). Joshanloo, Sirgy, and Park (2018) showed that social well-being can predict subjective well-being over time, but subjective well-being is less likely to predict social well-being.

Spiritual well-being

In a study, Ingerson (1998) has suggested that people with spiritual well-being manifest a positive energy or optimism that helps them manage challenges, have a commitment to truth, and are often a source of inspiration to others. She does note, however, that people who pursue the truth are not necessarily valued in unhealthy organizations. The spiritual dimension is understood to imply a phenomenon that is not material in nature but belongs to the realm of ideas, beliefs, values, and ethics that have arisen in the minds and consciences of human beings, particularly ennobling ideas. Ennobling ideas have given rise to health ideals, which have led to a practical strategy for Health for all that aims at attaining a goal that has both a material and

nonmaterial component. If the material component of the strategy can be provided to people, the non-material or spiritual one is something that has to arise within people and communities in keeping with their social and cultural patterns. The spiritual dimension plays a great role in motivating people's achievement in all aspects of life. Since the inclusion of spiritual health within WHO's purview, a number of other significant organizations have also attended to spirituality and incorporated references to it in key documents, including the United Nations action plan Agenda 21 which recognizes the right of individuals to "healthy physical, mental, and spiritual development".

Emotional well-being

Emotional well-being refers to the individual experience of well-being. The combination of positive and negative emotions as well as satisfaction with one's own life together determine the unique degree of emotional wellbeing (Diener, 1984). Research has indicated that emotional well-being is related to better health and a longer life (Diener & Chan, 2011). Emotional well-being is both correlated with and distinct from physical well-being (Hays and Stewart, 1990). In a study, Diener and Lucas (1991) have stated that " if a person reports that his/her life is satisfying, that he/she experiencing frequent pleasant effect, and that he/she not frequently experiencing the unpleasant affect, he/she said to have high emotional well-being." Although each component of emotional well-being (life satisfaction, presence of positive affect, and absence of negative affect) reflects an evaluation of overall life, however, they have some degree of independence. Some empirical and theoretical evidence has suggested that these three components of emotional well-being are distinct from each other (Diener & Scolln, 2003; Diener & Scollon and Luca, 2004; Bradburn, 1969; Watson, Clark and Tellegen, 1985; Andrew and Withey, 1976; Bryant and Varoff, 1982; Diener, 1984). This aspect of subjective well-being reflects the hedonic tradition of well-being. Some most renowned scholars have advocated his tradition in defining the good life. (Diener, Sapyta & Suh, 1998; Neg, Ho, Wong & Smith, 2003; Waterman, 1995; Joshanlue & Nosrabadi, 2008). Despite the closeness of this tradition to the mind of the ordinary people and its appealing nature of this, it should be remembered that it is a necessary but not sufficient ingredient of mental health (Diener et al., 1998, Diener & Scollon, 2003). Emotional well-being is also one

of two aspects of the personal well that can be measured in quantitative quality of life assessments, the other being 'life evaluation', the evaluation of one's life in general against a scale. It is a term receiving attention from many groups from new-age therapists to management, from outdoor recreation enthusiasts to careers for the elderly. It is also of interest to many parents, youth workers, school teachers, anti-bullying campaigners, and those thinking about retirement, as well as to psychologists and other health professionals.

1.1.6 Academic Achievement

Academic achievement was once thought to be the most important outcome of formal educational experiences and while there is little doubt as to the vital role such achievements play in student life and later (Kell, Lubinski, & Benbow, 2013), researchers and policymakers are ever increasingly turning to social and emotional factors, as well as the relationships among them, as indicators of student well-being and psychological development (Chernyshenko, Kankaraš, & Drasgow, 2018; Frydenberg, Martin, & Collie, 2017; Moore, Mok, Chan, & Lai, 2006). Indicative of this movement is the recent addition of social and emotional measures to established Organization for Economic Co-operation and Development (OECD) measures (e.g. PISA, OECD, 2019). These measures include, according to Chernyshenko et al. (2018), emotional regulation (e.g. stress resistance, optimism), task performance (e.g. motivation, persistence, self-control), and compound skills (e.g. metacognition, self-efficacy). Consistent with this theme, you will find six quality empirical studies in this Issue that examine some of the complexities of such factors, some related to academic achievement, and others not having legitimacy in their own right.

Academic achievement plays a role in the studies by Colmar, Liem, Connor, and Martin (2019) and Martinez, Youssef-Morgan, Chambel, and Marques-Pinto (2019). For Colmar et al. (2019), the capacity of elementary school students to respond to academic setbacks, and academic buoyancy, was not predictive of academic achievement. However, academic buoyancy effects were demonstrated for both reading and mathematics achievement in Australian students when mediated by self-concept. Psychological capital resources (e.g. efficacy, hope, optimism, resilience) are foregrounded in Martinez et al.'s (2019) examination of Spanish/Portuguese university students' engagement and achievement. Their findings showed that

students who report being engaged in learning are more likely to be users of psychological capital who in turn are more likely to achieve higher academically. Academic achievement is integrated also into the work of Eakman, Kinney, Schierl, and Henry (2019), where the focus is on the complexities of the emotional and social lives of returned veterans and service personnel. In a comprehensive study, learning climate support, post-traumatic stress, depression, self-efficacy, and academic problems are linked to achievement showing, among other findings, that self-efficacy, fewer academic problems, and autonomy-supporting learning environments are positively related to achievement. Moreover, these factors persisted irrespective of depression or post-traumatic stress levels.

Achievement goals (Elliot, 2005) underpin the studies by Cho and Kim (2019) and Chen, Elliot, and Sheldon (2019). The former examined longitudinally South Korean secondary students and also investigated self-determined motivation (Ryan & Deci, 2000). Among some complex findings, Cho and Kim (2019) showed that early autonomous motives were related positively to mastery-oriented goals in the following year, which in turn were related to increased autonomous motives in the next year. The latter study explored psychological need support (competence, autonomy, and relatedness) in concert with achievement goals in their Chinese university sample showing, among other results, the importance of mastery-approach goals as mediators in linking autonomy support and self-determined motivation. Procrastination, academic engagement, and the use of multiple social network sites (e.g. Facebook, Twitter, and Instagram) are the core elements of Closson and Bond's (2019) study with Canadian university students. In a very timely investigation, they reported that the use of certain social network sites contributed to procrastination and maladaptation to university life while other sites, the less complex ones, had less negative outcomes.

Academic achievement is one performance outcome of instruction and is an important factor in shaping a person's outlook on life (Steinmayr et al., 2015). It is associated with lower stress (Zajacova, Lynch, & Espenshade, 2005), higher self-concept (Guay, Marsh, & Boivin, 2003), higher self-efficacy (Zajacova et al., 2005), and positive health behavior and health (Eide et al., 2010, Sigfúsdóttir et al., 2007). Academic achievement is essential for mastering several central developmental goals across the

lifespan, especially during the school years and young adulthood (Heckhausen, Wrosch, & Schulz, 2010). Engagement with educational goals is related to more positive developmental outcomes in terms of both SWB and educational attainments (Heckhausen & Chang, 2009). In addition to its relevance on an individual level, academic achievement forms a base for the wealth of a nation (Steinmayr, Meißner, Weidinger, & Wirthwein, 2014) and is closely linked to national economic growth (Cheung & Chan, 2008). Academic Achievement is one's performance outcome of instruction and is an important factor in shaping a person's outlook on life. Academic achievement is essential for mastering several central developmental goals across the lifespan.

Academic achievement is an important developmental outcome because of its association with economic prosperity, physical health, and mental health. Given its importance, policymakers at the international, national, and local levels regularly administer tests of academic achievement to determine whether children are learning what they need to learn to be successful in the workplace. Unfortunately, these tests show that students in various countries seem to acquire a certain amount of skill in reading, mathematics, science, and social studies but not enough to be successful in the contemporary global and technological economy. In addition, whereas gender differences exist in some areas, these differences are rather small compared to ethnic and racial differences in performance in which White and Asian students often perform substantially better than Hispanic and Black students. To help determine possible ways to intervene to elevate the performance of all students, studies have been conducted to identify factors that are strong predictors of achievement. These studies show that characteristics of students such as their existing knowledge, motivation, and self-regulation are particularly important determinants. However, peers, families, and instruction are also influential.

1.1.7 The Relationship between Well-being and Academic Achievement

There is theoretical support for the association between well-being and academic achievement. Providing a framework for human motivation, Self-Determination Theory (SDT) centers around the effects of social and contextual factors on individuals' well-being and performances. According to this theory of motivation, when individuals' psychological needs of feeling competent, autonomous, and related

to others are met, their motivation, willingness, sense of well-being, and performance will improve. Self-determination sustains decision-making that creates and sustains a coherent life plan; consequently, it is a significant determinant of well-being. Satisfaction of these needs equips one with the necessary tools for positive psychological well-being and well-being fosters motivation for academic tasks, which culminates in better performance. This theoretical support is substantiated through empirical research demonstrating that high levels of well-being increase students' motivation for academic tasks. Conversely, SDT posits that psychological needs are important for well-being, and academic achievement helps individuals fulfill their psychological need for competence, bolstering their well-being. It can be suggested that SDT frames a reciprocal relationship between well-being and academic achievement. School environments may also positively affect academic achievement. (Phan et al., 2016) reported positive effects of well-being on academic outcomes and interpreted that well-being at school may expedite and augment quality learning.

Miller, Connolly & Maguire (2013) claimed that the relationship between well-being and academic achievement lacks a consistent theoretical framework. Striking findings in this research field could be explained by focusing on different, inconsistent indicators of well-being (Miller, Connolly & Maguire, 2013). In their study they used the concept of academic buoyancy, to assess well-being at school. The study outcomes indicated that there was a strong positive relationship between well-being (academic buoyancy) and academic achievement. Students with high well-being scores also showed higher achievement scores (Miller, Connolly & Maguire, 2013). Furthermore, the findings of Elovaino et al. (2011) indicated that the potential to be heard at school and academic achievement were correlated. Less potential to be heard at school was associated with lower grades. Berger, Alcalay, Toretti & Milicic (2009) illustrated the relationship between student's - emotional well-being and academic achievement. The results implied that emotional well-being correlated positively with academic achievement. Pietarinen, Soini & Pyhältö (2014) examined amongst others the relationship between school-related wellbeing and academic achievement. The correlation analysis indicated that the positive component of students' school-related well-being (thriving in school) correlated positively with academic achievement (Pietarinen, Soini & Pyhältö, 2014).

Well-being refers to our psychological state of feeling and functioning well. However, it encompasses a lot more than that, and, contrary to some common misconceptions, it is not just the opposite of stress; nor does it imply that we are relaxed and happy all the time. There are different types of well-being such as physical well-being, emotional well-being, spiritual well-being, etc. all of which should ideally work in tandem for the entire well-being system to grow and flourish. Well-being can have a strong impact on a student's academic achievement. Think, for instance, of students who experience high levels of anxiety in class due to an upcoming test or because they have been invited by the teacher to speak or contribute an answer in class. Warr (1978) stated that well-being is easily influenced or changed, and is a concept that is concerned with an individual's feelings about his/her daily life experiences. Academic achievement is the result of learning in the academic field that reflects the ability and performance of students on subject matter that is multidimensional, in this case, includes cognitive, affective, and psychomotor aspects, which are given by educators to students who are usually indicated by ades (Fatimah & Fasikhah, 2013). Academic achievement according to Syah (2010, p. 144) academic achievement is the level of student success in achieving the goals set in a program. In this case, academic achievement is a real ability of students as a result of efforts made during one particular semester in the form of final semester scores. This can be seen in the cumulative achievement index (GPA) of each student.

1.2 NEED AND SIGNIFICANCE

Well-being enhances intrinsic motivation, decreases disciplinary problems, increases academic achievement, improves school satisfaction, and leads to the flourishing of individuals, communities, and nations. The progress of any nation depends largely on the well-being of its citizens. All intellectual, creative, educational, social, and cultural advancement is possible if the individual of the nation possesses well-being. Well-being has a huge impact on the academic achievement of the students. Well-being is a crucial prerequisite for achievement. Achievement is essential for well-being; failure leads to ill-being. Well-being has its own value: it complements academic achievement. From the perusal of the studies conducted, is clear that well-being plays a vital role in enhancing the academic performance/achievement of students (Suldo, Riley, & Shaffner, 2006; Huang 2015; Ford, Cerasoli, Higgins, &

Decesare, 2011). People with a higher educational level are more likely to report higher levels of well-being (Diener et al., 1997, Nikolaev, 2016). Well-being plays a key role in the life of an individual. It affects the behavior of an individual in the three domains that are cognitive, affective, and psychomotor. Affective well-being reflects the presence of pleasant affect e.g., feelings of happiness, and the absence of unpleasant affect e.g., depressed mood. Cognitive well-being refers to the cognitive overall evaluation of life satisfaction, global life satisfaction as well as of specific life domains e.g., job satisfaction or marital satisfaction (Diener, Inglehart, & Tay, 2013). A considerable amount of research has been done on students' well-being and academic achievement. However, no research work has been done on the well-being and academic achievement of B.Ed. students. Moreover, the findings of this research will be helpful for making future decisions regarding teacher training (B.Ed.) and will also be helpful in improving the quality of education. This will also be helpful to various stakeholders apart from B.Ed. students namely teacher educators, teachers, administrators, policy makers, parents, practitioners, and field workers.

1.3 STATEMENT OF THE PROBLEM

"WELL-BEING AND ACADEMIC ACHIEVEMENT OF B.Ed. STUDENTS IN RELATION TO SOME SELECTED VARIABLES"

1.4 OPERATIONAL DEFINITIONS

Well-being

Well-being is a state of positive feelings and meeting full potential in the world. In the present study, well-being refers to scores obtained on the *Well-Being Scale* (WBS-RK) developed by Kaur (2014) with respect to five dimensions namely, *Physical Well-being, Mental well-being, Social well-being, Emotional well-being, and Spiritual well-being.*

Academic Achievement

Academic achievement is a measure of knowledge gained in formal education usually indicated by test scores, grade point averages, and degrees. It is the level of

proficiency attained in scholastic work. In the present study, academic achievement refers to the B.Ed. students' last end-semester examination scores.

B.Ed. Students

In the present study, B.Ed. students refer to the students (future teachers) who are in the second semester of their B.Ed. program in different colleges of education.

Demographic Variables

Demographic variables are identifiable characteristics such as socioeconomic status, age, family background, etc. that help categorize and describe individuals or groups within a population for research and analysis purposes. In the present study, the following demographic variables have been taken into consideration:

Economic Status

In the present study, economic status refers to the monthly income of the parents of B.Ed. students. The students have been categorized into two distinct groups (Low and High) based on their parents' monthly income: those with an income below 30000 (low) and those with an income above 30000 (high).

Family Background

In the current study, family background refers to the background of the B.Ed. students' family viz. nuclear and joint family.

Academic Stream

In the present study, academic streams refer to the different subjects (like Science and Arts) that B.Ed. (Bachelor of Education) students opt for during their undergraduate education.

1.5 OBJECTIVES OF THE STUDY

- To study the level of well-being with respect to five dimensions (Physical Well-being, Mental well-being, Social well-being, Emotional well-being,

Spiritual well-being) as well as overall scores on the Well-Being Scale of B.Ed. students.

- To study the level of academic achievement of B.Ed. students.
- To study the difference in the well-being of B.Ed. students with respect to five dimensions as well as overall scores on *WBS* in relation to their economic status.
- To study the difference in the academic achievement of B.Ed. students in relation to their economic status.
- To study the difference in the well-being of B.Ed. students with respect to five dimensions as well as overall scores on *WBS* in relation to the type of family.
- To study the difference in the academic achievement of B.Ed. students in relation to the type of family.
- To study the difference in the well-being of B.Ed. students with respect to five dimensions as well as overall scores on *WBS* in relation to the academic stream.
- To study the difference in the academic achievement of B.Ed. students in relation to the academic stream.

1.6 HYPOTHESES OF STUDY

- There is no significant difference in the well-being of B.Ed. students with respect to five dimensions as well as overall scores on *WBS* in relation to their economic status.
- There is no significant difference in the academic achievement of B.Ed. students in relation to their economic status.
- There is no significant difference in the well-being of B.Ed. students with respect to five dimensions as well as overall scores on *WBS* in relation to the type of family.

- There is no significant difference in the academic achievement of B.Ed. students in relation to the type of family.

- There is no significant difference in the well-being of B.Ed. students with respect to five dimensions as well as overall scores on *WBS* in relation to the academic stream.

- There is no significant difference in the academic achievement of B.Ed. students in relation to the academic stream.

1.7 DELIMITATIONS OF THE STUDY

- The study has been delimited to 250 B.Ed. students studying in the second semester of six B.Ed. Colleges of Jammu district only.

- The study has been delimited to only one standardized tool namely the *Well-Being Scale* (WBS-RK) developed by Kaur (2014).

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Related literature is the foundation on which any future study can be found which provides ideas, theories, explanations, hypotheses, methods of research, and other valuable information regarding the problem at hand. Study of related literature implies locating, reading & evaluating reports of research as well as reports of casual observation and opinion that are related to the individual's planned research project. A review of related studies helps the researcher to understand what is already known, what others have attempted to find out, and what one can add to it. Thus, it is a complete picture of the background of one's study which is put together step by step.

- ➢ In a broader context, Hart (1998) lists the following purposes of the review:
- ❖ Discovering important variables relevant to the topic;
- ❖ Distinguishing what has been done from what needs to be done;
- ❖ Identifying relationships between ideas and practice;
- ❖ Synthesizing and gaining a new perspective;
- ❖ Establishing the context of the topic or problems;
- ❖ Placing the research in a historical context to show familiarity with state-of-the-art developments. Identifying methodologies and techniques that have been used;
- ❖ Relating ideas and theory to applications;
- ❖ Understanding the structure of the subject;
- ❖ Enhancing and acquiring the subject vocabulary;

- ❖ Rationalizing the significance of the problem; Since effective research is based upon past knowledge, this step helps to eliminate the duplication of what has been done & provides

- ❖ Suggestions for significant investigations.

- ➢ Thus, in a nutshell, it can be said that a review of related literature is about knowledge and findings from existing literature relevant to the topic.

2.2 STUDIES CONDUCTED ON THE RELATIONSHIP BETWEEN WELL-BEING AND ACADEMIC ACHIEVEMENT

The following is the review of related literature relevant to the present study:

Sahu and Rath (2003) examined the efficacy of wellness linkage among working and non-working women from urban areas of Orissa. The data for the study was collected from 100 women working in Pattiwork enterprises. A snowball sampling technique was used. Ryff's psychological well-being (PWB) scale was used to assess the psychological well-being of women workers. The collected data was analyzed on the basis of Ryff's PWB scale. The result of the study revealed that there is a positive and significant correlation between self-efficacy and well-being in all cases. The study also showed that strong involvement in work enhances women's well-being. In general, employment, marriage, and parenthood are associated with good mental and physical health among both men and women.

Pillay et.al. (2005) investigated well-being, burnout, and competence and implications for teachers. The data for the study was collected from 157 teachers, of which 41 were male and 116 female teachers in the age range of 41-50 years. This study investigated the relationship between burnout and competence of teachers in primary and secondary schools in Queensland. For this purpose, the Perceived Control of Internal States Scale (PCOISS) and The Educator Survey Version of the MBI by Maslach et. all was administered. The results break new ground in reporting a negative association between the MBI subscale Depersonalization and competence that may be attributed to a distancing mechanism in difficult human interaction.

Rathi and Rastogi (2007) carried out a study on psychological well-being in male and female students of pre-adolescence and adolescence periods. The data was randomly selected from 104 students from various schools. Two questionnaires, one Personal Meaning Profile (PMP) by Wong and another Well-Being Manifestation Measure Scale (WBMMS) by Masse et al. were administered to the subjects. Data was analyzed by using a *t*-test. The result of this study revealed that there are significant differences in the perception of life as meaningful and the psychological well-being of different groups of students. It was found that adolescents did not score significantly higher than pre-adolescents.

Singh and Udainiya (2009) investigated the self-efficacy and well-being of adolescents. The study investigated the effects of type of family and gender on self–efficacy and well-being of adolescents. One hundred adolescents (50 boys and 50 girls) from joint and nuclear families were administered the measures of self-efficacy and well-being. Data was analyzed by ANOVA. Results 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 a significant effect on the measure of well-being.

Murray (2010) studied the relationship influences on students' academic achievement, psychological health, and well-being at school. The data for the study was collected from 888 students across Years 5 to 9 from 58 classes in 21 South Australian schools. For this study, data were collected from both students and teachers about students' social/emotional adjustment and academic achievement and motivation. Teachers reported on randomly selected students in each of their classes regarding their Academic Achievement and Motivation, and their Social/Emotional Adjustment to school. Data analyses were undertaken using the Partial Least Squares Path Analysis (PLSPATH) software (Sellin, 1990). The finding of this study reveals that A student's sense of feeling supported is strongly correlated with higher self-esteem ($r = 0.35$, $p < 0.001$) and less apathy ($r = 0.37$, $p < 0.001$) ; and less strongly but still significantly related to other indicators of well-being.

Srimathi and Kumar (2010) examined the psychological well-being of employed women across different organizations. The data for the study was collected from 325 women working in different organizations i.e. industries, banks, hospitals, in call

centers the BPOS, and schools were randomly selected. The findings indicated that women teachers had the highest Psychological Well-Being scores. The study also revealed that it was not the career opportunities and employment of the women that affect Psychological Well-Being: rather it is the job nature and working conditions of women that contribute to their experience of Psychological Well-Being.

Tali (2010) studied the impact of well-being on prospective teachers in relation to their learning and decision-making styles. A sample of 200 prospective teachers was selected. The result indicated that prospective teachers having high, average, and low levels of well-being exhibited a similar magnitude of preference for activist, reflective, theorist, and pragmatist styles of learning. The well-being of prospective teachers was significantly related to the learning styles and decision-making styles of prospective teachers.

Berger et al (2011) studied socio-emotional well-being and academic achievement: Evidence from a multilevel approach. The total sample included 674 students (51.5% girls, 56.6% graders). Social-emotional well-being dimension was assessed by Socio-emotional Well-being Scale (Escala de Autoreporte deBienestar Socio-Emocional [ASE]) was developed for the Chilean population by Milicic, Arab, Alcalay, Berger, and Torretti(see Arab, 2009). In order to test the study hypotheses, Hierarchical Linear Modeling (HLM) analyses were performed. The findings of this study show significant correlations between socio-emotional well-being, self-esteem, social integration and a positive perception of the school's social climate, and academic achievement.

Yunus et al. (2011) explored the stress and psychological well-being of government officers in Malaysia. The data was collected from 329 officers from Putrajaya and Kuala Lumpu, Malaysia. Quantitative data were collected via a Questionnaire distributed amongst the PTD officers in Putrajaya and Kuala Lumpur. Data was analyzed using hierarchical multiple regression analysis. The result shows that occupational stress has a significant positive correlation with psychological well-being.

Alam and Rizvi (2012) studied psychological well-being among bank employees. The data for the study was collected from 100 public and private sector bank employees.

Data was analyzed using a *t*-test. The result of the study revealed that psychological well-being is higher in the public sector as compared to their counterparts in private sector banks.

Devi (2012) investigated the well-being of high school female teachers in relation to their marital status, emotional intelligence, life satisfaction, and personality hardiness. A sample of 600 female teachers serving in high schools of 3 districts of Punjab viz. Muktsar, Ferozepur, and Faridkot affiliated to P.S.E.D Mohali were taken. A descriptive method of research was used. Four standardized tests were taken namely Well-being by Singh and Gupta (2001), the emotional intelligence scale by Schutteetal, (1998), the life satisfaction scale by Alam and Srivastava (1983), and the personality hardiness scale by Kubasa (1992) used. The result revealed that married female teachers have better well-being levels as compared to unmarried teachers.

Ferragut and Fierro (2012) conducted a study on emotional intelligence, well-being, and academic achievement in preadolescents. The sample was 166 students in the second cycle of primary school, between 9 and 12 years of age. The Trait Meta-Mood Scale (TMMS-24) (Salovey et al. 1995) was used to evaluate emotional intelligence, in the same way the Escala Eudemon and a General Item of Happiness (Fierro, 2006) were used to evaluate well-being. Average grades were considered to register academic achievement. The results showed significant correlations between emotional intelligence and well-being and between academic achievement and well-being, but not between emotional intelligence and academic achievement.

Majind and Khan (2012) carried out a study on the psychological well-being of native and migrant repatriated) teachers of Kashmir Valley. The data for the study was collected from 60 teachers (30 native, 30 migrant) General Health Questionnaire was used to measure the psychological well-being of both groups. Results showed that the Native and Migrant (Repatriated) groups of teachers did not differ significantly in terms of psychological well-being as a whole and also in its dimensions. But the trend shows that Migrant (Repatriated) teachers have better psychological well-being as compared to native teachers

Ahmar and Anwar (2013) conducted a study on socio-economic status and its relation to the academic achievement of higher secondary school students. The data for the

study was collected from 102 males and 98 females in the age range of 15 to 19 from five higher secondary schools in Lucknow City Uttar Pradesh, India. Socioeconomic status was measured by using the socioeconomic status scale (SESS) developed by R.L. Baradwaj (2005) and academic achievement was measured by using the previous class grade. Data was analyzed by using Mean Standard Deviation, and t-test. The result of the study shows that gender does not influence the achievement in science at higher secondary school (Standard -XI) level and the result of this study also showed the difference between high and low socio-economic status groups. It was found that academic achievement was influenced by socioeconomic status and those who belonged to high socio-economic status showed better performance.

Bilal et al. (2013) studied the effects of nuclear and joint family systems on the academic achievement of students. The sample for this study consisted of 80 students of intermediate level from Sargodha and Mianwali, living in joint or nuclear family systems. The qualitative survey research design was adopted in this research and the data about the participants was gathered by using a self-administered questionnaire. Data was analyzed by using SPSS to find out the relationship between family systems and academic achievements. The findings of this study revealed that the influence of the nuclear family in making a student academically successful is greater than the joint family system.

Okioga (2013) explored the impact of students' socio-economic background on academic performance in universities, in a case study of students in Kisii University College. The sample of this study comprises 186 undergraduate students from Kisii University College. Data was analyzed using descriptive and inferential statistics. Regression analysis was used to establish the relationship between the student's socio-economic background and academic performance The Likert analysis was used to analyze the data, the weighted mean, standard deviation and ANOVA to measure the level of dispersionThe result of the study The results revealed that the student social economic background influenced student academic performance, the higher the socioeconomic background the easy to afford the basic needs necessary for the academic performance.

Kern et al. (2014) conducted a study on employee well-being in schools with physical health, life satisfaction, and professional thriving. The study examined multiple

aspects of employee well-being. Data was collected from 153 employees from a large private school in Australia. For this purpose, the Multidimensional PEERMA (Positive Emotion Engagement Relationships Meaning Accomplishment) Model of Flourishing by Seligman (2011) was used. Results indicated that staff with higher engagement and better relationships reported greater job satisfaction and organizational commitment. So, multidimensional well-being assessment can help school administrators understand and improve staff well-being, supporting policy and practice designs that ultimately will promote wellness for all stakeholders in the education system.

Khan and Kausar (2014) studied spiritual well-being in relation to achievement motivation among students of science and commerce streams. A sample of 100 students (50 science stream students and 50 commerce stream students) from Aligarh Muslim University were taken using a random sampling technique. The Spiritual Well-Being (SWB) scale (Paloutzian & Ellison 1982; Ellison 1983) was used to measure the spiritual well-being of the students. The achievement Motivation scale developed by Deo and Mohan (1985) was used to measure achievement motivation among students. The result showed a negative and significant relationship between the SWB and achievement motivation and the dimensions of SWB, (Religious Well Being and Existential Well Being) were also negatively related to the achievement motivation. It was found that the correlation between SWB and achievement motivation was stronger among science stream students than the commerce stream students and also that the correlation between SWB and achievement motivation was stronger among males than females.

Kumar and Lal (2014) studied academic achievement in relation to family environments among adolescents. The data for the study was collected from 200 adolescents in the age group of 15 to 18 years. Moos (1974) Family Environment Scale (FES) was used to study the impact of family on adolescents' academic success. The academic scores of girls were found better than the boys while boys led the girls on family environment scores where the t-value was significant at 0.01 levels. The result demonstrates that adolescents experiencing healthy family environments are found to have higher academic achievement in comparison to children belonging to low family environments.

Rathwa (2014) investigated the psychological well-being among B.Ed. College students. The sample includes 120 students (60 males and 60 females) from different colleges of v.v.nagar city. The scale that was used for data collection is a personal data sheet and psychological well-being scale developed by Bhogale and Prakash (1995), A 2x2 factorial design was used and data were analyzed by ANOVA test. Results show, There is no significant difference between Psychological well-being among males and females B.Ed. students. There is no significant difference between the Psychological well-being among urban and rural B.Ed. student. There is no significant difference between the effect of interaction on Psychological well-being among type of sex and type of area of B.Ed. student.

Siddique (2014) studied determining the impact of subjective well-being on the academic achievement of children in the district of Faisalabad. A sample of 200 Students (9-12 years) was taken from the private and public schools of Faisalabad by simple random sampling. A validated and reliable Personal Well-being Index- School Children Scale (PWI-SC) was used. The collected data was analyzed by bivariate correlation and independent t-test. Results show that most of the children (61.5%) have a higher level of subjective well-being. Gender difference ($p = 0.001$)was found as boys have higher levels of SWB than girls. Results demonstrate a significant positive relationship ($p = 0.035$, $r = 0.149$) between subjective well-being and academic achievement.

Abadi et al. (2015) studied the relationship between spiritual well-being and academic achievement. The data for the study was collected from 320 students who were selected by Morgan Table with the stratified random sampling method. This research method was a descriptive correlational and a spiritual well-being questionnaire was used by using face validity and Cronbach's alpha reliability. The results showed that the mean of the spiritual well-being of the students is not satisfactory. There is a significant and positive relationship between spiritual well-being and academic achievement of students of economics, management, and humanities. But, there is no significant relationship between spiritual well-being and academic achievement of students of engineering and basic sciences and art and architecture. On the other hand, a significant relationship was observed between spiritual well-being and academic

achievement of students of economics and management, humanities, engineering, basic sciences, and students of art and architecture.

Bhagat (2016) conducted the study with the purpose of seeing the relationship between the well-being and academic achievement of secondary school students. The data for the study was collected from 400 secondary school students of the 9th class studying in government and private schools of Jammu district. The well-being inventory prepared by M.S. Prasad and G.P. Thakur (1977) was used to collect data. Total marks obtained by a particular student in the previous examination were taken as academic achievements of students. The collected data was analyzed with the help of Pearson product-moment correlation (r). The results of the study showed a positive and significant correlation between positive-self males and their academic achievement. A positive and significant correlation was found between negative-self females and academic achievement. A positive but not significant correlation was found between positive-self females with their academic achievement. A positive but not significant correlation was found between negative-self males and the academic achievement of secondary school students

Cadime et al. (2016) studied well-being and academic achievement in secondary school pupils: The unique effects of burnout and engagement. The sample of this study was composed of 489 pupils from two Portuguese state secondary schools located in Braga and in Lisbon. Results indicated that boys had significantly higher levels of social and psychological well-being and girls had significantly higher levels of vigour.

Lv et al. (2016) explored the relationship between academic achievement and the emotional well-being of elementary school children in China: the moderating role of parent-school communication. The data for the study was collected from 419 elementary school students and their parents from Liaocheng, Shandong, China. Emotional well-being was measured by a self-prepared questionnaire and academic achievement was determined by performance on the midterm and final examinations of the most recent semester. Data was analyzed by using hierarchical multiple regression analysis and t-test. The study indicated that academic achievement was positively correlated with positive affect ($r = 0.18$, $p < 0.01$) and negatively correlated with negative affect ($r = -0.22$, $p < 0.01$). Among the demographic variables, the

education level attained by parents was positively correlated with positive affect and negatively correlated with negative affect. The class level was negatively correlated with positive affect, and gender was negatively correlated with negative affect. These results indicate that parental engagement with school impacts both the academic achievements and subjective well-being of children in China.

Prpa (2016) explored achievement goals as predictors of different subjective and psychological well-being measures. The sample involved the participation of 634 students aged 16-19 years and SD 1.91 years. Students were chosen from Novi Sad City, Serbia. One sports science faculty, one elementary school, and four high schools were involved. The process utilized seven instruments: Global Goal Orientations Questionnaire (Papaioannou et al., 2009), Task and Ego Orientation in Physical Education Questionnaire (TEOPEQ; Duda & Nicholls, 1992; Walling & Duda, 1995), Achievement Goal Questionnaire-Revised (AGQ-R; Elliot & Murayama, 2008), The Mental Health Continuum-Short Form (MHC-SF; Keyes et al., 2008), The Scale of Positive and Negative Experience (SPANE; Diener et al., 2010), The Satisfaction With Life Scale (SWLS; Diener et al., 1985), and The Positive and Negative Affect Schedule (PANAS; Watson et al., 1988). For analyzing Review of Literature 20 data, hierarchical regression was used. Additionally, with regards to social well-being, results showed that performance-oriented goals were a considerable positive predictor on all three points of analysis and also ego-oriented a considerable negative predictor on the 3rd point of analysis.

Carranza et al. (2017) examined well-being and academic achievement in secondary school pupils: The unique effects of burnout and engagement. The sample was composed of 489 pupils from two Portuguese state secondary schools located in Braga. Descriptive statistics and independent sample t-tests were conducted to test for differences between boys and girls, using the SPSS Statistics. Pearson's correlations were also computed. Results of multi-group structural equation modeling indicated that higher levels of cynicism towards studies were associated with lower academic achievement. Exhaustion was not uniquely related to the adolescents' academic achievement or well-being. However, higher levels of engagement, namely dedication, and vigor, were related to higher levels of well-being. Moreover, vigor

was also uniquely associated with academic achievement. The results were similar for boys and girls. Implications for intervention and future research are discussed

Faaz and Khan (2017) conducted a study of the academic achievement of upper primary school students in relation to their socioeconomic status. The data for the study was collected from 121 students from class VII who were taken from A.M.U School by using a Simple random sampling technique. Socio-Economic Status scale developed by R.L. Bhardwaj (2014) was used for data collection purposes. Marks obtained by the students in the previous class were used as an indicator of their academic achievement. Data was analyzed by using Karl Pearson Product Moment Correlation Coefficient and t-test. The findings of the study revealed the fact that there exists a high and positive relationship between socioeconomic status and academic achievement of Students at the Upper Primary stage. Also, the study showed that academic achievement varies according to the variation in the Socio-economic level of students.

Pong (2017) examined the relationship between the spiritual well-being of university students in Hong Kong and their academic performance. The data for this study was collected from 1130 2nd and 3rd-year students from three universities in Hong Kong. The questionnaire is adapted from the Spiritual Health and Life-Orientation Measure developed by John Fisher. The academic performance of the students was measured by Cumulative Grade-Point Average, using both quantitative and qualitative methods. The results of the study indicate a moderately positive relationship between the spiritual well-being of the respondents and their academic performance. The qualitative part of the study consists of 11 focus group discussions. The findings of this support the quantitative findings and contribute to the exploration of how students' spiritual well-being and their pursuits of academic success are correlated. The several spiritual attributes, namely, concentration, persistence, self-confidence, self-discipline, and interpersonal relationships are found in the resulting positive relationship through the qualitative findings.

Singh (2017) carried out a study of academic achievement of different streams of B.Ed. Students. The data for the study was collected from 400 B.Ed. Students from two government colleges and two private colleges of Bhiwani and Palwal districts of Haryana. The result of analyzed data indicates that a significant difference exists

Between male and female B.Ed. Students of different streams, Between rural and urban B.Ed. Students, Between English medium and Hindi medium B.Ed. Students. There is no significant difference between government and private B.Ed. Students. Academic achievement was not normally distributed. B.Ed. Students possess high academic achievement.

Susheela (2017) investigated the academic achievement and psychological well-being of secondary school students in relation to their emotional intelligence and self-efficacy. The data for the study was collected from 500 students (250 boys and 250 girls) who were between 14 to 16 years old, and their average age was 15 years. The sample was drawn in three stages. In the first stage, out of four commissionaires of Haryana state, the Rohtak commissioner was selected by lottery method, which consists of five districts i.e. Rohtak, Jhajjhar, Sonipat, Panipat, and Karnal. In the second stage, 05 secondary schools were selected from each district on a random basis. In the third stage, 20 students were randomly selected from each school. Thus, a total of 500 students were selected randomly in the sample. Three standardized tools namely the Psychological Well-Being Scale (PWBS-SDCP) by Devendra Singh Sisodia and Pooja Choudhary (2012). (iii) Emotional Intelligence Scale:- by Schutte et al.(1998) (iv) Self-Efficacy Scale by Muris (2002) were used. A descriptive method was used and data was analyzed by t-test. The result showed a positive and significant relationship was found between academic achievement and well-being.

Gobena (2018) investigated family socio-economic status effects on students' academic achievement at the College of Education and Behavioral Sciences, Haramaya University, eastern Ethiopia. The data for the study was collected from 172 students from the target population through stratified random sampling. A descriptive survey research design was employed. The results showed us that first, family income did not bring anything new to students' academic achievement; second, there was a statistically significant negative relationship between sex and students' academic achievement; finally, family education level contributed 40.96% (R2*100%) to students' academic achievement whereas 59.04% (1-R2)*100%) were unexplained variables that contributed to students' academic achievement. It was recommended that families should access education to encourage their children in schools.

Steinmayr et al. (2018) studied school-related and individual predictors of subjective well-being and academic achievement. The data for the study was collected from 767 8th and 9th-grade students and adolescents from different schools in Germany. Subjective well-being was measured with a short version of the German Habitual SWB Scale (HSBC; Dalbert, 2003). Academic achievement was measured with grade point average (GPA) as indicated by students' self-reports. Data were analyzed with latent structural equation models in which GPA and SWB were regressed on the school climate variables and students' characteristics. Results indicated that a positive school climate as well as self-efficacy and the worry component of test anxiety predicted SWB and/or GPA after all other variables were controlled.

Rapuano (2019) examined the psychological well-being and its relationship with the academic achievement of Lithuanian Students. The data for the study was collected from 107 students (78 females, 29 males) from higher education institutions in Lithuania. The study was conducted using the quantitative method of questionnaire survey. Data from the survey were analyzed using correlation and multiple regression analyses. Psychological well-being was measured with Ryff's Psychological Well-Being Scale (PWB; Ryff et al., 2007; adapted from Ryff, 1989). A one-way ANOVA test was conducted to examine whether the level of psychological well-being differs among different age groups of students. The result indicates that psychological well-being and all its dimensions had a significant positive relationship with academic achievement. Furthermore, such dimensions of psychological well-being as environmental mastery and self-acceptance were found to be significant predictors of students' academic achievement.

Xuan et al. (2019) investigated the relationship between school socioeconomic status, teacher-student relationship, and middle school students' academic achievement in China: Using the multilevel mediation model. This study used a nationally representative sample of 10,784 middle-grade students (53.2% boys and 46.8% girls) in mainland China. Achievements in math and Chinese were assessed using standardized tests. Data were analyzed using the hierarchical linear model (HLM) 6.08. This study indicated that school SES can influence individual students' academic achievement via their perception of teacher-student relationships. The poverty and lack of resources are obvious, yet low SES schools could make efforts to

improve teacher-student relationship quality to promote students' academic performance.

Kiuru et al. (2020) investigated the associations between adolescents' interpersonal relationships, school well-being, and academic achievement during educational transitions. The data for the study was collected from 848 Finnish adolescents (54% girls, mean age at the outset 12.3 years) over the course of sixth and seventh-grade students of Central Finland. Information on adolescent school well-being and perceived quality of interpersonal relationships was collected using questionnaires. The statistical analyses were performed using the Mplus statistical package (Version 8; Muthén and Muthén 1998–2018) with the COMPLEX approach to account for the clustered nature of the data. The results support a transactional model illustrating the reciprocal associations between the quality of interpersonal relationships and school well-being during the transition to lower secondary school. As such, the presence of high-quality interpersonal relationships promoted higher academic achievement through increased school well-being, whereas high school well-being promoted higher subsequent academic achievement through increased quality of interpersonal relationships

Kleinkorres (2020) conducted a longitudinal analysis of reciprocal relations between students' well-being and academic achievement. In this study, data was collected using longitudinal data from students attending grades 5 to 9 who participated in the National Educational Panel Study (NEPS). ANOVA and *t*-test were used to analyze data. Results revealed mainly positive reciprocal relations between academic achievement and different indicators of well-being. However, multi-group models did not show differences between gender and type of school. Implications for future research and educational practice are discussed.

Pierewan (2020) studies the well-being and academic achievement of students in the city of Yogyakarta. For this study data was collected from 385 adolescents with a vulnerable age between 14 to 15 years old. This study used questionnaires to measure the well-being of adolescents. Data on adolescents' academic achievement were obtained from students' scores (GPA). The hypothesis compiled in this research was the effect of well-being on adolescents' academic achievement. This study used a regression analysis to determine the effect of well-being on adolescents' academic

achievement. The reliability of the instrument was analyzed using Cronbach's Alpha. The results of the research found that well-being can be a predictor of adolescents' academic achievement.

Ramani and Janita (2020) investigated the well-being and academic functioning of a comparative study of college students. The data for the study was collected from 200 final-year college students from the faculty of arts, science, and commerce drawn from private and deemed universities in the city of Jaipur. Purposive sampling of the non-probability type was employed to select the sample. To measure psychological well-being a standardized tool namely Mental Health Continuum - MHC-SF (Keyes', 2005) developed by Corey. L. Keyes (2005) was employed. The achievement Goal Questionnaire (Elliot & McGregor, 2001) scale developed by Elliot and McGregor in the year 2001 was used to measure achievement. ANOVA and Dunnett's Post HOC tests were the measures used to analyze the data. Results revealed that students classified as flourishers, relative to those classified as moderately mentally healthy or as languishing, were more likely to endorse mastery approach goals, and incremental beliefs and report high self-control.

Wantur et al. (2020) measured the mediating effect of psychological well-being in the relationship between university students' self-esteem and their academic achievement, as well as examining the direct and indirect effect of peer support on academic achievement through psychological well-being. Results indicated that there was a positive and significant mediating effect of psychological well-being in the relationship between self-esteem and students' academic achievement. Researchers also concluded that both psychological well-being and peer support play significant roles in supporting the academic achievements of students.

Bhat (2021) examined the psychological well-being of senior secondary school students of Kashmir valley in relation to their place of living and academic achievement. The sample of this study comprises 519 boys and girls in the 11th grade from the Kashmir valley of Jammu and Kashmir India. Well-being was measured by using the Psychological well-being scale developed by Dr. Devendra Singh Sisodia and Ms. Pooja Choudhary (2012). The marks obtained in science by students served as the indicator of academic achievement. The statistical analysis was 2 ×3 (ANOVA) factorial designs. Results reveal a significant effect of the place of living on

psychological well-being and show no significant interaction effect between the academic achievement levels (groups) in science and the place of living in terms of the psychological well-being of senior secondary students.

Bortes et al. (2021) examined the bidirectional relationship between subjective well-being and academic achievement in adolescence. This study consisted of a sample of 974 adolescents from Umeå" (SISU) University in northern Sweden. Subjective well-being was measured using a scale from the KIDSCREEN-52 instrument (The KIDSCREEN Group Europe, (2006). Academic achievement was measured using the school grades. Independent sample t-tests were used to examine mean differences in well-being and academic achievement between boys and girls. Chi-square tests were conducted for statistical analysis. The findings suggest gender differences in the relationship as no associations were found among boys. Support for a bidirectional relationship between the constructs was only found for girls. For girls, higher subjective well-being at T1 was associated with higher academic achievements at T2, while higher academic achievements at T1 were associated with lower subjective well-being at T2. These findings highlight that the subjective well-being of adolescent girls may be important for their ability to perform at school, but their academic achievements may also inflict negatively on their subjective well-being.

Chturvedi and Rashmi (2021) investigated the influence of parenting style on the subjective well-being and academic achievement of adolescents in Lucknow City. The data for the study was collected from 480 students of 8 secondary to senior secondary schools in Lucknow city only. The simple random sampling technique was adopted for the collection of data. The mixed research method' (triangulation method) and 'convergent parallel design' have been employed in this study. For quantitative data analysis. 'Descriptive survey research design' was used. Parenting style was measured using a standardized tool "parenting style PSS" developed by Dr. Madhu Gupta the findings of the study show that there is no significant influence of gender on the academic achievement of adolescents the findings of the study also show that there is a significant influence of the socioeconomic status on the subjective well-being of adolescents.

Erdem and Kaya (2021) examined socioeconomic status and well-being as predictors of students' academic achievement: evidence from a developing country. The data

for the study was collected from 6890 students attending 186 schools in Turkey. Hierarchical multiple linear regression analysis is used to explore how the independent variables predicted academic achievement. The result of this study revealed that the model, including the independent variables, predicted students' achievement in reading, mathematics, and science; however, the prediction level of demographic factors and domains of well-being was very low, while SES had the highest prediction level. The results offer insights into the predictors of academic achievement and educational inequalities in the context of a developing country.

Hartati (2021) conducted a study on the psychological well-being and academic achievement of Mining students viewed from family structure and living arrangements. This study consisted of a sample of 201 students of Minang ethnicity from intact families (n = 160) and non-intact families(n = 41) who lived with nuclear families (n = 162) and extended families (n = 39). The sampling technique was carried out with convenient sampling. The standardized tool used to measure the psychological well-being of respondents is the Psychological Well-Being (PWB) Scale developed by Ryff (2014) with a reliability of 0.912. Data on academic achievement was obtained through the participants' IPK (cumulative grade point index). Data were analyzed using the two-way ANOVA test. The analysis process was conducted using the SPSS 22 program. The findings of this study show no differences in psychological well-being and academic achievement regarding family structure and living arrangements.

Kaya and Erdem (2021) carried out research on students' well-being and academic achievement: A meta-analysis study. The studies involved 54,426 participants in 81 independent samples. The findings of this study report a significant and positive but small effect size based on this dataset. The effect sizes differ significantly in terms of the moderator variables of publication year, age, school level, and publication type, while the correlation is robust across well-being domains, academic areas, scale types, and development levels of countries.

Nagpal and Vanika (2021) explored the effects of positive psychology techniques on the well-being, problem-solving ability, and academic achievement of adolescents. For this study, a sample of 100 adolescents of the 9th class was taken randomly from schools of Jalalabad Tehsil, Punjab. It consists of 50 girls and 50 boys. These 100

adolescents were from Urban and Rural backgrounds and were further divided into two groups namely the control group and the experimental group with the help of the lottery method. The experimental group was exposed to experimental treatment of positive psychology techniques for 40 days and the control group was exposed to traditional teaching for the same duration. The result of the Study shows that there is a significant effect of positive psychology techniques on the well-being of the experimental group of adolescents. The findings of the study also indicate that there is a significant effect of positive psychology techniques on the problem-solving ability and academic achievement of an experimental group of adolescents.

Kaur and Kaur (2022) carried out a study on a life skills intervention for enhancing the psychological well-being of secondary school students. The study follows a quasi-experimental research design on a cluster sample of 80 school students studying in 9th grade. The Psychological Well-being Scale by Kalia and Deswal (2011) was used to measure the psychological well-being of adolescents. The reliability of the general well-being scale was estimated by using the split-half method and the spearman-brown method. The results of this study reveal a positive and significant effect of life skills training on the psychological well-being of secondary school students. The study also presents the implications of the results in the context of adolescent development.

Kaur and Singh (2022) conducted a study on psychological well-being among university students in relation to social competence and program commitment. The sample of this study was university students and the participants were 261 undergraduate students (182 female, and 79 male students) from the departments of science faculty of Panjab University, Chandigarh. The present study was conducted using a descriptive survey method. Pearson product-moment coefficient of correlation was used to find out whether relationships between independent and dependent variables exist. Regression analyses were conducted to examine the contribution of independent variables to the prediction of dependent variables. The findings revealed a statistically significant relationship between university students' psychological well-being, program commitment, and social competence. Furthermore, it was observed that program commitment and social competence have an important role in predicting the psychological well-being of university students. In terms of program commitment,

social competence, and psychological well-being, there was no apparent gender difference found.

Morinaj and Hascher (2022) conducted a longitudinal study on the relationship between student well-being and academic achievement of secondary school students in Switzerland. This study consisted of a sample of 404 secondary school students in Switzerland in grades 7–9. This longitudinal study used a random intercept cross-lagged panel model (RI-CLPM) to account for between-person effects and segregate within-person effects between positive and negative dimensions of student well-being and academic achievement. The RI-CLPMs suggested that over 1-year time intervals, students' academic achievement may positively influence positive dimensions of student well-being (i.e., positive attitudes toward school, enjoyment in school, positive academic self-concept) within secondary school students. Negative dimensions of student well-being (i.e., worries in school, physical complaints, and social problems) were not associated with academic achievement.

Ram (2022) investigated the relationship between positive and negative perfectionism in academic achievement, achievement motivation, and well-being in tertiary students. This study comprises a sample of 99 first-year tertiary students, 71 from the University of Canterbury, and 28 from the Christchurch College of Education. The Frost Multidimensional Perfectionism Scale (MPS) was used to measure positive, negative, and total levels of perfectionism. The short form of the Ray Achievement Orientation Scale (Ray AO) was used to measure the level of achievement motivation. The NEO Personality Inventory (NEO PI) was used to measure the "Big Five" personality variables (extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience). The Positive and Negative Affect Scale (PANAS) was used to measure levels of positive and negative affect. The Depression, Anxiety, and Stress Scale (DASS) was used to measure levels of depression, anxiety, and stress. The COPE was used to measure the use of functional and dysfunctional coping strategies. Demographic and academic information was obtained from the student's academic files. The results indicated that, generally, the hypotheses were correct. Positive perfectionism showed associations with higher academic achievement, higher achievement motivation, positive personality factors, and more use of functional forms of coping, while negative perfectionism showed associations with negative

affect, depression, anxiety, stress, negative personality factors, and more use of dysfunctional coping strategies.

Klapp et al. (2023) conducted a study exploring the relationships between students' well-being and academic achievement within the context of Swedish compulsory school. The research utilized a substantial dataset obtained from two distinct birth cohorts: 1998 (N = 7,684) and 2004 (N = 9,437), thereby ensuring a robust foundation for the analysis. The finding from the study is the establishment of a positive correlation between cognitive well-being and academic performance. The findings reveal that students with higher levels of cognitive well-being, encompassing aspects like self-efficacy, motivation, and cognitive engagement in the learning process, tend to attain superior academic grades.

2.3 CONCLUSION

Based on the evidence of the above-mentioned studies, it can be concluded that students' well-being plays a vital role in improving the academic achievement of students and predicting career success. Moreover, if colleges choose to measure and teach multifaceted well-being, they may empower their students to lead flourishing lives as well. The results of some of the studies highlighted that there is a positive association between well-being and academic achievement (Susheela, 2017, Nagpal & Vanika, 2021, Wantur et.al, 2020)

CHAPTER-III

RESEARCH METHODOLOGY

3.1 INTRODUCTION

A research methodology is the primary principle that will guide our research (Dawson (2019). It becomes the general approach in conducting research on our topic and determines what research method we will use. A research methodology is different from a research method because research methods are the tools we use to gather our data (Dawson, 2019). We must consider several issues when it comes to selecting the most appropriate methodology for our topic. Issues might include research limitations and ethical dilemmas that might impact the quality of our research. Bricks and Mills (2011) define methodology as a set of principles and ideas that demonstrate the design of a research study. It's a logical, systematic plan to resolve a research problem. A methodology details a researcher's approach to the research to ensure reliable, valid results that address their aims and objectives. It encompasses what data they're going to collect and where from, as well as how it's being collected and analyzed. Research methodology forms the basis of your research. According to Neil McInroy, executive director of the Center for Local Economic Strategies, not using the right research methods and designs creates a weak foundation for any future review, evaluation, or strategy (Macdonald et al., 2008, p. 9).

In simple terms, research methodology is used to give a clear-cut idea of what the researcher is carrying out in his or her research. In order to plan at the right point in time and to advance the research work, research methodology makes the right platform for the researcher to map out the research work in relevance to make solid plans. Moreover, research methodology guides the researcher to involve and be active in his or her particular field of inquiry. Most of the time, the aim of the research and the research topic won’t be the same at all times. It varies from the objectives and flow of the research, but by adopting a suitable methodology this can be achieved.

A research methodology plays a vital role in research as it gives research legitimacy and provides scientifically sound findings. It also provides a detailed plan that helps to keep researchers on track, making the process smooth, effective, and manageable. A

researcher's methodology allows the reader to understand the approach and methods used to reach conclusions.

Having a sound research methodology in place provides the following benefits:

- Other researchers who want to replicate the research have enough information to do so.
- Researchers who receive criticism can refer to the methodology and explain their approach.
- It can help provide researchers with a specific plan to follow throughout their research.
- The methodology design process helps researchers select the correct methods for the objectives.
- It allows researchers to document what they intend to achieve with the research from the outset.

Saunders et al. (2007) proposed the concept of an onion-like research model to help researchers develop a methodology and construct a research design for future research. This onion research model has six main layers that act as step-by-step instructions for researchers to create and organize research methodologies. If we summarize, the methodology explains the basic reasons for using specific methods in this process.

3.2 DESIGN OF THE STUDY

Research design is the framework of research methods and techniques chosen by a researcher to conduct a study. The design allows researchers to sharpen the research methods suitable for the subject matter and set up their studies for success. It is the actual blueprint of the whole procedure of research.

3.2.1 Method

Methods are tools used to select a research technique. Research methods are the strategies, processes, or techniques utilized in the collection of data or evidence for

analysis in order to uncover new information or create a better understanding of a topic. In the present study, a descriptive method of research has been employed.

3.2.2 Population of the Study

A research population is also known as a well-defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a common, binding characteristic or trait.

The population of the current study consists of all the students pursuing B.Ed. from different B.Ed. colleges in the Jammu Division. The population of the current study is 2706 B.Ed. students (Semester-IInd) (2021-2023).

3.2.3 Sample of the Study

In research terms, a sample is a group of people, objects, or items that are taken from a larger population for measurement. The sample should be representative of the population to ensure that we can generalize the findings from the research sample to the population as a whole.

For the present study the sample has been selected through random sampling, and it consists of 250 B.Ed. students from six different B.Ed. colleges of Jammu district only.

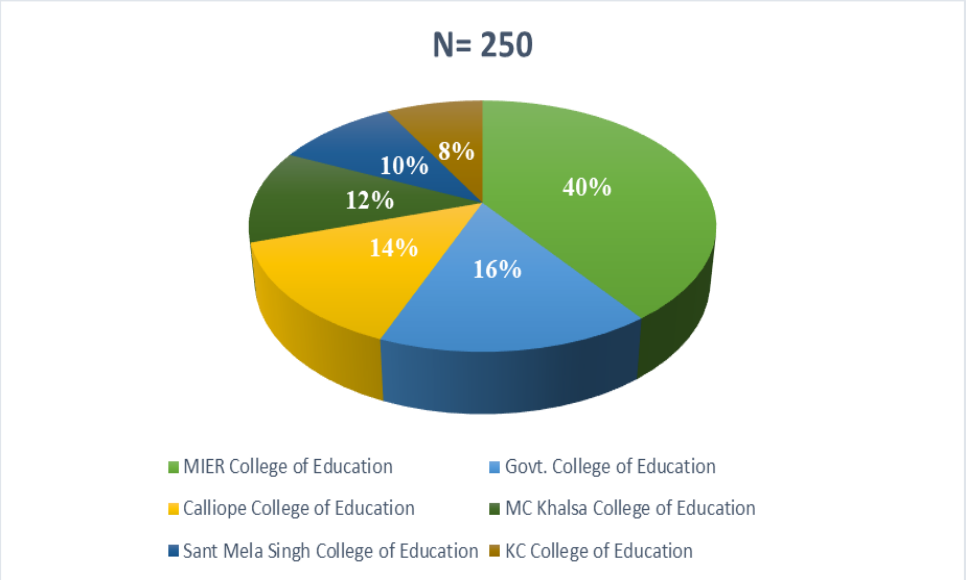


Figure 3: Distribution of samples from different B.Ed. Colleges of Jammu district.

3.2.4 Variables of the Study

A variable in research simply refers to a person, place, thing, or phenomenon that a researcher is trying to measure in some way. There are two types of variables i.e., dependent and independent variables.

In the present study, there are four dependent and two Independent variables which have been given below.

a) Independent variable

The variable that is stable and unaffected by the other variables you are trying to measure. It refers to the condition of an experiment that is systematically manipulated by the investigator. It is the presumed cause.

In the present study, the independent variable is

- Economic status- Monthly income of parents.
- Family background- Joint & Nuclear
- Academic stream - Arts & Science

b) Dependent variable

The dependent variable is the variable that you measure or observe. The dependent variable gets its name because it is the factor that is dependent on the state of the independent variable.

In the present study, the Investigator used the following dependent variable-

- The well-being of B.Ed. Students
- Academic Achievement of B.Ed. Students

3.3 TOOL EMPLOYED AND ITS DESCRIPTION

Data collection or research tools refer to the devices or instruments used to collect data, such as a paper questionnaire or computer-assisted interviewing system.

For the present, the investigator has examined the well-being of B.Ed. students through a standardized tool namely the *Well-being Scale* (WBS-RK) developed by Kaur (2014). This scale consists of 35 items divided into five areas—I. Physical, II. Mental, III. Social, IV. Emotional, V. Spiritual well-being.

Further, the percentage of marks obtained by the B.Ed. students in the previous end-semester examinations has been considered academic achievement.

Table 3.1

Positive-Negative Distribution of Items in Final Draft of Well-Being Scale

S.No	Dimensions	Nature	No. of items	Total No. of items	Total
1.	Physical Well-being (PWB)	Positive	6, 16, 21, 31	4	07
		Negative	1, 11, 26	3	
2.	Mental Well-being (MWB)	Positive	2, 7, 12, 27, 32	5	07
		Negative	17, 22	2	
3.	Social Well-being (SWB)	Positive	3, 8, 18, 23	4	07
		Negative	13, 28, 33	3	
4.	Emotional Well-being (EWB)	Positive	14, 19, 29	3	07
		Negative	4, 9, 24, 34	4	
5.	Spiritual Well-being (Sp. WB)	Positive	5, 10, 25, 35	4	07
		Negative	15, 20, 30	3	
	Positive Items = 20 Negative Items= 15			**Total Items**	**35**

3.3.1 Reliability

The reliability of the well-being Scale was Determined through the test-retest method.

3.3.2 Test-Retest Reliability

The test-retest reliability refers to the consistency of scores obtained by the same individual when re-examined with the same test on different occasions. In order to determine the reliability and validity of the Well-Being Scale, an independent sample of 50 B.Ed. Students from different Colleges of Education were drawn on The scale was administered on the selected teacher-trainees twice with a gap of one month. Judging the consistency of a test repetition is the simplest method. Correlation between two sets of scores was computed after administering the Well-Being Scale to the same group of subjects on two different occasions.

Table 3.2

Mean, SD, t-Values, and Correlation of Total-35 Items During the First and Second Administration (N=50)

Administration	Mean	SD	r_{hh}	R_{tt}
Administration 1st	132.52	12.47	0.51**	0.67**
Administration 2nd	128.34	15.97		

Correlation is significant at a 0.01 level

3.3.3 Validity

The validity of a test concerns what the test measures and how well it does so. The validity of the Well-Being Scale was determined through content validity and construct validity.

3.3.4 Content Validity

Content validity involves the systematic examination of test content to determine whether it covers a representative sample of the behavior domain to be measured. In the well-being scale, content validation was done while preparing the preliminary draft of the Well-Being Scale and with the help of the expert opinion of teacher educators and language specialties with regard to the relevance of each item in the scale.

3.3.5 Construct Validity

Construct validity refers to the extent to which operationalizations of a construct (i.e., practical tests developed from a theory) do actually measure what the theory says they do. Construct validity evidence involves empirical and theoretical support for the interpretation of the construct. Such lines of evidence include statistical analyses of the internal structure of the test including the relationships between responses to different test items. They also include relationships between the test and measures of other constructs. As currently understood, construct validity is not distinct from the support for the substantive theory of the construct that the test is designed to measure. As such, experiments designed to reveal aspects of the causal role of the construct also contribute to construct validity evidence. The simple way of thinking about it is as a test of generalization, like external validity, but it assesses whether the variable that you are testing for is addressed by the experiment. Construct validity is a device used almost exclusively in social sciences, psychology, and education. The construct validity of the Well-Being Scale has been measured through the following tables.

Table 3.3

Mean, SD, and Correlation of Five Dimensions of Well-Being During The First Administration of Final Draft of Well-Being Scale (N = 50)

S.No.	Dimensions	Mean	SD	PWB	MWB	SWB	EWB	Sp. WB	TOTAL
I	PWB	26.36	3.71	1	0.31*	0.19	0.20	0.23	0.59**
II.	MWB	25.86	4.36		1	0.36*	0.12	0.06	0.59**
III	SWB	27.36	3.19			1	0.32	0.31*	0.64**
IV.	EWB	26.18	4.11				1	0.64**	0.71**
V.	Sp. WB	26.76	3.82					1	0.69**
TOTAL		132.52	12.47						1

Table 3.4

Mean, SD and Correlation of Five Dimensions of Well-Being During The Second Administration of Final Draft of Well-Being Scale (N = 50)

S.No.	Dimensions	Mean	SD	PWB	MWB	SWB	EWB	Sp. WB	TOTAL
I	PWB	24.72	4.25	1	0.65**	0.50**	0.37**	0.35**	0.43**
II.	MWB	25.42	4.34		1	0.6	0.12	0.18	0.59**
III	SWB	26.28	3.82			1	0.65**	0.72**	0.83**
IV.	EWB	26.08	4.27				1	0.65**	0.39**
V.	Sp. WB	25.90	4.72					1	0.40**
TOTAL		128.54	15.97						1

**Correlation is significant at 0.01 level. *Correlation is significant at 0.05 level.

Table 3.5

Scoring procedure

S No.	Type of items	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
I	Positive	5	4	3	2	1
II.	Negative	1	2	3	4	5

3.4 COLLECTION OF DATA

The data collection for the present study was quantitative in nature. For the collection of quantitative data, the Well-being Scale (WBS-RK) developed by Kaur (2014) was used.

3.5 ADMINISTRATION OF THE TOOL

Data collection is essentially an important part of the research process. In order to collect the required data, firstly the investigator visited different colleges of education in Jammu district and took permission from the principals of respective colleges. Afterward, the investigator gave a piece of detailed information about the tool and told them the purpose of the investigation. On the day of administration of the tool, the investigator gave an orientation to the testee regarding filling up the questionnaire and also informed the students that their responses were kept confidential and therefore they should be frank, honest, bold, and sincere while answering the test. After tabulation of the scores following statistical the question. In this way, the test was administered to all the selected B.Ed. teacher trainees and thus data was collected.

3.6 STATISTICAL TECHNIQUES EMPLOYED

In order to arrive at certain conclusions, it was necessary to analyze the success of the subjects obtained technique has been applied to analyze the scores. Data was analyzed through appropriate statistical techniques. The investigator employed the following statistical technique:-

- Percentage
- *t*-Test

CHAPTER- IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

The analysis and interpretation of data form the cornerstone of informed decision-making and knowledge generation across various disciplines. Data analysis encompasses a spectrum of techniques, including quantitative methods, qualitative approaches, and advanced computational algorithms, which are employed to transform raw data into meaningful information (Abbott & McKinney, 2013). This processed data then undergoes interpretation, a critical phase where researchers contextualize the findings within the research framework. Effective interpretation requires a synthesis of domain knowledge, analytical skills, and contextual understanding to distill actionable knowledge (Streefkerk, 2019)

In the current study, after selecting the appropriate research tool and defining the sample, data collection was carried out across various B.Ed. colleges in Jammu district. The data collection process was conducted manually, likely implying that researchers physically gathered information from participants through questionnaires. Subsequently, the collected data were subjected to processing and analysis. To perform the analysis, a statistical software package called SPSS (Statistical Package for the Social Sciences) was utilized. SPSS is commonly used for statistical analysis, data manipulation, and reporting in social science research. The primary purpose of the data analysis was to examine and test the research objectives that were established for this study. The statistical techniques employed for analyzing the data included calculating the mean (average) and conducting t-tests. After conducting the necessary analyses using these techniques, the results were presented in a clear and organized manner. The subseqnent section includes tables and descriptive statistics to convey the findings effectively. The outcomes derived from the SPSS analysis helped to address the research objectives and provide insights into the variables being studied.

4.2 RESULTS

The resulting data have been analyzed using the statistical technique *t*-test. Data after

scoring was analyzed using SPSS and the objective wise results has been given in this chapter.

4.2.1 Research Objective 1

To study the level of well-being with respect to five dimensions *(Physical Well-being, Mental well-being, Social well-being, Emotional well-being, Spiritual well-being)* as well as overall scores on the *Well-Being Scale* among B.Ed. students.

In order to accomplish the objective no. 1, the number and percentage of B.Ed. students having extremely low, low, below average, average, above average, high, and extremely high levels of well-being on different dimensions of *Well Being Scale* namely physical well-being, mental well-being, social well-being, emotional well-being, spiritual well-being as well as for overall well-being scores on *Well Being Scale* have been computed as shown in the tables 4.1, 4.2, 4.3, 4.4, 4.5, and 4.6 respectively.

Table 4.1

Range of z-scores, Frequency, and Percentage of B.Ed. Students in relation to Physical Well-Being Dimension of Well-Being Scale

S. No.	Range of z-scores	Level of Well-Being	Frequency (N) of B.Ed. Students	Percentage of Students
1	+2.01 and above	Extremely High	6	2.4%
2	+1.26 to +2.00	High	30	12.0%
3	+0.51 to +1.25	Above Average	41	16.4%
4	-0.50 to +0.50	Average	98	39.2%
5	-0.51 to -1.25	Below Average	48	19.2%
6	-1.26 to -2.00	Low	21	8.4%
7	-2.01 and below	Extremely Low	6	2.4%
Total			250	100%

Table 4.1 reveals that 6 (2.4%) students showcase an extremely high level of physical well-being, 30 (12.0%) students fall within the range of high level of physical well-being, 41 (16.4%) students demonstrate above-average level of physical well-being, 98 (39.2%) students fall within average level of physical well-being, 48 (19.2%) students are categorized as having below-average level of physical well-being, 21 (8.4%) students exhibit low level of physical well-being level, 6 (2.4%) students fall on extremely low level of physical well-being.

Table 4.2

Range of z-scores, Frequency, and Percentage of B.Ed. Students in relation to Mental Well-Being Dimension of Well-Being Scale

S. No.	Range of z-scores	Level of Well-Being	Frequency (N) of B.Ed. Students	Percentage of Students
1	+2.01 and above	Extremely High	2	0.8%
2	+1.26 to +2.00	High	30	12.0%
3	+0.51 to +1.25	Above Average	30	12.0%
4	-0.50 to +0.50	Average	110	44.0%
5	-0.51 to -1.25	Below Average	58	23.2%
6	-1.26 to -2.00	Low	14	5.6%
7	-2.01 and below	Extremely Low	6	2.4%
Total			250	250%

Table 4.2 states that 2 (0.8%) students exhibit an extremely high level of mental well-being, 30 (12.0%) students are positioned within a high level of mental well-being, 30 (12.0%) students showcasing a consistent presence of above-average level of mental well-being, 110 (44.0%) students falls within the range of average level of mental well-being, 58 (23.2%) students experience below-average level of mental well-being, 14 (5.6%) students belong to the low level of mental well-being, 6 (2.4%) students demonstrate extremely low level of mental well-being.

Table 4.3

Range of z-scores, Frequency, and Percentage of B.Ed. Students in relation to the Social Well-Being Dimension of Well-Being Scale

S.No.	Range of z-scores	Level of Well-Being	Frequency (N) of B.Ed. Students	Percentage of Students
1	+2.01 and above	Extremely High	0	0.0%
2	+1.26 to +2.00	High	27	10.8%
3	+0.51 to +1.25	Above Average	37	14.8%
4	-0.50 to +0.50	Average	109	43.6%
5	-0.51 to -1.25	Below Average	56	22.4%
6	-1.26 to -2.00	Low	10	4.0%
7	-2.01 and below	Extremely Low	11	4.4%
Total			250	100%

Table 4.3 demonstrates that there are no students in extremely high level of social well-being, 27 (10.8%) students belong to high level of social well-being, 37 (14.8%) students fall into the above average level of social well-being, 109 (43.6%) students, displays an average level of social well-being level, 56 (22.4%) students are positioned within the range of lower level of social well-being, 10 (4.0%) students exhibit low level of social well-being, 11(4.4%) students demonstrate an extremely low level of social well-being.

Table 4.4

Range of z-scores, Frequency, and Percentage of B.Ed. Students in relation to the Emotional Well-Being Dimension of Well-Being Scale

S. No	Range of z-scores	Level of Well-Being	Frequency (N) of B.Ed. Students	Percentage of Students
1	+2.01 and above	Extremely High	3	1.2%
2	+1.26 to +2.00	High	23	9.2%
3	+0.51 to +1.25	Above Average	43	17.2%
4	-0.50 to +0.50	Average	115	46.0%
5	-0.51 to -1.25	Below Average	29	11.6%
6	-1.26 to -2.00	Low	27	10.8%
7	-2.01 and below	Extremely Low	10	4.0%
Total			250	100%

Table 4.4 shows that 3 (1.2%) students showcase an extremely high level of emotional well-being, 23 (9.2%) students fall into high level of emotional well-being, 43 (17.2%) students signifying a notable proportion with above-average level of emotional well-being, 115 (46.0%) students demonstrates an average level of emotional well-being, 29 (11.6%) students belong to below average level of emotional well-being, 27 (10.8%) students display low level of emotional well-being, 10 (4.0%) students exhibit extremely low level of emotional well-being.

Table 4.5

Range of z-scores, Frequency, and Percentage of B.Ed. Students in relation to the Spiritual Well-Being dimension of Well-Being Scale

Sr No.	Range of z-scores	Level of Well-Being	Frequency (N) of B.Ed. Students	Percentage of Students
1	+2.01 and above	Extremely High	5	2.0%
2	+1.26 to +2.00	High	30	12.0%
3	+0.51 to +1.25	Above Average	50	20.0%
4	-0.50 to +0.50	Average	103	41.2%
5	-0.51 to -1.25	Below Average	39	15.6%
6	-1.26 to -2.00	Low	17	6.8%
7	-2.01 and below	Extremely Low	6	2.4%
Total			250	100%

Table 4.5 portrayed that 5 (2.0%) students exhibit an extremely high level of spiritual well-being, 30 (12.0%) students fall into the category of high level of spiritual well-being, 50 (20.0%) students belong to above average level of well-being, 103 (41.2%) students represents an average level of spiritual well-being, 39 (15.6%) students fall within the range lower level of spiritual well-being, 17 (6.8%) students exhibit low spiritual well-being level signifying a smaller yet distinct group that might benefit from additional support in the spiritual dimension, 6 (2.4%) students demonstrate extremely low level of spiritual well-being.

Table 4.6

Range of z-scores, Frequency, and Percentage of Well-Being of B.Ed. Students in relation to Overall Well-Being of Well-Being Scale

Sr No.	Range of z-Scores	Level of Well-Being	Frequency (N) of Students	Percentage of Students
1	+2.01 and above	Extremely High	6	2.4%
2	+1.26 to +2.00	High	26	10.4%
3	+0.51 to +1.25	Above Average	38	15.2%
4	-0.50 to +0.50	Average	36	14.4%
5	-0.51 to -1.25	Below Average	119	47.6%
6	-1.26 to -2.00	Low	22	8.8%
7	-2.01 and below	Extremely Low	3	1.2%
Total			250	100%

Table 4.6 indicates that there are 6(2.4%) students have an extremely high level of overall well-being, 26(10.4%) students fall into the category high level of overall well-being, 38 (15.2%) students have above-average level of overall well-being, 36(14.4%) students are in the average level of overall well-being, 119(47.6%) students with below-average level of overall well-being, 22(8.8%) students have low level of overall well-being, 3(1.2%) students who have an extremely low level of overall well-being.

4.2.2 Research Objective 2

To study the level of academic achievement of B.Ed. students.

In order to accomplish the objective no. 2, the number and percentage of B.Ed. students having extremely low, low, below average, average, above average, high, and extremely high levels of academic achievement on the *Well Being Scale* have been computed as shown in the table 4.7.

Table 4.7

Range of z-scores, Frequency, and Percentage of Level of B.Ed. Students having Different Levels of Academic Achievement

Sr No.	Range of z-scores	Level of Academic Achievement	Frequency (N) of B.Ed. Students	Percentage of Students
1	+2.01 and above	Extremely High	5	2.0%
2	+1.26 to +2.00	High	14	5.6%
3	+0.51 to +1.25	Above Average	44	17.6%
4	-0.50 to +0.50	Average	116	46.4%
5	-0.51 to -1.25	Below Average	57	22.8%
6	-1.26 to -2.00	Low	7	2.8%
7	-2.01 and below	Extremely Low	7	2.8%
Total			250	100%

Table 4.7 reveals that out of 250 B.Ed. students 5 (2.0%) students have extremely high level of academic achievement, 14 (5.6%) students have high level of academic achievement, 44 (17.6%) students fall in above average level of academic achievement, 116 (46.4%) students have an average level of academic achievement, 57 (22.8%) students falls below average level of academic achievement, 7 (2.8%) students have low level of academic achievement and 7 (2.8%) students have an extremely low level of academic achievement.

4.2.3 Research Objective 3

To study the difference in the well-being of B.Ed. students with respect to five dimensions as well as overall scores on *WBS* in relation to their economic status.

In order to study the difference in the well-being of B.Ed. with respect to five dimensions of *WBS* as well as overall scores in relation to their economic status;

values of Mean, Standard Deviation (SD), Standard Error of Mean, *df*, and *t* were computed for data collected through *Well-Being Scale (WBS-RK)* as shown in table 4.8.

Table 4.8

Values of Mean, Standard Deviation, Standard Error of Mean, df and t for Scores of B.Ed. Students on the Well-Being Scale in relation to their Economic Status

Dimensions	Economic Status	N	Mean	SD	SE_M	*df*	*t*	Level of Significance
Physical Well-Being	Low	120	25.68	3.63	0.33	248	1.11	NS
	High	130	25.19	3.37	0.29			
Mental Well-Being	Low	120	25.36	3.32	0.30	248	0.38	NS
	High	130	25.19	3.50	0.31			
Social Well-Being	Low	120	24.05	3.38	0.31	248	0.34	NS
	High	130	24.20	3.50	0.31			
Emotional Well-Being	Low	120	25.06	3.87	0.35	248	0.61	NS
	High	130	24.76	3.84	0.34			
SpWB	Low	120	24.95	2.76	0.25	248	2.12	0.05
	High	130	25.71	2.94	0.26			
Overall Scores	Low	120	125.10	11.69	1.07	248	0.03	NS
	High	130	125.06	11.99	1.05			

NS-Not Significant at 0.05 Level of Significance

Table 4.8 presents statistical values related to the well-being of B.Ed. students based on their economic status. The t-values (1.11, 0.38, 0.34, 0.61, 0.03) for *Physical Well-Being, Mental Well-Being, Social Well-Being, Emotional Well-Being,* as well as overall scores on the *Well-being Scale (WBS-RK)* in relation to the economic background of B.Ed. students have shown no significant difference with respect to their parent's income. However, the *t*-value (2.12) for *Spiritual Well-Being* shows significant differences between students from different income groups. It is evident from the mean values that economic background notably influences the spiritual well-being of students, particularly favoring those from higher economic backgrounds.

Hence, Hypothesis No. 1 stating no significant difference in the well-being of B.Ed. students with respect to five dimensions of *WBS* as well as overall scores in relation to their economic status have not been rejected for the dimension namely Physical Well-being, Mental well-being, Social Well-being, Emotional well-being, as well as

for overall scores of well-being. However, it is rejected for the dimension namely Spiritual Well-being, showing a significant difference in this dimension based on differences in parents' income.

4.2.4 Research Objective 4

To study the difference in the academic achievement of B.Ed. students in relation to their economic status.

In order to study the difference in the academic achievement of B.Ed. students in relation to their economic status; values of Mean, Standard Deviation (SD), Standard Error of Mean, *df*, and *t* were computed as shown in table 4.9

Table 4.9

Values of Mean, Standard Deviation, Standard Error of Mean, df and t for Difference in Academic Achievement of B.Ed. Students in relation to their Economic Status

Economic Status	N	Mean	SD	SE_M	*df*	*t*	Level of Significance
Low	120	1.52	0.50	0.05	248	0.87	NS
High	130	1.46	0.50	0.04			

NS-Not Significant at 0.05 Level of Significance

Table 4.9 shows that t-value (0.87) for academic achievement of B.Ed. students in relation to their economic status have not been found to be significant at a 0.05 level of significance.

Hence, Hypothesis No. 2 stating no significant difference in the academic achievement of B.Ed. students in relation to their economic status has not been rejected.

4.2.5 Research Objective 5

To study the difference in the well-being of B.Ed. students with respect to five dimensions as well as overall scores on *WBS* in relation to the type of family.

In order to study the difference in the well-being of B.Ed. students in relation to their type of family; values of Mean, Standard Deviation (SD), Standard Error of Mean, *df,* and *t* were computed for data collected through the *Well-being Scale (WBS-RK)* as shown in table 4.10.

Table 4.10

Values of Mean, Standard Deviation, Standard Error of Mean, df and t for Scores of B.Ed. Students on the Well-Being Scale in relation to their Type of Family

Dimensions	**Type of Family**	**N**	**Mean**	**SD**	**SE_M**	***df***	***t***	**Level of significance**
Physical Well-Being	Nuclear	121	25.19	3.61	0.33	248	1.04	NS
	Joint	129	25.65	3.38	0.30		.29810	
Mental Well-Being	Nuclear	121	25.11	3.48	0.32	248	0.70	NS
	Joint	129	25.42	3.34	0.29		.29443	
Social Well-Being	Nuclear	121	23.97	3.37	0.31	248	0.68	NS
	Joint	129	24.27	3.51	0.31		.30929	
Emotional Well-Being	Nuclear	121	24.61	3.83	0.35	248	1.16	NS
	Joint	129	25.18	3.85	0.34		.33930	
SpWB	Nuclear	121	24.95	3.01	0.27	248	2.13	0.05
	Joint	129	25.72	2.70	0.24		.23757	
Total	Nuclear	121	123.84	12.02	1.09	248	1.61	NS
	Joint	129	126.24	11.56	1.02		1.01811	

NS-Not Significant at 0.05 Level of Significance

Table 4.10 shows the t-values (0.70, 0.68, 1.16, 1.61) for the dimensions of *Physical Well-Being, Mental Well-Being, Social Well-Being, Emotional Well-Being*, as well as overall scores on *Well-being Scale (WBS-RK)* in relation to the family background of B.Ed. students have shown no significant differences with respect to their type of family. However, the *t*-value (2.13) for Spiritual well-being shows significant difference among students from different type of families. From the mean values, it is clear that B.Ed. students belonging to joint families have shown spiritual well-being in comparison to B.Ed. students belonging to nuclear families.

Hence, Hypothesis No. 1 stating no significant difference in the well-being of B.Ed. students with respect to five dimensions of *WBS* as well as overall scores in relation to their economic status have not been rejected for the dimension namely Physical

Well-being, Mental well-being, Social well-being, Emotional well-being, as well as for overall scores of well-being. However, it is rejected for the dimension namely Spiritual well-being, showing a significant difference in this dimension based on differences in the type of families.

4.2.6 Research Objective 6

To study the difference in the academic achievement of B.Ed. students in relation to the type of family.

In order to study the difference in the Academic Achievement of B.Ed. students in relation to their type of family; values of Mean, Standard Deviation (SD), Standard Error of Mean, *df*, and *t* were computed for data collected through the *Well-being Scale (WBS-RK)* as shown in table 4.8.

Table 4.11

Values of Mean, Standard Deviation, Standard Error of Mean, df and t for Difference in Academic Achievement of B.Ed. Students in relation to Their Type of Family

Type of Family	N	Mean	SD	SE_M	*df*	*t*	Level of significance
Nuclear	121	1.49	0.50	0.05	248	0.02	NS
Joint	129	1.49	0.50	0.04			

NS-Not Significant at 0.05 Level of Significance

Table 4.11 shows that t- value (0.02) for academic achievement of B.Ed. students in relation to their type of family have not been found significant at 0.05 level of significance.

Hence, Hypothesis No. 3 stating no significant difference in the academic achievement of B.Ed. students in relation to their type of family have not been rejected.

4.2.7 Research Objective 7

To study the difference in the well-being of B.Ed. students with respect to five dimensions as well as overall scores on *WBS* in relation to the academic stream.

In order to study the difference in the Well-being of B.Ed. students in relation to their academic stream values of Mean, Standard Deviation (SD), Standard Error of Mean, *df*, and *t* were computed for data collected through the *Well-being Scale (WBS-RK)* as shown in table 4.12

Table 4.12

Values of Mean, Standard Deviation, Standard Error of Mean, df and t for Difference in Well-Being of B.Ed. Students in relation to their Academic Stream

Dimensions	Stream	N	Mean	SD	SE_M	*df*	*t*	Level of Significance
Physical Well-Being	Science	134	25.82	3.51	0.30	248	1.91	NS
	Arts	116	24.97	3.44	0.32			
Mental Well-Being	Science	134	25.30	3.26	0.28	248	0.13	NS
	Arts	116	25.24	3.59	0.33			
Social Well-Being	Science	134	24.38	3.73	0.32	248	1.25	NS
	Arts	116	23.83	3.07	0.28			
Emotional Well-Being	Science	134	25.49	3.52	0.30	248	2.63	0.01
	Arts	116	24.22	4.11	0.38			
SpWB	Science	134	25.45	2.91	0.25	248	0.63	NS
	Arts	116	25.22	2.83	0.26			
Total	Science	134	126.45	12.02	1.04	248	1.98	0.05
	Arts	116	123.50	11.44	1.06			

NS-Not Significant at 0.05 Level of Significance

Table 4.12 presents the *t*-values (1.91, 0.13, 1.25, 0.63) for dimensions of *Physical Well-Being, Mental well-being, Social well-being and Spiritual well-being* on *Well-being Scale (WBS-RK)* in relation to the academic stream have not been found to be significant at 0.05 level of significance. However, the *t*-values (2.63, 1.98) for *Emotional Well-Being*, as well as for overall scores on WBS have been found to be significant at 0.01 and 0.05 levels of significance respectively. From the mean values it can be said that science students have better emotional well-being as well as overall well-being.

Hence, Hypothesis No. 3 stating no significant difference in the well-being of B.Ed. students with respect to five dimensions of *WBS* in relation to their type of stream has

not been rejected for the dimension namely physical, mental, social, and spiritual well-being dimensions, while it is rejected for the dimension namely Emotional well-being and overall well-being score dimensions in relation to academic streams. (Science and Arts)

4.2.8 Research Objective 8

To study the difference in the academic achievement of B.Ed. students in relation to the academic stream.

In order to study the difference in the academic achievement of B.Ed. students in relation to their academic stream values of Mean, Standard Deviation (SD), Standard Error of Mean, *df*, and *t* were computed for data collected through the *Well-being Scale (WBS-RK)* as shown in table 4.13

Table 4.13

Values of Mean, Standard Deviation, Standard Error Mean, df and t for Difference in Academic Achievement of B.Ed. Students in relation to the Academic Stream

Stream	N	Mean	SD	SE_M	*df*	*t*	Level of Significance
Science	134	1.52	0.50	0.04	248	1.17	NS
Arts	116	1.45	0.50	0.05			

NS-Not Significant at 0.05 Level of Significance

Table 4.13 reveals that t- value (1.17) for academic achievement of B.Ed. students in relation to their type of stream have not been found significant at 0.05 level of significance.

Hence, Hypothesis No. 3 stating no significant difference in the academic achievement of B.Ed. students in relation to their type of stream has not been rejected.

CONCLUSION

The analysis of well-being across multiple dimensions (physical, mental, social, emotional, spiritual, and overall well-being revealed a diverse distribution of well-

being levels among B.Ed. students. There were students showcasing extremely high, high, above-average, average, below-average, low, and extremely low levels of well-being across these dimensions. While there was variation, a notable proportion of students fell within the average range, suggesting a relatively balanced overall well-being. The study examined the relationship between well-being and economic status, and it was found that economic status didn't significantly impact most dimensions of well-being. However, there was a significant difference observed in spiritual well-being based on economic status, indicating that economic factors might have an influence on this specific dimension. The analysis of the influence of the type of family structure on well-being indicated that there were no significant differences in most dimensions of well-being between students from nuclear families and those from joint families. However, there was a significant difference observed in spiritual well-being, suggesting that the type of family might play a role in this aspect of well-being. The study also explored the relationship between academic streams (science and arts) and well-being. It was found that there were no significant differences in most dimensions of well-being between students from different academic streams. However, there was a significant difference in emotional well-being and overall well-being, indicating that students from these streams might experience differences in these aspects. The analysis of academic achievement in relation to economic status, family type, and academic stream revealed that there were no significant differences in academic achievement among these groups.

CHAPTER-V

FINDINGS, CONCLUSION, DISCUSSION, EDUCATIONAL IMPLICATIONS, AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 INTRODUCTION

In the current chapter, the outcomes of the data analysis and their interpretation from the preceding chapter are presented. These findings have been carefully delineated and thoroughly discussed. It should be noted that the generalization of these findings can be applied within the confines of the sample size and the research methodology utilized in this study. This chapter revolves around a comprehensive discussion of the results, which demonstrates their alignment with previous empirical studies in the same field. Drawing from the major findings, the educational ramifications of the study are elucidated. Furthermore, recommendations for future research endeavors are provided. Consequently, this chapter is dedicated to delving into the findings, drawing meaningful conclusions, engaging in a thorough discourse on the results, and highlighting their practical implications. Additionally, suggestions are offered to guide future research initiatives.

5.2 MAJOR FINDINGS OF THE STUDY

The major findings of the present study are reported in the following section.

5.2.1 Research objective 1

To study the level of well-being with respect to five dimensions *(Physical Well-being, Mental well-being, Social well-being, Emotional well-being, and Spiritual well-being)* as well as overall scores on the Well-Being *Scale* of B.Ed. students.

For the *Physical Well-being Dimension,* It has been found from the study that out of 250 B.Ed. students, 6 (2.4%) students showcase an extremely high level of physical well-being, 30 (12.0%) students fall within the range of high level of physical well-being, 41 (16.4%) students demonstrate above-average level of physical well-being,

98 (39.2%) students fall within average level of physical well-being, 48 (19.2%) students are categorized as having below-average level of physical well-being, 21 (8.4%) students exhibit low level of physical well-being level, 6 (2.4%) students fall on extremely low level of physical well-being. The results indicated that a significant proportion of students (70%) lie between average and extremely high levels of physical well-being, while a smaller proportion of students (30%) fall below average or exhibit extremely low levels.

For the *Mental Well-being Dimension,* it has been found from the study that out of 250 B.Ed. students, 2 (0.8%) students exhibit an extremely high level of mental well-being, 30 (12.0%) students are positioned within a high level of mental well-being, 30 (12.0%) students showcasing a consistent presence of above-average level of mental well-being, 110 (44.0%) students falls within the range of average level of mental well-being, 58 (23.2%) students experience below-average level of mental well-being, 14 (5.6%) students belong to the low level of mental well-being, 6 (2.4%) students demonstrate extremely low level of mental well-being. The results highlight a significant percentage of students (68.8%) lie between average and extremely high levels of mental well-being, while a smaller percentage of students (31.2%) experience levels below average, low, and extremely low.

For the *Social Well-being Dimension,* It has been found from the study that out of 250 B.Ed. students, no students fall in an extremely high level of social well-being, 27 (10.8%) students belong to high level of social well-being, 37 (14.8%) students fall into the above average level of social well-being, 109 (43.6%) students, displays an average level of social well-being level, 56 (22.4%) students are positioned within the range of lower level of social well-being, 10 (4.0%) students exhibit low level of social well-being, 11(4.4%) students demonstrate an extremely low level of social well-being. The results indicate that a notable portion of students (69.2%) fall within the range of average to high levels of social well-being. In contrast, a smaller fraction of students (30.8%) encounter levels that are below the average, low, and extremely low.

For the *Emotional Well-being Dimension,* It has been found from the study that out of 250 B.Ed. students, 3 (1.2%) students showcase an extremely high level of emotional well-being, 23 (9.2%) students fall into high level of emotional well-being, 43

(17.2%) students signifying a notable proportion with above-average level of emotional well-being, 115 (46.0%) students demonstrates an average level of emotional well-being, 29 (11.6%) students belong to below average level of emotional well-being, 27 (10.8%) students display low level of emotional well-being, 10 (4.0%) students exhibit extremely low level of emotional well-being. The findings highlight that a substantial portion of students (73.6%) occupy the range of social well-being levels extending from average to extremely high levels of well-being. In comparison, a lesser segment of students (26.4%) face levels below the average, low, or even reaching extremely low levels.

For the *Spiritual Well-being Dimension,* It has been found from the study that out of 250 B.Ed. students, 5 (2.0%) students exhibit an extremely high level of spiritual well-being, 30 (12.0%) students fall into the category of high level of spiritual well-being, 50 (20.0%) students belong to above average level of well-being, 103 (41.2%) students represents an average level of spiritual well-being, 39 (15.6%) students fall within the range lower level of spiritual well-being, 17 (6.8%) students exhibit low spiritual well-being level signifying a smaller yet distinct group that might benefit from additional support in the spiritual dimension, 6 (2.4%) students demonstrate extremely low level of spiritual well-being. The results reveal that a significant portion of students (75.2 %) are experiencing good social well-being, falling within the average to high range. In contrast, a smaller percentage of students (24.8%) are facing challenges, with levels below the average, categorized as low, or even extremely low.

For *Overall Well-being,* It has been found from the study that out of 250 B.Ed. students, 6 (2.4%) students have an extremely high level of overall well-being, 26(10.4%) students fall into the category high level of overall well-being, 38 (15.2%) students have above-average level of overall well-being, 36(14.4%) students are in the average level of overall well-being, 119(47.6%) students with below-average level of overall well-being, 22(8.8%) students have low level of overall well-being, 3(1.2%) students who have an extremely low level of overall well-being. The result shows a majority of students fell within the range of below-average to average well-being levels (57.6%), while a notable percentage of students experienced above-average to extremely high well-being levels (42.4 %).

5.2.2 Research objective 2

To study the levels of academic achievement of B.Ed. students.

It has been found from the study that out of 250 B.Ed. students, 5 (2.0%) students have extremely high level of academic achievement, 14 (5.6%) students have high level of academic achievement, 44 (17.6%) students fall in above average level of academic achievement, 116 (46.4%) students have an average level of academic achievement, 57 (22.8%) students falls below average level of academic achievement, 7 (2.8%) students have low level of academic achievement and 7 (2.8%) students have an extremely low level of academic achievement. The findings highlight that most of the students (71.6%) lie within the range of average to extremely high levels of academic achievement, while a smaller percentage of students (28.4%) fall within the range of below-the-average, low, or even extremely low academic achievement.

5.2.3 Research objective 3

To study the difference in the well-being of B.Ed. students with respect to five dimensions as well as overall scores on *WBS* in relation to their economic status

To achieve this objective, mean scores and *t*-values were computed. From mean score and *t* values (1.11, 0.38, 0.34, 0.61, 0.03) for different dimensions of *WBS (Physical Well-being, Mental well-being, Social well-being, Emotional well-being,* as well as overall Well-Being*)* were not found to be significant. It indicates no significant difference in well-being among B.Ed. students in relation to their economic status. However, significant differences were obtained for the mean score of B.Ed. students on *the Spiritual well-being* dimension of *WBS.* The findings reveal that B.Ed. students belonging to higher economic status has a higher level of spiritual well-being as compared to the students belonging to lower economic status.

5.2.4 Research objective 4

To study the difference in the academic achievement of B.Ed. students in relation to their economic status.

In order to fulfill the research objective, the mean score and *t*-value were computed. From mean score and *t* value (0.87) for academic achievement of B.Ed. students in

relation to their economic status were not been found to be significant at a 0.05 level of significance. The results show that there is no significant difference in the academic achievement of B.Ed. students belonging to families having high and low economic status.

5.2.5 Research objective 5

To study the difference in the well-being of B.Ed. students with respect to five dimensions as well as overall scores on *WBS* in relation to the type of family.

To fulfill the specified objective, mean scores and *t*-values were computed. The *t*-values (0.70, 0.68, 1.16, 1.61) for the dimensions namely *Physical Well-Being, Mental Well-Being, Social Well-Being, Emotional Well-Being,* as well as overall scores on the *Well-being Scale (WBS-RK)* in relation to the family background of B.Ed. students were not found significant differences with respect to their type of family. However, the *t*-value (2.13) for the dimensions namely *Spiritual Well-Being* shows significant differences between students from different types of families. Furthermore, B.Ed. students from joint families exhibit a higher level of spiritual well-being compared to students from nuclear families.

5.2.6 Research objective 6

To study the difference in the academic achievement of B.Ed. students in relation to the type of family.

To accomplish the specified objective, the *t* value and mean score were computed. The *t*- value (0.02) for academic achievement of B.Ed. students in relation to their type of family was not been found significant at 0.05 level of significance. This indicates that there is no significant difference in the academic achievement of B.Ed. students in relation to the type of family. So, the academic achievement of B.Ed. students from nuclear and joint families did not differ significantly.

5.2.7 Research objective 7

To study the difference in the well-being of B.Ed. students with respect to five dimensions as well as overall scores on *WBS* in relation to the academic stream.

To fulfill this objective, *t-values* and mean scores were computed. The *t*-values (1.91, 0.13, 1.25, 0.63) for the dimensions namely *Physical Well-Being, Mental well-being, and Social well-being* on the *Well-being Scale (WBS-RK)* in relation to the academic stream were not found significant. However, the *t*-values (2.63, 1.98) for the dimensions namely *Emotional Well-Being* as well as for overall scores differ significantly for B.Ed. students from science and arts academic streams. Further, students within the science stream possess a notably elevated level of emotional well-being compared to their peers in the arts stream. Additionally, it is observed that overall well-being tends to be higher among students in the science stream when contrasted with students pursuing the arts stream.

5.2.8 Research objective 8

To study the difference in the academic achievement of B.Ed. students in relation to the academic stream.

To achieve the intended objective, the *t* value, and mean were computed. The *t*- value (1.17) for academic achievement of B.Ed. students in relation to their type of stream have not been found significant at 0.05 level of significance. The result shows that the academic stream, whether Science or Arts, does not significantly affect the academic achievement of B.Ed. students.

5.3 CONCLUSIONS

The following conclusions have been drawn after the interpretation of data:

1. A large number of B.Ed. students (70%) falls between the range of average to the high level of well-being on all the dimensions of *WBS*

2. A large number of B.Ed. students (71.6%) falls between the range of average to the high level of academic achievement

3. B.Ed. Students belonging to low economic status has a lower level of spiritual well-being as compared to students belonging to high economic status.

4. Economic status does not significantly affect academic achievements of B.Ed. students.

5. B.Ed. students from joint families exhibit a higher level of spiritual well-being compared to students from nuclear families.

6. Academic achievement of B.Ed. students from nuclear and joint families does not differ significantly.

7. B.Ed. students from the science stream possess a notably elevated level of emotional well-being compared to their peers in the arts stream. Overall well-being also tends to be higher among students in the science stream when contrasted with B.Ed. students from the arts stream.

8. Academic stream (Science/Arts) does not significantly affect academic achievements of B.Ed. students.

5.4 DISCUSSION

The result obtained from the current study shows that a large number of B.Ed. students fall between the range of average to high levels of well-being on all the dimensions of *WBS.* A study by Dubey (2015) also reported the similar result.

The present study also revealed that a large number of B.Ed. students fall between the range of average to high levels of academic achievement. These results are consistent with the findings of Singh (2017) and also the study's findings on academic achievement echo the work of Bhat (2021), highlighting that a majority of students fall within the range of average to extremely high levels of academic achievement, while a smaller percentage experience levels below the average, low, or extremely low.

The study indicates that the economic status, as defined by parents' monthly income, does not appear to significantly impact the academic achievements of B.Ed. students. This result is consistent with the findings of Gobena (2018) and Kaya and Erdem (2021) as these studies are in line with the conclusion that economic status does not significantly affect academic achievement. However contrary to results reported by Ahmar and Anwar (2013) and Faaz and Khan (2017) as these studies reported a significant difference in economic status and academic achievement. The current study also indicates that students from lower economic status has lower spiritual well-

being Yunus et al.(2011) and Bhat (2121) have found similiar result, Whereas, a study by Wantur et al. (2020) contradicts with these findings.

The family structure appears to have varying degrees of influence on different dimensions of well-being. While there were no significant differences in physical, mental, and social well-being, emotional while spiritual well-being displayed noteworthy variations based on family structure. Overall well-being, however, did not significantly differ between the two family types. Compared with previous research, this study reveals a significant relationship between family structure and well-being, contrasting with Hartati (2021) who found no significant differences.

The study reveals that there are varying degrees of differences in well-being between Science and Arts students across different dimensions. While no significant disparities were observed in physical, mental, and social well-being, noteworthy distinctions were present in emotional and overall well-being. These findings underscore the multifaceted nature of well-being and its difference with academic streams among B.Ed. students. The study extends on the work of Erdem and Kaya (2021) by highlighting the role of the academic stream in emotional well-being, wherein science stream students exhibited higher emotional well-being compared to their arts stream counterparts. Whereas the study by Khan and Kauser (2014), Xuan et al. (2019), and Pierewan (2020) contradict with this finding as they found negative differences between emotional well-being and academic stream.

The study shows that the academic stream, whether Science or Arts, does not significantly impact the academic achievement of B.Ed. students. Abadi et al. (2015) found a positive relationship between spiritual well-being and academic achievement in certain fields of study, which is not entirely supported by this study's findings. This suggests that the relationship between spiritual well-being and academic achievement may be context-specific and subject to variation based on academic disciplines. A study by Pierewan (2020) and Kaur and Singh (2022) indicates that the academic stream (science/arts) does not significantly affect academic achievement, which aligns with the findings of the current study.

5.5 EDUCATIONAL IMPLICATIONS

The findings of this research have several important educational implications that can contribute to the enhancement of teacher training (B.Ed.) programs and the overall quality of education. These implications can be valuable for various stakeholders involved in the education system, including teacher educators, teachers, administrators, policymakers, parents, practitioners, and field workers. Here are some education implications based on the study's conclusions:

1. Though majority of the B.Ed. students exhibit average to high levels of well-being across all dimensions of WBS still a significant proportion of B.Ed. students has below average to extremely low levels of well-being. This suggests the need for introduction and implementation of well-being programs within teacher training curricula. By addressing physical, mental, social, emotional, and spiritual dimensions of well-being, teacher training programmes can help future educators develop a holistic approach to education. Several studies conducted by researchers (Fox et al., 2023; Dreer, 2023; Pozo-Rico et al., 2023; Carroll et al., 2021) suggest that it is important to incorporate quality programs that address the well-being of teachers to support healthy and effective educational environments.

2. The present study highlights a significant proportion of B.Ed. students who have achieved average to high levels of academic achievement. However, it also brings attention to the fact that a minimal proporation of B.Ed. students fall into the category of below average to extremely low academic achievement. To bridge this educational divide, teacher training programs should leverage this by focusing on innovative teaching methodologies, personalized learning strategies, and assessment techniques that cater to the diverse academic needs of students. This can lead to improved academic outcomes in classrooms. Previous research studies conducted by Munna et al. (2021), Pozo-Rico et al. (2033), and Chaipidech et al. (2022) have consistently demonstrated that the integration of innovative teaching methodologies, personalized learning approaches, and customized assessment techniques within teacher training programs can significantly improve academic results in educational settings.

3. The present study brings to the forefront the influence of economic status on the spiritual well-being of students, particularly noting that students from lower economic backgrounds tend to experience lower levels of spiritual well-being. To bridge this gap, teacher training institutions and policymakers can contemplate implementing support systems for economically disadvantaged students. These support systems may encompass mentorship programs, counseling services, and financial aid initiatives, aiming to foster comprehensive personal development. Research conducted by Lee (2021), Martinot et al. (2022), and Hall et al. (2022) suggests that the provision of such support systems can contribute to holistic development and enhance academic outcomes for students facing economic challenges.

4. The finding of present study reveals that there is no significant difference in the academic achievement of B.Ed. students belonging to families having high and low economic status. These findings suggest that promoting equality in the classroom is essential for a productive learning environment. The OECD (2012) report found that equitable education policies and teacher training can improve students' outcomes. Additionally, the report by Reardon (2011) emphasizes the link between lower socio-economic status and lower academic achievement, which further supports the need for equitable education policies and equal distribution of resources.

5. In light of the research demonstrating that the type of family (nuclear or joint) doesn't significantly affect the academic achievements of B.Ed. students, teacher training programs should emphasize a broad understanding of factors influencing academic success. While family structure might not directly impact academic outcomes, educators should be trained to recognize and support students based on their individual needs and circumstances, regardless of family structure. Several studies (Hill & Tyson, 2009; Kaufman, 2014; Đurišić & Bunijevac, 2017) provide insights into the importance of family engagement, positive teacher-student relationships, and parental involvement in promoting academic success.

6. The study's discovery of varying degrees of differences in well-being between Science and Arts B.Ed. students across different dimensions necessitates a

tailored approach to teacher training. Education programs should equip future educators with the knowledge and skills to address the distinct well-being challenges faced by students in different academic streams. This involves incorporating strategies for fostering emotional well-being and overall holistic development, catering to the unique requirements of Science and Arts students. Studies by Viac and Fraser (2020), Hascher and Waber (2021), and Stark (2022) provide insights into the importance of teacher well-being, emotional wellness, and the need for quality programs that address the well-being of teachers to support healthy and effective educational environments.

7. The significant difference in the spiritual well-being of B.Ed. students from joint and nuclear families offer valuable educational implications. Schools should acknowledge the importance of spiritual well-being and incorporate opportunities for students to explore their spirituality, potentially through courses on spirituality. These implications are supported by the studies by Gobena (2018)and Cheng et al (2015)

8. The study concludes that the academic stream (Science or Arts) does not significantly influence the academic achievements of B.Ed. students, teacher training programs should promote an inclusive and well-rounded education approach. Educators should be trained to recognize that students' academic performance is influenced by a range of factors beyond their chosen academic stream. This underscores the importance of diverse teaching methodologies that cater to students with varied interests and strengths, irrespective of their chosen discipline. Several cited studies (Harris, 2007; Hafeez, 2021; Shrivastava & Dhamija, 2023; Sattar & Awan, 2019) suggest that teacher training significantly impacts student academic achievements.

These education implications highlight the necessity for teacher training programs to be comprehensive and adaptable, ensuring that educators are prepared to address the multifaceted needs of students and provide a high-quality education experience that encompasses both academic achievement and holistic well-being.

5.6 SUGGESTIONS FOR FURTHER RESEARCH

While this study contributes valuable insights into the well-being and academic achievement of B.Ed. students, there are avenues for further research that could contribute to a deeper understanding of well-being and academic achievement among B.Ed. students. Here are some suggestions:

- A longitudinal study can be conducted that tracks the well-being and academic achievement of B.Ed. students over an extended period. This could provide insights into how well-being and academic performance change over time and whether there are patterns or trends that emerge.

- While the current study focuses on quantitative data, for further studies qualitative methods can be employed such as interviews or focus groups that could provide richer insights into the experiences and perceptions of B.Ed. students. This could help uncover factors that contribute to their well-being and academic achievement.

- A study can be conducted to investigate the influence of cultural and contextual factors that might influence the relationship between well-being, academic achievement, and other variables. Well-being may have different dimensions and determinants in different cultural contexts.

- A comprehensive study can be conducted with respect to environmental well-being, occupational well-being, and financial well-being.

- A comparative study could be conducted to compare the well-being and academic achievement of students from other programmes.

- An explorative study can be conducted to find out the reasons behind the differences in emotional well-being and overall well-being based on academic streams.

SUMMARY

WELL-BEING AND ACADEMIC ACHIEVEMENT OF B.Ed. STUDENTS IN RELATION TO SOME SELECTED VARIABLES

Supervisor
Dr. Nishta Rana
Professor

Investigator
Uzma Pervaiz
Roll No. 2101003
M.Ed., Sem. IV

INTRODUCTION

Well-being is a multifaceted concept, best understood as a profile of indicators across various domains rather than a single factor. This perspective is supported by extensive research and theoretical frameworks. Theoretical and practical considerations underscore the importance of viewing well-being as a multidimensional construct. From a theoretical standpoint, well-being encompasses two critical dimensions: hedonic well-being, which involves feeling good and experiencing happiness, and eudaemonic well-being, which centers on functioning effectively and finding purpose (Huppert, 2014). This theoretical division reinforces that well-being cannot be boiled down to a single measure and comprises various domains (Seligman, 2011). Various models, such as Seligman's Well-being Theory and Ryff's model, offer different well-being domains, highlighting their complexity. A multidimensional approach to well-being provides the advantage of recognizing that individual domains may have varying impacts on different outcomes. For instance, optimism is found to reliably predict a lower risk of cardiovascular disease and mortality, but the relationship between other aspects of well-being and cardiovascular health is less clear (Boehm & Kubzansky, 2012). It's crucial to study these domains independently to understand their distinct contributions to various outcomes. Well-being goes beyond individual well-being; it extends to group-level well-being. It encompasses physical, mental, social, emotional, and spiritual well-being. It involves feeling good and functioning well, nurturing positive relationships, and fostering personal growth. It's a sustained state that enables individuals and societies to thrive.

Academic achievement was seen as the primary outcome of formal education. While it remains important, researchers and policymakers increasingly consider social and emotional factors in gauging student well-being and psychological development (Chernyshenko, Kankaraš, & Drasgow, 2018; Frydenberg, Martin, & Collie, 2017; Moore, Mok, Chan, & Lai, 2006). These factors are now included in assessments like the Programme for International Student Assessment (PISA) conducted by the Organization for Economic Co-operation and Development (OECD), reflecting the broader view of student well-being (OECD, 2019). Several recent empirical studies investigate factors related to student well-being, some directly linked to academic achievement and others valuable in their own right. For example, Colmar, Liem, Connor, and Martin (2019) explored the impact of academic buoyancy, the ability to respond to academic setbacks, on academic achievement. They found that academic buoyancy alone did not predict academic success. However, when mediated by self-concept, it significantly influenced reading and mathematics achievement. Martinez, Youssef-Morgan, Chambel, and Marques-Pinto (2019) examined the role of psychological capital resources in the engagement and achievement of university students. Their study highlighted the significance of students' engagement in the learning process, which was positively correlated with higher academic achievement, and was influenced by psychological capital resources, including efficacy, hope, optimism, and resilience. In addition, Eakman, Kinney, Schierl, and Henry (2019) explored the emotional and social complexities in the lives of returned veterans and service personnel. Their comprehensive study linked factors like self-efficacy, fewer academic problems, and autonomy-supporting learning environments to academic achievement, regardless of depression or post-traumatic stress levels. These studies emphasize the evolving perspective on student well-being, recognizing the interplay of academic and socio-emotional factors in educational outcomes.

The Relationship between Well-being and Academic Achievement

Self-determination theory (SDT) posits a reciprocal relationship between well-being and academic achievement, emphasizing the role of meeting individuals' psychological needs for competence, autonomy, and relatedness in enhancing motivation, well-being, and academic performance (Phan et al., 2016). Empirical research supports this connection, demonstrating that high levels of well-being

increase students' motivation for academic tasks (Phan et al., 2016). Furthermore, studies using various well-being indicators such as academic buoyancy (Miller, Connolly & Maguire, 2013), the potential to be heard at school (Elovaino et al., 2011), emotional well-being (Berger, Alcalay, Toretti & Milicic, 2009), and school-related well-being (Pietarinen, Soini & Pyhältö, 2014) consistently show a positive correlation with academic achievement. Well-being encompasses diverse aspects like physical, emotional, and spiritual well-being, impacting students' ability to perform well academically. In summary, fostering well-being can significantly contribute to improved academic outcomes (Phan et al., 2016).

NEED AND SIGNIFICANCE

Well-being enhances intrinsic motivation, decreases disciplinary problems, increases academic achievement, improves school satisfaction, and leads to the flourishing of individuals, communities, and nations. The progress of any nation depends largely on the well-being of its citizens. All intellectual, creative, educational, social, and cultural advancement is possible if the individual of the nation possesses well-being. Well-being has a huge impact on the academic achievement of the students. Well-being is a crucial prerequisite for achievement. Achievement is essential for well-being; failure leads to ill-being. Well-being has its own value: it complements academic achievement. From the perusal of the studies conducted, it is clear that well-being plays a vital role in enhancing the academic performance/achievement of students (Suldo, Riley, & Shaffner, 2006; Huang 2015; Ford, Cerasoli, Higgins, & Decesare, 2011). People with a higher educational level are more likely to report higher levels of well-being (Diener et al., 1997, Nikolaev, 2016). Well-being plays a key role in the life of an individual. It affects the behavior of an individual in three domains that are cognitive, affective, and psychomotor. Affective well-being reflects the presence of pleasant affect e.g., feelings of happiness, and the absence of unpleasant affect e.g., depressed mood. Cognitive well-being refers to the cognitive overall evaluation of life satisfaction, global life satisfaction as well as of specific life domains e.g., job satisfaction or marital satisfaction (Diener, Inglehart, & Tay, 2013). A considerable amount of research has been done on students' well-being and academic achievement. However, no research work has been done on the well-being and academic achievement of B.Ed. students. Moreover, the findings of this research

will be helpful for making future decisions regarding teacher training (B.Ed.) and will also be helpful in improving the quality of education. This will also be helpful to various stakeholders apart from B.Ed. students namely teacher educators, teachers, administrators, policy makers, parents, practitioners, and field workers.

STATEMENT OF THE PROBLEM

"WELL-BEING AND ACADEMIC ACHIEVEMENT OF B.Ed. STUDENTS IN RELATION TO SOME SELECTED VARIABLES"

OPERATIONAL DEFINITIONS

Well-being

In the present study, well-being refers to scores obtained on the *Well-Being Scale* (WBS-RK) developed by Kaur (2014) with respect to five dimensions namely, *Physical Well-being, Mental well-being, Social well-being, Emotional well-being, and Spiritual well-being.*

Academic Achievement

In the present study, academic achievement refers to the B.Ed. students' last end-semester examination scores.

B.Ed. Students

In the present study, B.Ed. students refer to the students (future teachers) who are in the second semester of their B.Ed. program in different colleges of education.

Demographic Variables

In the present study, the following demographic variables have been taken into consideration:

Economic Status

In the present study, economic status refers to the monthly income of the parents of B.Ed. students. The students have been categorized into two distinct groups (Low and

High) based on their parents' monthly income: those with an income below 30000 (low) and those with an income above 30000 (high).

Family Background

In the current study, family background refers to the background of the B.Ed. students' family viz. nuclear and joint family.

Academic Stream

In the present study, academic streams refer to the stream of study chosen by B.Ed. students during their graduation (Science and Arts).

In the present study, academic streams refer to the different subjects (like Science and Arts) that B.Ed. (Bachelor of Education) students opt for during their undergraduate education.

OBJECTIVES OF THE STUDY

- To study the level of well-being with respect to five dimensions (Physical Well-being, Mental well-being, Social well-being, Emotional well-being, and Spiritual well-being) as well as overall scores on the Well-Being Scale of B.Ed. students.
- To study the level of academic achievement of B.Ed. students.
- To study the difference in the well-being of B.Ed. students with respect to five dimensions as well as overall scores on *WBS* in relation to their economic status.
- To study the difference in the academic achievement of B.Ed. students in relation to their economic status.
- To study the difference in the well-being of B.Ed. students with respect to five dimensions as well as overall scores on *WBS* in relation to the type of family.
- To study the difference in the academic achievement of B.Ed. students in relation to the type of family.

- To study the difference in the well-being of B.Ed. students with respect to five dimensions as well as overall scores on *WBS* in relation to the academic stream.

- To study the difference in the academic achievement of B.Ed. students in relation to the academic stream.

HYPOTHESES OF STUDY

- There is no significant difference in the well-being of B.Ed. students with respect to five dimensions as well as overall scores on *WBS* in relation to their economic status.

- There is no significant difference in the academic achievement of B.Ed. students in relation to their economic status.

- There is no significant difference in the well-being of B.Ed. students with respect to five dimensions as well as overall scores on *WBS* in relation to the type of family.

- There is no significant difference in the academic achievement of B.Ed. students in relation to the type of family.

- There is no significant difference in the well-being of B.Ed. students with respect to five dimensions as well as overall scores on *WBS* in relation to the academic stream.

- There is no significant difference in the academic achievement of B.Ed. students in relation to the academic stream.

POPULATION OF THE STUDY

The population of the current study consists of all the students pursuing B.Ed. from different B.Ed. colleges in the Jammu Division. The population of the current study is 2706 B.Ed. students (Semester-IInd) (2021-2023).

SAMPLE OF THE STUDY

For the present study the sample has been selected through random sampling, and it consists of 250 B.Ed. students from six different B.Ed. colleges of Jammu district only.

TOOL EMPLOYED AND ITS DESCRIPTION

For the purpose of the accomplishment of the objectives, the investigator has employed a standardized tool to examine the well-being of B.Ed. students namely *Well-being Scale* (**WBS**-RK) developed by Kaur (2014). This scale consists of 35 items divided into five areas—I. Physical, II. Mental, III. Social, IV. Emotional, V. Spiritual well-being.

Further, the percentage of marks obtained by the B.Ed. students in the previous end-semester examinations has been considered academic achievement.

STATISTICAL TECHNIQUES EMPLOYED

In order to arrive at certain conclusions, it was necessary to analyze the success of the subject's obtained technique has been applied to analyze the scores. Data was analyzed through appropriate statistical techniques. The investigator employed the following statistical technique:-

➢Percentage

➢ *t*-Test

RESULTS OF THE STUDY

RESEARCH OBJECTIVE 1

To study the level of well-being with respect to five dimensions *(Physical Well-being, Mental well-being, Social well-being, Emotional well-being, Spiritual well-being)* as well as overall scores on the *Well-Being Scale* among B.Ed. students.

In order to accomplish the objective no. 1, the number and percentage of B.Ed. students having extremely low, low, below average, average, above average, high,

and extremely high levels of well-being on different dimensions of *Well Being Scale* namely physical well-being, mental well-being, social well-being, emotional well-being, spiritual well-being as well as for overall well-being scores on *Well Being Scale* have been computed as shown in the tables 1.

Table 1

Range of z-scores, Frequency, and Percentage of Well-Being of B.Ed. Students having Different Levels of well-being on the Well-Being Scale

S. No.	Range of z-scores	Level of Well-Being	Frequency (N) of B.Ed. Students	Percentage of Students
1	+2.01 and above	Extremely High	6	2.4%
2	+1.26 to +2.00	High	30	12.0%
3	+0.51 to +1.25	Above Average	41	16.4%
4	-0.50 to +0.50	Average	98	39.2%
5	-0.51 to -1.25	Below Average	48	19.2%
6	-1.26 to -2.00	Low	21	8.4%
7	-2.01 and below	Extremely Low	6	2.4%
Total			250	100%

RESEARCH OBJECTIVE 2

To study the level of academic achievement of B.Ed. students.

In order to accomplish the objective no. 2, the number and percentage of B.Ed. students having extremely low, low, below average, average, above average, high, and extremely high levels of academic achievement on the *Well Being Scale* have been computed as shown in the table 7.

Table 7

Range of z-scores, Frequency, and Percentage of Level of B.Ed. Students having Different Levels of Academic Achievement

Sr No.	Range of z-scores	Level of Academic Achievement	Frequency (N) of B.Ed. Students	Percentage of Students
1	+2.01 and above	Extremely High	5	2.0%
2	+1.26 to +2.00	High	14	5.6%
3	+0.51 to +1.25	Above Average	44	17.6%
4	-0.50 to +0.50	Average	116	46.4%
5	-0.51 to -1.25	Below Average	57	22.8%
6	-1.26 to -2.00	Low	7	2.8%
7	-2.01 and below	Extremely Low	7	2.8%
Total			250	100%

RESEARCH OBJECTIVE 3

To study the difference in the well-being of B.Ed. students with respect to five dimensions as well as overall scores on *WBS* in relation to their economic status.

In order to study the difference in the well-being of B.Ed. with respect to five dimensions of *WBS* as well as overall scores in relation to their economic status; values of Mean, Standard Deviation (SD), Standard Error of Mean, *df,* and *t* were computed for data collected through *Well-Being Scale (WBS-RK)* as shown in table 8.

Table 8

Values of Mean, Standard Deviation, Standard Error of Mean, df and t for Scores of B.Ed. Students on the Well-Being Scale in relation to their Economic Status

Dimensions	Economic Status	N	Mean	SD	SE_M	*df*	*t*	Level of Significance
Physical Well-Being	Low	120	25.68	3.63	0.33	248	1.11	NS
	High	130	25.19	3.37	0.29			
Mental Well-Being	Low	120	25.36	3.32	0.30	248	0.38	NS
	High	130	25.19	3.50	0.31			
Social Well-Being	Low	120	24.05	3.38	0.31	248	0.34	NS
	High	130	24.20	3.50	0.31			
Emotional Well-Being	Low	120	25.06	3.87	0.35	248	0.61	NS
	High	130	24.76	3.84	0.34			
SpWB	Low	120	24.95	2.76	0.25	248	2.12	0.05
	High	130	25.71	2.94	0.26			
Overall Scores	Low	120	125.10	11.69	1.07	248	0.03	NS
	High	130	125.06	11.99	1.05			

RESEARCH OBJECTIVE 4

To study the difference in the academic achievement of B.Ed. students in relation to their economic status.

In order to study the difference in the academic achievement of B.Ed. students in relation to their economic status; values of Mean, Standard Deviation (SD), Standard Error of Mean, *df*, and *t* were computed as shown in table 9

Table 9

Values of Mean, Standard Deviation, Standard Error of Mean, df and t for Difference in Academic Achievement of B.Ed. Students in relation to their Economic Status

Economic Status	N	Mean	SD	SE_M	*df*	*t*	Level of Significance
Low	120	1.52	0.50	0.05	248	0.87	NS
High	130	1.46	0.50	0.04			

RESEARCH OBJECTIVE 5

To study the difference in the well-being of B.Ed. students with respect to five dimensions as well as overall scores on *WBS* in relation to the type of family.

In order to study the difference in the well-being of B.Ed. students in relation to their type of family; values of Mean, Standard Deviation (SD), Standard Error of Mean, *df,* and *t* were computed for data collected through the *Well-being Scale (WBS-RK)* as shown in table 10.

Table 10

Values of Mean, Standard Deviation, Standard Error of Mean, df and t for Scores of B.Ed. Students on the Well-Being Scale in relation to their Type of Family

Dimensions	**Type of Family**	**N**	**Mean**	**SD**	**SE_M**	***df***	***t***	**Level of significance**
Physical Well-Being	Nuclear	121	25.19	3.61	0.33	248	1.04	NS
	Joint	129	25.65	3.38	0.30		.29810	
Mental Well-Being	Nuclear	121	25.11	3.48	0.32	248	0.70	NS
	Joint	129	25.42	3.34	0.29		.29443	
Social Well-Being	Nuclear	121	23.97	3.37	0.31	248	0.68	NS
	Joint	129	24.27	3.51	0.31		.30929	
Emotional Well-Being	Nuclear	121	24.61	3.83	0.35	248	1.16	NS
	Joint	129	25.18	3.85	0.34		.33930	
SpWB	Nuclear	121	24.95	3.01	0.27	248	2.13	0.05
	Joint	129	25.72	2.70	0.24		.23757	
Total	Nuclear	121	123.84	12.02	1.09	248	1.61	NS
	Joint	129	126.24	11.56	1.02		1.01811	

RESEARCH OBJECTIVE 6

To study the difference in the academic achievement of B.Ed. students in relation to the type of family.

In order to study the difference in the Academic Achievement of B.Ed. students in relation to their type of family; values of Mean, Standard Deviation (SD), Standard Error of Mean, *df,* and *t* were computed for data collected through the *Well-being Scale (WBS-RK)* as shown in table 11.

Table 11

Values of Mean, Standard Deviation, Standard Error of Mean, df and t for Difference in Academic Achievement of B.Ed. Students in relation to Their Type of Family

Type of Family	N	Mean	SD	SE_M	*df*	*t*	Level of significance
Nuclear	121	1.49	0.50	0.05	248	0.02	NS
Joint	129	1.49	0.50	0.04			

RESEARCH OBJECTIVE 7

To study the difference in the well-being of B.Ed. students with respect to five dimensions as well as overall scores on *WBS* in relation to the academic stream.

In order to study the difference in the Well-being of B.Ed. students in relation to their academic stream values of Mean, Standard Deviation (SD), Standard Error of Mean, *df*, and *t* were computed for data collected through the *Well-being Scale (WBS-RK)* as shown in table 12

Table 12

Values of Mean, Standard Deviation, Standard Error of Mean, df and t for Difference in Well-Being of B.Ed. Students in relation to their Academic Stream

Dimensions	**Stream**	**N**	**Mean**	**SD**	**SE_M**	***df***	***t***	**Level of Significance**
Physical Well-Being	Science	134	25.82	3.51	0.30	248	1.91	NS
	Arts	116	24.97	3.44	0.32			
Mental Well-Being	Science	134	25.30	3.26	0.28	248	0.13	NS
	Arts	116	25.24	3.59	0.33			
Social Well-Being	Science	134	24.38	3.73	0.32	248	1.25	NS
	Arts	116	23.83	3.07	0.28			
Emotional Well-Being	Science	134	25.49	3.52	0.30	248	2.63	0.01
	Arts	116	24.22	4.11	0.38			
SpWB	Science	134	25.45	2.91	0.25	248	0.63	NS
	Arts	116	25.22	2.83	0.26			
Total	Science	134	126.45	12.02	1.04	248	1.98	0.05
	Arts	116	123.50	11.44	1.06			

RESEARCH OBJECTIVE 8

To study the difference in the academic achievement of B.Ed. students in relation to the academic stream.

In order to study the difference in the academic achievement of B.Ed. students in relation to their academic stream values of Mean, Standard Deviation (SD), Standard Error of Mean, *df*, and *t* were computed for data collected through the *Well-being Scale (WBS-RK)* as shown in table 13

Table 13

Values of Mean, Standard Deviation, Standard Error Mean, df and t for Difference in Academic Achievement of B.Ed. Students in relation to the Academic Stream

Stream	**N**	**Mean**	**SD**	**SE_M**	***df***	***t***	**Level of Significance**
Science	134	1.52	0.50	0.04	248	1.17	NS
Arts	116	1.45	0.50	0.05			

MAJOR FINDINGS OF THE STUDY

The major findings of the present study are reported in the following section.

- A large number of B.Ed. students (70%) falls between the range of average to the high level of well-being on all the dimensions of *WBS*
- A large number of B.Ed. students (71.6%) falls between the range of average to the high level of academic achievement
- B.Ed. Students belonging to low economic status has a lower level of spiritual well-being as compared to students belonging to high economic status.
- Economic status does not significantly affect academic achievements of B.Ed. students.
- B.Ed. students from joint families exhibit a higher level of spiritual well-being compared to students from nuclear families.
- Academic achievement of B.Ed. students from nuclear and joint families does not differ significantly.
- B.Ed. students from the science stream possess a notably elevated level of emotional well-being compared to their peers in the arts stream. Overall well-being also tends to be higher among students in the science stream when contrasted with B.Ed. students from the arts stream.

- ❖ Academic stream (Science/Arts) does not significantly affect academic achievements of B.Ed. students.

SUGGESTIONS FOR FURTHER RESEARCH

While this study contributes valuable insights into the well-being and academic achievement of B.Ed. students, there are avenues for further research that could contribute to a deeper understanding of well-being and academic achievement among B.Ed. students. Here are some suggestions:

- A longitudinal study can be conducted that tracks the well-being and academic achievement of B.Ed. students over an extended period. This could provide insights into how well-being and academic performance change over time and whether there are patterns or trends that emerge.

- While the current study focuses on quantitative data, for further studies qualitative methods can be employed such as interviews or focus groups that could provide richer insights into the experiences and perceptions of B.Ed. students. This could help uncover factors that contribute to their well-being and academic achievement.

- A study can be conducted to investigate the influence of cultural and contextual factors that might influence the relationship between well-being, academic achievement, and other variables. Well-being may have different dimensions and determinants in different cultural contexts.

- A comprehensive study can be conducted with respect to environmental well-being, occupational well-being, and financial well-being.

- A comparative study could be conducted to compare the well-being and academic achievement of students from other programmes.

- An explorative study can be conducted to find out the reasons behind the differences in emotional well-being and overall well-being based on academic streams.

- A study can be conducted to investigate whether well-being levels during

B.Ed. studies have any predictive value for outcomes such as job satisfaction, career success, and overall life satisfaction.

DELIMITATIONS OF THE STUDY

- The study has been delimited to 250 B.Ed. students studying in the second semester of six B.Ed. Colleges of Jammu district only.
- The study has been delimited to only one standardized tool namely *Well-Being Scale* (WBS-RK) developed by Kaur (2014)

REFERENCES

Abbott, L., & McKinney, J. (2013). *Understanding and applying research design.* John Wiley & Sons.

Academic Achievement (2019). Academic achievement. Retrieved November 30, 2022 from https://www.tandfonline.com/doi/full/10.1080/01443410.2019.1643971

Ahmar, F., & Anwar, E. (2013). Socio economic status and its relation to academic achievement of higher secondary school students. *Journal of Humanities and Social Science*, *13*(6), 13-20.

Alam, S., & Rizvi, K. (2012). Psychological well-being among bank employees. *Journal of The Indian Academy of Applied Psychology, 38*, 242–247.

Benoit V., & Gabola, P. (2021). Effects of positive psychology interventions on the well-being of young children: A systematic literature review. *International Journal of Environment Research of Public Health 18* (22), 12-65. Doi: 10.3390/Ijerph182212065.

Berger, C., Alcalay, L., Torretti, A., & Milicic, N. (2011). Socio-emotional well-being and academic achievement: Evidence from a multilevel approach. *Psicologia: reflexao e critica*, *24*, 344-351.

Bhagat, P. (2016). Social adjustment of secondary school students in relation to their gender, academic achievement, and the parent-child relationship. *International Journal of Advanced Research, 4,* 64–71. https://doi.org/10.21474/IJAR01/1155

Bhat, B. A. (2021). Psychological well-being of senior secondary school students of Kashmir valley in relation to their place of living and academic achievement. *The New Educational Review*, *64*, 101-108.

Bilal, H. A., Tariq, A. R., Aleem, U., Shabbir, S. I., Parveen, M., & Campus, S. (2013). The effect of nuclear and joint family systems on academic

achievements of students. *Journal of Social Sciences and Humanities*, *4*(5), 543–549.

Boehm, J. K., & Kubzansky, L. D. (2012). The heart's content: The association between positive psychological well-being and cardiovascular health. *Psychological Bulletin, 138*(4), 655–691. https://doi.org/10.1037/a0027448

Bortes, C., Ragnarsson, S., Strandh, M., & Petersen, S. (2021). The bidirectional relationship between subjective well-being and academic achievement in adolescence. *Journal of Youth and Adolescence, 50(*5), 992-1002.

Bucker, S., Nuraydun, S., Bianca, A., Micheal, S., & Luhmann, M. (2018) Subjective well-being and academic achievement: A meta-analysis. *Journal Of Research In Personality, 74,* 83-91.

Cadime, I., Pinto, A. M., Lima, S., Rego, S., Pereira, J., & Ribeiro, I. (2016). Well-being and academic achievement in secondary school pupils: The unique effects of burnout and engagement. *Journal of Adolescence*, *53*, 169-179. https://doi.org/10.1016/j.adolescence.2016.10.003

Carranza-Esteban, R. F., Hernández, R. M., & Alhuay-Quispe, J. (2017). Psychological well-being and academic achievement in undergraduate psychology students. *Revista Internacional de Investigación en Ciencias Sociales*, *13*(2), 133-146.

Carroll, A., York, A., Fynes-Clinton, S., Sanders-O'Connor, E., Flynn, L., Bower, J. M., ... & Ziaei, M. (2021). The downstream effects of teacher well-being programs: improvements in teachers' stress, cognition and well-being benefit their students. *Frontiers in Psychology*, *12*, 689628.

Chernyshenko, O. S., Kankaraš, M., & Drasgow, F. (2018). Social and emotional measures for cross-cultural research: A psychometric evaluation of the Serbian version of the PISA 2015 social and emotional questionnaire. *Journal of Psychoeducational Assessment, 36*(7), 689-703.

Chernyshenko, O. S., Kankaraš, M., & Drasgow, F. (2018). Understanding the complexity of student well-being: A person-centered approach. *Journal of School Psychology, 68,* 157–174. https://doi.org/10.1016/j.jsp.2018.02.002

Cho, Y. J., & Kim, H. J. (2019). The longitudinal relationship between autonomous motivation and mastery-oriented goals: The mediating role of mastery-oriented goals. *Educational Psychology, 39*(9), 1183–1200. https://doi.org/10.1080/01443410.2019.1621145

Cho, Y. J., & Kim, H. J. (2019). The longitudinal relationship between autonomous motivation and mastery-oriented goals among South Korean secondary students. *Educational Psychology, 39*(6), 712-728.

Chturvedi and Rashmi (2021) *The influence of parenting style on subjective well-being and academic achievement of adolescents of Lucknow city*. Faculty of Education, Shri Ramswaroop Memorial University. http://hdl.handle.net/10603/329183

Closson, L. M., & Bond, B. J. (2019). Social network site use and academic procrastination: The mediating role of academic adaptation. *Journal of Educational Computing Research, 57*(7), 1623–1645. https://doi.org/10.1177/0735633119838556

Colmar, S. H., Liem, G. A. D., Connor, J. P., & Martin, A. J. (2019). Academic buoyancy and academic outcomes: Exploring the role of self-concept in university students. *Educational Psychology, 39*(9), 1095–1112. https://doi.org/10.1080/01443410.2019.1621144

Colmar, S. H., Liem, G. A. D., Connor, J. P., & Martin, A. J. (2019). Academic buoyancy and academic success: Mediating the relationships among students' academic buoyancy, academic self-concept, and mathematics achievement. *Educational Psychology, 39*(9), 1197–1213. https://doi.org/10.1080/01443410.2019.1570297

Compas, B. E., Connor-Smith, J. K., Saltzman, H., Thomsen, A. H., & Wadsworth, M. E. (2001). Coping with stress during childhood and adolescence: Problems,

progress, and potential in theory and research. P*sychological Bulletin*, *127*(1), 87–127. https://doi.org/10.1037/0033-2909.127.1.87

Corey L. M. Keyes. (1998). Social well-being. *Social Psychology Quarterly*, *61*(2), 121-140. https://doi.org/10.2307/2787065

Credé, M., & Kuncel, N. R. (2008). Study habits, skills, and attitudes: The third pillar supporting collegiate academic performance. *Perspectives on Psychological Science, 3*(6), 425–453. https://doi.org/10.1111/j.1745-6924.2008.00089.x

Devi, M. (2012). *Well-Being of High School Female Teachers in Relation to Marital Status Emotional Intelligence Life Satisfaction and Personality Hardiness.* Department of Education, Himachal Pradesh University. http://hdl.handle.net/10603/19573

Diener, E., & Chan, M. Y. (2011). Happy people live longer: Subjective well-being contributes to health and longevity. Applied Psychology: *Health and Well-Being, 3*(1), 1-43. https://doi.org/10.1111/j.1758-0854.2010.01045.x

Diener, E., Inglehart, R., & Tay, L. (2013). Theory and validity of life satisfaction scales. *Social Indicators Research, 112*(3), 497-527. doi: 10.1007/s11205-012-0076-y

Dreer, B. (2023). On the outcomes of teacher wellbeing: a systematic review of research. *Frontiers in Psychology*, *14*.

Dubey, S. (2015). *Psychological Well-Being of Teachers Teaching in Govt. and Private Colleges*. Dissertation submitted to MIER College of Education, University of Jammu.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*(1), 405–432. https://doi.org/10.1111/j.1467-8624.2010.01564.x

Eakman, A. M., Kinney, A. R., Schierl, M. J., & Henry, K. L. (2019). The emotional and social lives of returned veterans and service personnel: A comprehensive review. *Journal of Military and Veterans' Health, 27*(2), 1–16.

Eakman, A. M., Kinney, D. A., Schierl, M. J., & Henry, K. L. (2019). The role of emotional and social complexity in the lives of returned veterans and service personnel: A review of the literature. *Journal of Military and Veterans' Health, 27*(2), 7–16.

Elliot, A. J. (2005). A conceptual history of the achievement goal construct. Handbook of competence and motivation, 52-72.

Erdem, C., & Kaya, M. (2021). Socioeconomic status and wellbeing as predictors of students' academic achievement: evidence from a developing country. *Journal of Psychologists and Counselors in Schools, 1*-19.

Faaz, M., & Khan, Z.N. (2017). A study of academic achievement of upper primary school students in relation to their socio-economic status. *Asian Journals of Research in Social Science and Humanities, 7*(6), 121-127

Fatimah, S., & Fasikhah, S. (2013). The relationship between academic achievement and student's behavior in the classroom. *Journal of Education and Practice, 4*(3), 1-6.

Ferragut, M., & Fierro, A. (2012). Emotional intelligence, well-being and academic achievement in preadolescents. *Revista Latinoamericana de Psicología, 44*(3), 95-104

Ford, M. T., Cerasoli, C. P., Higgins, J. A., & Decesare, A. L. (2011). Relationships between psychological, physical, and behavioural health and work performance: A review and meta-analysis. *Work & Stress, 25*(3), 185-204. doi: 10.1080/02678373.2011.614089

Forgeard, M. J. C., Jayawickreme, E., Kern, M. L., & Seligman, M. E. P. (2011). Doing the right thing: Measuring well-being for public policy. *International Journal of Wellbeing, 1*(1), 79-106. https://doi.org/10.5502/ijw.v1i1.14

Fox, H. B., Walter, H. L., & Ball, K. B. (2023). Methods used to evaluate teacher well- being: A systematic review. *Psychology in the Schools, 60*(10), 4177-4198.

Frydenberg, E., Martin, A. J., & Collie, R. J. (2017). Editorial: Social and emotional learning and student well-being. *International Journal of Educational Research, 85*, 1–2. https://doi.org/10.1016/j.ijer.2017.08.001

Frydenberg, E., Martin, A. J., & Collie, R. J. (2017). Social and emotional learning in Australia and the Asia-Pacific. Springer.

Gobena, G.A. (2018). Family socio-economic status effect on students' academic achievement at College of Education and Behavioral Sciences, Haramaya University, Eastern Ethiopia. *Journal of Teacher Education And Educators, 7*(3), 207–222.

Grabel, B. F. (2017). *The relationship between wellbeing and academic achievement A systematic review*. Master's thesis, Department of Behavioral, Management & Social Sciences, University of Twente.

Greenberg, M. T., Weissberg, R. P., O'Brien, M. U., Zins, J. E., Fredericks, L., Resnik, H., & Elias, M. J. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist, 58*(6–7), 466–474. https://doi.org/10.1037/0003-066X.58.6-7.466

Guay, F., Marsh, H. W., & Boivin, M. (2003). Academic self-concept and academic achievement: Developmental perspectives on their causal ordering. *Journal of Educational Psychology, 95*(1), 124-136.

Hartarti, N., Adiyanti, M.G., Mirza, W.M., & Yuniarti K.W. (2021). Psychological well-being and academic achievement of Minang students viewed from family structure and living arrangements.Indigenous: *Jurnal Ilmiah Psikologi, 6* (1). 55-66 http://doi.org/10.23917/indigenous.v6i1.11156)

Heckhausen, J., & Chang, E. S. (2009). Developmental regulation across the life span: Toward a new synthesis. *Developmental Psychology, 45*(4), 969-980.

Heckhausen, J., Wrosch, C., & Schulz, R. (2010). A motivational theory of life-span development. *Psychological Review, 117*(1), 32-60.

Huang, C. (2015). The relationship between academic well-being and academic achievement in urban middle school students. *Journal of Psychologists and Counsellors in Schools, 25*(1), 1-14. doi: 10.1017/jgc.2014.16

Huppert, F. A. (2014). The state of well-being science: Concepts, controversies, and implications for understanding life satisfaction and quality of life. In M. Eid & R. J. Larsen (Eds.), The science of subjective well-being (pp. 1–23). Guilford Press.

Huppert, F. A. (2014). The state of well-being science: Concepts, measures, interventions, and policies. In F. A. Huppert, N. Baylis, & B. Keverne (Eds.), The science of well-being (pp. 1-12). Oxford University Press.

Ingerson, S. (1998). Spiritual well-being: A neglected subject in quality of life research. *Social Indicators Research, 45*(3), 279-293. https://doi.org/ 10.1023/A:1006921820319

Jenna Sinclair. (2021). Physical Well-Being. PositivePsychology.com. https://positivepsychology.com/physical-well-being/

Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2020). Toward a definition of mixed methods research. Journal of Mixed Methods Research, 14(4), 473-494

Kahneman, D., & Deaton, A. (2010). High income improves evaluation of life but not emotional well-being. *Proceedings of the National Academy of Sciences, 107*(38), 16489-16493. https://doi.org/10.1073/pnas.1011492107

Kaur, R. (2014). *Manual for Well-Being Scale*. National Psychological Corporation.

Kaur, J. (2022).*Self-Esteem, Psychological Well-Being and Academic Achievement of Adolescents Belonging to Families of Low Socio-Economic Status of Punjab* (Doctoral dissertation, Desh Bhagat University). Retrieved from http://hdl.handle.net/20.500.14146/9943

Kaur, J., & Arora, B. (2014). Academic achievement in relation to the mental health of adolescents. *International Journal of Humanities, Arts, Medicine and Sciences 2*(4),9–14http://www.bestjournals.in/View_archives.

Kaur, J., & Kaur, M. (2022). A life skills intervention for enhancing the psychological well-being of secondary school students: life skills intervention. *MIER Journal of Educational Studies Trends and Practices, 12*(2), 285–300. https://doi.org/10.52634/mier/2022/v12/i2/2263.

Kaur, K., & Singh, K. (2022). Psychological well-being among university students in relation to social competence and program commitment. *IJFMR-International Journal For Multidisciplinary Research, 4*(6).

Kaya, M., & Erdem, C. (2021). Students' well-being and academic achievement: A meta-analysis study. *Child Indicators Research,* 14(5), 1743-1767.

Kell, H. J., Lubinski, D., & Benbow, C. P. (2013). Who rises to the top? Early indicators. Psychological Science, 24(5), 648-659.

Kern, M. L., Waters, L., Adler, A., & White, M. (2014). Assessing employee wellbeing in schools using a multifaceted approach: associations with physical health, life satisfaction, and professional thriving. *Psychology, 05*(06), 500–513. https://doi.org/10.4236/psych.2014.56060

Keyes, C. L. M. (2007). Promoting and protecting mental health as flourishing: A complementary strategy for improving national mental health. *American Psychologist, 62*(2), 95-108. https://doi.org/10.1037/0003-066X.62.2.95

Khan, K., Ali, S., & Kausar, Y. (2014). Spiritual well-being in relation to achievement motivation among students of science and commerce streams. *Indian Journal of Health & Wellbeing, 5*(1), 53-56.

Kiuru, N., Wang, M. T., Salmela-Aro, K., Kannas, L., Ahonen, T., & Hirvonen, R. (2020). Associations between adolescents' interpersonal relationships, school well-being, and academic achievement during educational transitions. *Journal of youth and adolescence, 49*(5), 1057-1072.

Klapp, T., Klapp, A., & Gustafsson, J. E. (2023). Relations between students' well-being and academic achievement: evidence from Swedish compulsory school. *European Journal of Psychology of Education*, 1-22.

Kleinkorres, R., Stang, J., & McElvany, N. (2020). A longitudinal analysis of reciprocal relations between students' well-being and academic achievement. *Journal for Educational Research Online*, *12*(2), 114-165.

Kumar, R., & Lal, R. (2014). Study of academic achievement in relation to family environment among adolescents. *The International Journal of Indian Psychology*, *2*(1), 146-155.

Lerner, R. M., Phelps, E., Forman, Y., & Bowers, E. P. (2009). Positive youth development. In R. M. Lerner & L. Steinberg (Eds.), Handbook of adolescent psychology (3rd ed., pp. 524-558). John Wiley & Sons.

Lv, B., Zhou, H., Guo, X., Liu, C., Liu, Z., & Luo, L. (2016). The relationship between academic achievement and the emotional well-being of elementary school children in China: The moderating role of parent-school communication. *Frontiers in Psychology*, *7*, 948.

Makki Abadi, M. M., Tabbodi, M., & Rahgozar, H. (2015). The relationship between spiritual well-being and academic achievement. *European Online Journal of Natural and Social Sciences: Proceedings*, *2*(3 (s)), pp-3440.

Manzoor, A., Siddique, A., Riaz, F., & Riaz, A. (2014). Determining the impact of subjective well-being on academic achievement of children in District Faisalabad. *Mediterranean Journal of Social Sciences, 5*(23), 2673–2678. https://doi.org/10.5901/mjss.2014.v5n23p2673)

Martinez, I. M., Youssef-Morgan, C. M., Chambel, M. J., & Marques-Pinto, A. (2019). Psychological capital and academic engagement: The mediating role of self-regulated learning. *Educational Psychology, 39*(9), 1113–1130. https://doi.org/10.1080/01443410.2019.1621146

Martinez, L. F., Youssef-Morgan, C. M., Chambel, M. J., & Marques-Pinto, A. (2019). Psychological capital resources and engagement: Mediating role of job

crafting. *Journal of Business and Psychology, 34*(3), 305–318. https://doi.org/10.1007/s10869-018-9549-5

McCulloch, A. (1991). The concept of well-being in economics. In A. J. Culyer & N. H. S. (Eds.), The dictionary of health economics (pp. 312-313). Edward Elgar.

Miller, A., Connolly, P., & Maguire, L. (2013). Academic buoyancy: Towards an understanding of students' everyday academic resilience. *Journal of Adolescence, 36*(4), 747-758.

Moore, K. A., Mok, M. M. C., Chan, A. K. W., & Lai, M. H. C. (2006). Adolescent well-being in Hong Kong: A conceptual framework and a review of the literature. *Children and Youth Services Review, 28*(6), 677-706.

Moore, K. A., Mok, M. M. C., Chan, J. Y. C., & Lai, M. H. C. (2006). Measuring student well-being in the context of Australian schooling: A review of the literature. *Australian Journal of Education, 50*(3), 292–305. https://doi.org/10.1177/000494410605000307

Morinaj, J., & Hascher, T. (2022). On the relationship between student well-being and academic achievement: A longitudinal study among secondary school students in Switzerland. *Zeitschrift für Psychologie, 230*(3), 201.

Morinaj, J., & Hascher, T. (2022). On the relationship between student well-being and academic achievement: A longitudinal study among secondary school students in Switzerland. *Zeitschrift für Psychologie, 230*(3), 201.

Mubarok, F., & Pierewan, A. (2020). Well-being and academic achievement of students in the city of Yogyakarta. *Jurnal Ecopsy, 7*. https://doi.org/10.20527/ecopsy.v7i1.6025)

Murray-Harvey, R. (2010). Relationship influences on students' academic achievement, psychological health, and well-being at school. *Educational and Child Psychology, 27*(1), 104.

Nikolaev, E. L. (2016). The relationship between education and subjective well-being: Two paradoxes. *Journal of Happiness Studies, 17*(3), 1167-1184. doi: 10.1007/s10902-015-9643-8

OECD. (2012). OECD guidelines on measuring subjective well-being. OECD Publishing.

OECD. (2019). PISA 2018 results (Volume II): Where all students can succeed. OECD Publishing. https://doi.org/10.1787/b5fd1b8f-en

Okioga, C. K. (2013). The impact of students' socio-economic background on academic performance in Universities, a case of students in Kisii University College. *American International Journal of Social Science*, *2*(2), 38-46.

Phan, H. P., Ngu, B. H., & Alrashidi, O. (2016). Role of student well-being: A study using structural equation modeling. *Psychological Reports, 119*(1), 77–105.

Phan, H. P., Ngu, B. H., & Wang, H. C. (2016). Well-being and academic achievement: A meta-analysis. *Journal of School Psychology,* 57, 53-72.

Pietarinen, J., Soini, T., & Pyhältö, K. (2014). School-related well-being and academic achievement: A comparative study between Finnish and Chinese university students. *International Journal of Educational Research, 63*, 21-29.

Pillay, H., Goddard, R., & Wills, L. (2005). Well-being, burnout, and competence : Implications For Teachers. *Australian Journal of Teacher Education*, *30*(2). Https://doi.org/10.14221/Ajte.2005v30n2.3

Pong, H. K. (2017). The relationship between the spiritual well-being of university students in Hong Kong and their academic performance. *International Journal of Children's Spirituality*, *22*(3-4), 329-351. https://doi.org/10.1080/1364436X.2017.1382453

Positive Psychology Center (2022). Perma™ theory of well-being and perma™ workshops Retrieved November 30, 2022_from https://ppc.sas.upenn.edu/learn-more/perma-theory-well-being-and-perma-workshops

Positive Psychology Theory (2022) Introducing a new theory of well-being. Retrieved November 30, 2022_from http://www.authentichappiness.sas.upenn.edu/sites/default/files/PERMA.png

Prpa, N. (2016). *Achievement Goals as Predictors of Different Subjective and Psychological Well-Being Measures.* Department of Physical Education and Sport Sciences Greece, University of Thessaly.

Ram, A. (2022). *The Relationship of Positive and Negative Perfectionism to Academic Achievement, Achievement Motivation, and Well-Being in Tertiary Students*. Department of psychology, University of Canterbury. http://dx.doi.org/10.26021/9105

Rapuano, V. (2019). Psychological well-being and its relationship with the academic achievement of Lithuanian students. *Socialiniai tyrimai*, *42*(2), 44-51.

Rathi, N., & Rastogi, R. (2007). Meaning in life and psychological well-being in pre-adolescents and adolescents. *Journal of the Indian Academy of Applied Psychology*, *33*(1), 31-38

Rathwa, M. M. C. (2014). A Study of Well-being among B. Ed College Students. *The International Journal of Indian Psychology, 1 (2).* https://doi.org/10.25215/0102.006

Razia, B. (2016). Emotional intelligence of pupil teachers in relation to their well-being. *International Research Journal of Social Sciences*, *5*(1), 20–23.

Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2005). Teachers, schools, and academic achievement. Econometrica, 73(2), 417–458. https://doi.org/10.1111/j.1468-0262.2005.00584.

Ryff, C. D., & Keyes, C. L. M. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology*, *69*(4), 719-727. https://doi.org/10.1037/0022-3514.69.4.719

Sahu, F., & Rath, S. (2003). Self-efficacy and wellbeing in working and non-working women: The moderating role of involvement. *Psychology & Developing Societies, 15*, 187–200. https://doi.org/10.1177/097133360301500205

Seligman, M. E. P., Ernst, R. M., Gillham, J., Reivich, K., & Linkins, M. (2009). Positive education: Positive psychology and classroom interventions. *Oxford Review of Education, 35*(3), 293–311. https://doi.org/10.1080/03054980902934563

Seligman, M. E. P. (2011). Flourish: A visionary new understanding of happiness and well-being. Free Press.

Seligman, M. E. P. (2011). Flourish: A visionary new understanding of happiness and well-being. Free Press.

Singh, B., & Udainiya, R. (2009). Self-efficacy and well-being of adolescents. *Journal of the Indian Academy of Applied Psychology, 35*(2), 227–232.

Singh, B. (2017). A study of academic achievement of different streams of B.Ed. students. *Scholarly Research Journal for Interdisciplinary Studies, 4*. https://doi.org/10.21922/srjis.v4i37.10523

Sinha, D., & Verma, J. (1992). Quality of life: A study of well-being in India. Oxford University Press.

Social Well-Being (2021) What Is Social Wellbeing? Retrieved November 25, 2022_from https://positivepsychology.com/social-wellbeing/

Sood, S., & Bakhshi, A. (2012). Perceived social support and psychological well-being of aged Kashmiri migrants. *Research on Humanities and Social Sciences, 2*(2), 1-7.

Spence, G. B., & Shortt, A. L. (2007). Research on well-being: Some advice from Aristotle. *Journal of Happiness Studies, 8*(1), 117-141. https://doi.org/10.1007/s10902-006-9016-3

Steinmayr, R., Heyder, A., Naumburg, C., Michels, J., & Wirthwein, L. (2018). School-related and individual predictors of subjective well-being and academic achievement. *Frontiers in psychology*, *9*, 2631.

Steinmayr, R., Meißner, F., Weidinger, A. F., & Wirthwein, L. (2014). Academic achievement: The role of personality, intelligence, and motivation. *Journal of Educational Psychology*, *106*(1), 121–131. https://doi.org/10.1037/a0033546

Streefkerk, R. (2019). Quantitative vs. Qualitative Research: An In-Depth Comparison. https://www.scribbr.com/methodology/quantitative-vs-qualitative-research/Martin

Suldo, S. M., Riley, K. N., & Shaffner, M. F. (2006). Academic correlates of children and adolescents' life satisfaction. *School Psychology International, 27*(5), 567-582. doi: 10.1177/0143034306069071

Susheela. (2017) Academic achievement and psychological well-being of secondary school students in relation to their emotional intelligence and self-efficacy. Department of Education, Kurukshetra University. Http://hdl.handle.net/10603/194240

Tanya J. Peterson. (2022). What Is Mental Well-Being? Verywell Mind. https://www.verywellmind.com/what-is-mental-well-being-5186106

Wantur, A., Alsa, Asmadi, Pulungan, R. (2020). Mediating role of psychological well-being in the relationship between self-esteem and university students' academic performance. *International Journal of Management, (11)*, I45-147.

Well-Being (2019) *What is Well-Being? Definition, Types, and Well-Being Skills.* Retrieved_from_https://www.psychologytoday.com/us/blog/click-here-happiness/201901/what-is-well-being-definition-types-and-well-being-skills

Well Being (2022). *What are the 5 Different types of Well-being?* Retrieved August 31, 2022_from_https://www.wellbeing.sg/blog/what-are-the-5-different-types-of-wellbeing-28

World Health Organization. (n.d.). Mental health: strengthening our response. https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response

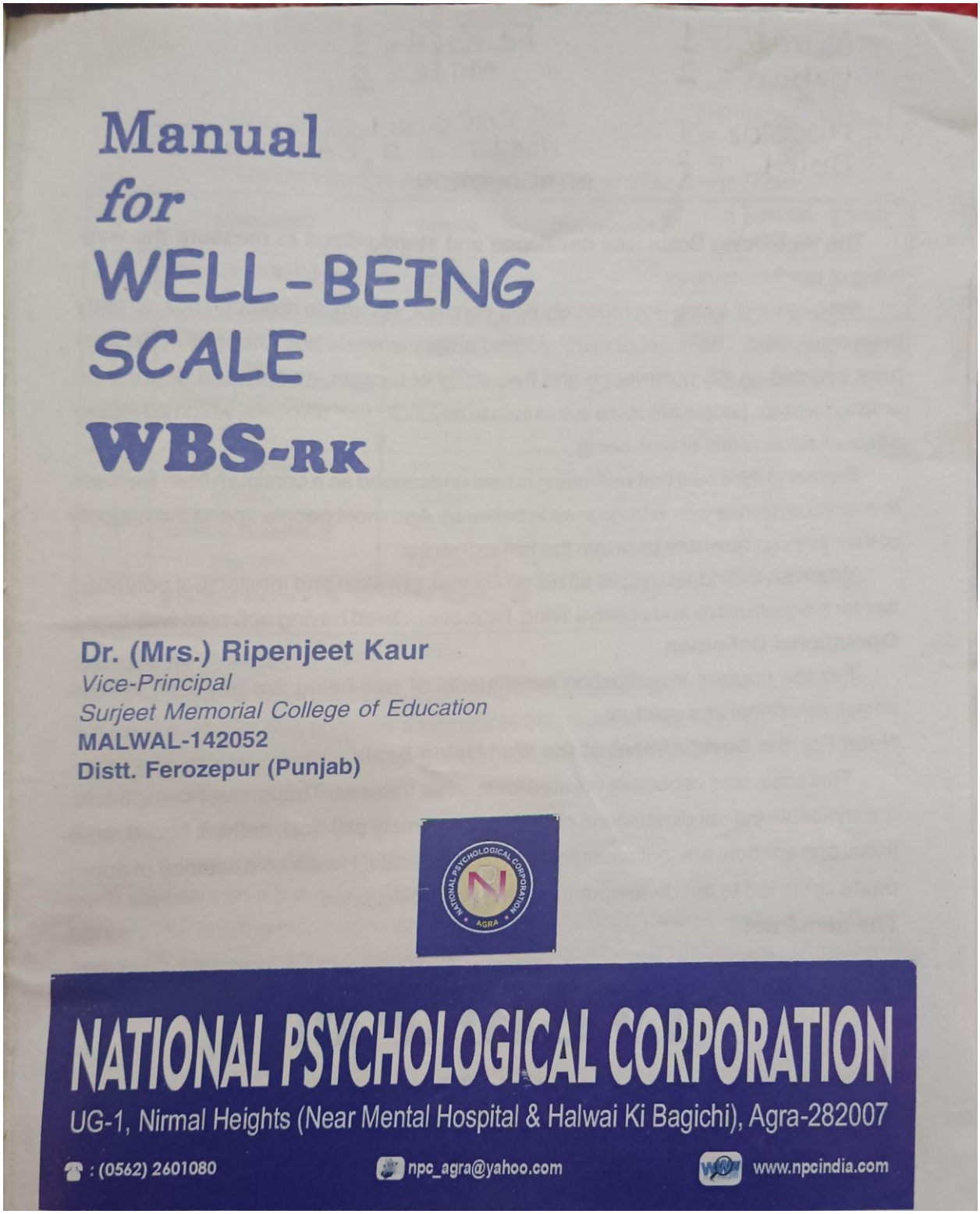
Xuan, X., Xue, Y., Zhang, C., Luo, Y., Jiang, W., Qi, M., & Wang, Y. (2019). Relationship among school socioeconomic status, teacher-student relationship, and middle school students' academic achievement in China: Using the multilevel mediation model. *PloS one*, *14*(3), https://doi.org/10.1371/journal.pone.0213783.

Yunus, J., B., M., & Bin Mahajar, A.J. (2011) Stress and psychological well-being of Government Officers In Malaysia. *The Journal of Human Resource and Adult Learning*, (7), *40-50.*

Zajacova, A., Lynch, S. M., & Espenshade, T. J. (2005). Self-efficacy, stress, and academic success in college. *Research in Higher Education, 46*(6), 677–706. https://doi.org/10.1007/s11162-004-4139-z

Zhang, F., Jiang, Y., Ming, H., Yang, C., & Huang, S. (2020). Family socioeconomic status and adolescents' academic achievement: The moderating roles of subjective social mobility and attention. *Journal of Youth and Adolescence, 49*. https://doi.org/10.1007/S10964-020-01287-X

Appendix-A


Manual
for
WELL-BEING
SCALE
WBS-RK
Dr. (Mrs.) Ripenjeet Kaur
Vice-Principal
Surjeet Memorial College of Education
MALWAL-142052
Distt. Ferozepur (Punjab)
NATIONAL PSYCHOLOGICAL CORPORATION
AGRA
NATIONAL PSYCHOLOGICAL CORPORATION
UG-1, Nirmal Heights (Near Mental Hospital & Halwai Ki Bagichi), Agra-282007
: (0562) 2601080
npc_agra@yahoo.com
www.npcindia.com

Rural = 1
Urban = 2

Female = 1
male = 2

Nuclear = 1
Joint = 2

Science = 1
Arts = 2, commerce = 3

INTRODUCTION

The Well-Being Scale was developed and standardized to measure the well-being of teacher trainees.

Although well-being is a relatively new concept, yet ample research has already been conducted. The onset of technological advancements and changes in life style have boosted up the occurrence and frequency of tension, anxiety and depression among masses, people are more vulnerable to psychological ailments, which adversely affect all dimensions of well-being.

Bremer (1996) said that well-being is best understood as a continum from wellness to maximum illenss with a large area in between. And most people spend the majority of their lives somewhere between the two extremes.

When an individual utilizes all his emotional, physical and intellectual potentialities for a constructive and positive living, he is considered having optimum well-being.

Operational Definition

For the present investigation constituents of well-being are physical, mental, social, emotional and spiritual.

Need For the Development of the Well-Being Scale

This scale was especially created for teacher trainees. Though well-being scales are available yet all dimensions of well-being namely physical, mental, social, emotional and spiritual are not covered by any single scale. Hence no existence of appropriate scale led to the development of this well-being sclae.

The Item Pool

The review of existing well-being scales, adjustment scales and other scales related to different aspects of well-being provided a rationale to includes 125 items that pertain to (i) Physical Well-Being (ii) Mental Well-Being (iii) Social Well-Being (iv) Emotional Well-Being (v) Spiritual Well-Being.The item pool was given to experienced principals and teachers and language experts to judge the content of each item and its relevance. On the basis of experts'opinion, it was decided to have 65 items both positive and negative, as shown in Table 1.

Reliability and Validity of The Final Draft of Well-Being Scale

Reliability : Test-Retest Reliability

In order to determine the reliability and validity of Well-Being Scale, an independent sample of 50 B.Ed. Students from different Colleges of Education was drawn on randon basis.

The scale was administered on the selected teacher-trainees twice with a gap of one month.

Test - Retest Method of Reliability

To adjudge the consistency of a test repetition is the simplest method. Correlation between two sets of scores was computed after administering the Well-Being Scale to the same group of subjects at two different occasions.

TABLE 3

Mean, SD, t-Values and Correlation of Total-35 Items During the First and Second Administration (N = 50)

Administration	Mean	Std. Deviation	r_{hh}	R_{tt}
1st Administration	132.52	12.47	0.51**	0.67**
2nd Administration	128.34	15.97		

**Correlation is significant at 0.01 level.

Validity

The validity of a test concern what the test measures and how well does it so. In the present case, content validity and construct validity were established as explained hereunder.

Content Validity

The content validity involves the systematic examination of test content to determine whether it covers a representative sample of the behaviour domain to be measured. In the present case, content validation was done while preparing the preliminary draft of Well-Being Scale and with the help of expert opinion of teacher educators and language specialities with regard to the relevence of each item in the scale.

Construct Validity

Construct validity refers to the extent to which operationalizations of a construct (i.e., practical tests developed from a theory) do actually measure what the theory says they do.Construct validity evidence involves the empirical and theoretical support for the interpretation of the construct. Such lines of evidence include statistical analyses of the internal structure of the test including the relationships between responses to different test items. They also include relationships between the test and

measures of other constructs. As currently understood, construct validity is not distinct from the support for the substantive theory of the construct that the test is designed to measure. As such, experiments designed to reveal aspects of the causal role of the construct also contribute to construct validity evidence. The simple way of thinking about it is as a test of generalization, like external validity, but it assesses whether the variable that you are testing for is addressed by the experiment. Construct validity is a device used almost exclusively in social sciences, psychology and education. We measured the construct validity of Well-Being Scale through the tables 4 and 5.

TABLE 4

Mean, SD and Correlation of Five Dimensions of Well-Being During The First Administration of Final Draft of Well-Being Scale (N = 50)

Sr. No.	Dimensions	Mean	SD	PWB	MWB	SWB	EWB	Sp. WB	TOTAL
I.	PWB	26.36	3.71	1	0.31*	0.19	0.20	0.23	0.59**
II.	MWB	25.86	4.36		1	0.36*	0.12	0.06	0.59**
III.	SWB	27.36	3.19			1	0.32*	0.31*	0.64**
IV.	EWB	26.18	4.11				1	0.64**	0.71**
V.	Sp.WB	26.76	3.82					1	0.69**
	TOTAL	132.52	12.47						1

TABLE 5

Mean, SD and Correlation of Five Dimensions of Well-Being During The Second Administration of Final Draft of Well-Being Scale (N = 50)

Sr. No.	Dimensions	Mean	SD	PWB	MWB	SWB	EWB	Sp. WB	TOTAL
I.	PWB	24.72	4.25	1	0.65**	0.50**	0.37**	0.35**	0.43**
II.	MWB	25.42	4.34		1	0.06	0.12	0.18	0.59**
III.	SWB	26.28	3.82			1	0.65**	0.72**	0.83**
IV.	EWB	26.08	4.27				1	0.65**	0.39**
V.	Sp.WB	25.90	4.72					1	0.40**
	TOTAL	128.34	15.97						1

**Correlation is significant at 0.01 level. *Correlation is significant at 0.05 level.

Scoring Technique

There are 20 positively worded and 15 negatively worded items in the well-being scale. The scale is a Lickert type Five point scale, viz., **Strongly Agree, Agree, Undecided, Disagree** and **Strongly Disagree,** the scoring system is as following :

TABLE 6 : *Scoring System*

Sr. No.	Type of Items	Strongly Agree	Argee	Undecided	Disagree	Strongly Disagree
I.	Positive Items	5	4	3	2	1
II.	Nagative Items	1	2	3	4	5

Statistical Results & Norms

Dimension-wise and for the total scale Means and Standard Deviations have been given in Table 7.

TABLE 7 : *Dimension-wise Statistical Results* **N = 200**

Sr. No.	Dimension	Dimension Code	Mean	SD
I.	Physical	PWB	25.54	3.98
II.	Mental	MWB	25.64	4.36
III.	Social	SWB	26.82	3.50
IV.	Emotional	EWB	26.13	4.19
V.	Spiritual	SpWB	26.33	4.27
		Total	**130.43**	**14.22**

On the basis of the above statistical results Z-score Norms for the full Well-being Scale have been prepared and the same have been presented in Table 8. Norms for interpretation of the level of well-being have been presented in Table 9.

TABLE 8 : *Z-score Norms for Full Well-being Scale*

Mean : 130·43 SD : 14·22 N = 200

RAW Score	z-Score	RAW Score	z-Score	RAW Score	z-Score	RAW Score	z-Score
95	–2·49	113	–1·22	131	+0·04	149	+1·30
96	–2·42	114	–1·15	132	+0·11	150	+1·37
97	–2·35	115	–1·08	133	+0·18	151	+1·44
98	–2·28	116	–1·01	134	+0·25	152	+1·51
99	–2·21	117	–0·94	135	+0·32	153	+1·58
100	–2·13	118	–0·87	136	+0·39	154	+1·65
101	–2·06	119	–0·80	137	+0·46	155	+1·72
102	–1·99	120	–0·73	138	+0·53	156	+1·79
103	–1·92	121	–0·66	139	+0·60	157	+1·86
104	–1·85	122	–0·59	140	+0·67	158	+1·93
105	–1·78	123	–0·52	141	+0·74	159	+2·00
106	–1·71	124	–0·45	142	+0·81	160	+2·07
107	–1·64	125	–0·38	143	+0·88	161	+2·14
108	–1·57	126	–0·31	144	+0·95	162	+2·21
109	–1·50	127	–0·24	145	+1·02	163	+2·28
110	–1·43	128	–0·17	146	+1·09	164	+2·36
111	–1·36	129	–0·10	147	+1·16	165	+2·43
112	–1·29	130	–0·03	148	+1·23	166	+2·50

TABLE 9 : *Norms for Interpretation of Level of Well-being*

Sr. No.	Range of z-Scores	Grade	Level of Well-being
1.	+2·01 and above	A	Extremely High
2.	+1·26 to + 2·00	B	High
3.	+0·51 to + 1·25	C	Above Average
4.	–0·50 to + 0·50	D	Average
5.	–0·51 to – 1·25	E	Below Average
6.	–1·26 to – 2·00	F	Low
7.	–2·01 and below	G	Extremely Low

REFERENCES

Best John W. and Kahn James V. (2003). *Research in Education,* Prentice Hall of India, Pvt. Ltd., New Delhi.

Garret, H.E. (1971). *Statistics in Psychalogy and Education.* Vikils Fefors and Simsons, Bombay.

Kaur, Sukhpal (2011). A study of well-being of elementary school teachers in relation to emotional intelligence, stress and self-esteem. *Unpublished Ph. D. Thesis,* Pbi. University, Patiala.

Micheal Assefa Wolde (1998). A study of intelligence, locus of control and well-being of adolescents in Addis Ababa, Ethiopia. *Unpublished Ph. D. Thesis,* P.U., Chd.

Singh, Jagsharanbir (1999). A study of well-being of Navodaya Vidyala teachers in relation to their job burnout. *Ph. D. Thesis,* P.U., Chd.

© 2014. All rights reserved. No portion of this inventory material should be reproduced in any form without the written permission of the publisher. Manual for Well-Being Scale (WBS–RK). RP

Consumable Booklet
of
WBS-RK
(English Version)

Dr. (Mrs.) Ripenjeet Kaur (Ferozepur)

Please fill in the following informations : Date ☐☐☐☐☐☐☐☐

Name _____

Father's Name _____

Date of Birth _____ Sex : Male ☐ Female ☐

Educational Qualification _____ (If studying) Class _____

Faculty (Stream) Arts ☐ Science ☐ Commerce ☐

: Urban ☐ Rural ☐

Residental Background Monthly Income of parents :

Type of family : Nuclear ☐ Joint ☐ Percentage in previous semester

INSTRUCTIONS

On the following pages there are 35 statements related to the state of Well-being. Read each statement carefully and decide your response on the basis of your thinking and reaction on the five points, viz., **Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D)** and **Strongly Disagree (SD)** by putting a mark ☑ in the appropriate box which is close to your response.

No answer is Right or Wrong. Your responses will be kept confidential.

There is no time limit, but you can conveniently complete this scale in 15-20 minutes.

Scoring Table

	Raw Score			z-Score	Grade	Level of Well-being
Page	2	3	4			
Score						
Total						

MANASVI

Distributor

NATIONAL PSYCHOLOGICAL CORPORATION

4/230, Kacheri Ghat, AGRA-282 004 ✆ : (0562) 2464926

Sr. No.	STATEMENTS	Strongly Agree	Agree	Unde-cided	Dis-agree	Strongly Disagree	Score
1.	I have pains in different parts of my body.	☐	☐	☐	☐	☐	⬭
2.	I generally stay calm and relaxed.	☐	☐	☐	☐	☐	⬭
3.	My fellow beings love me.	☐	☐	☐	☐	☐	⬭
4.	I worry about my future without enjoying my present life.	☐	☐	☐	☐	☐	⬭
5.	I think truth, beauty and love are the basic human values.	☐	☐	☐	☐	☐	⬭
6.	I pursue my goals energetically.	☐	☐	☐	☐	☐	⬭
7.	I think life is interesting.	☐	☐	☐	☐	☐	⬭
8.	I am confident that my friends and relatives will look after me, in case of my illness or other serious problem in my life.	☐	☐	☐	☐	☐	⬭
9.	I get jealous on achievements of others.	☐	☐	☐	☐	☐	⬭
10.	My prayers bring peace of mind.	☐	☐	☐	☐	☐	⬭
11.	I get exhausted after doing a little work.	☐	☐	☐	☐	☐	⬭
12.	I am satisfied with what I have achieved till today.	☐	☐	☐	☐	☐	⬭

Total Score Page 2 ☐

Sr. No.	STATEMENTS	Strongly Agree	Agree	Unde-cided	Dis-agree	Strongly Disagree	Score
13.	I think my friends are selfish.	☐	☐	☐	☐	☐	•
14.	I feel myself an emotionally stable person.	☐	☐	☐	☐	☐	
15.	I wish to leave worldly affaires and go to a lonely place.	☐	☐	☐	☐	☐	•
16.	I care for healthy habits (no alcohol, no smoking, no drugs).	☐	☐	☐	☐	☐	
17.	I think life is hopeless.	☐	☐	☐	☐	☐	•
18.	I take care of what others think off me.	☐	☐	☐	☐	☐	
19.	I can control my emotions easily.	☐	☐	☐	☐	☐	
20.	I feel that meditation is only for elderly people.	☐	☐	☐	☐	☐	•
21.	I care for personal hygiene.	☐	☐	☐	☐	☐	
22.	I worry about having less success in life than I think I deserve.	☐	☐	☐	☐	☐	•
23.	I enjoy large social gatherings.	☐	☐	☐	☐	☐	
24.	I burst into tears and remain sad without any reason.	☐	☐	☐	☐	☐	•

Total Score Page 3 ☐

Sr. No.	STATEMENTS	Strongly Agree	Agree	Unde-cided	Dis-agree	Strongly Disagree	Score
25.	I feel that self realization leads to realization of God.	☐	☐	☐	☐	☐	⬭
26.	I suffer from indigestion.	☐	☐	☐	☐	☐	⬭
27.	My experiences have prepared me well for the future life.	☐	☐	☐	☐	☐	⬭
28.	I face awkwardness in meeting people.	☐	☐	☐	☐	☐	⬭
29.	I am leading a happy life.	☐	☐	☐	☐	☐	⬭
30.	I have blind faith in my religion.	☐	☐	☐	☐	☐	⬭
31.	I have a sound sleep.	☐	☐	☐	☐	☐	⬭
32.	I feel my hard work is appreciated.	☐	☐	☐	☐	☐	⬭
33.	I avoid social responsibilities.	☐	☐	☐	☐	☐	⬭
34.	I will like to commit suicide, if I face a crisis.	☐	☐	☐	☐	☐	⬭
35.	I feel that we and the things around us are integral part of a common force.	☐	☐	☐	☐	☐	⬭

Total Score Page 4 ⬭

© 2014. All rights reserved. Reproduction in any form is a violation of Copyright Act.
Consumable Booklet of Well-Being Scale (WBS–RK) (Eng.) RP

CHAPTER-I

INTRODUCTION

CHAPTER-II

REVIEW OF

RELATED LITERATURE

CHAPTER-III

RESEARCH METHODOLOGY

CHAPTER-IV

DATA ANALYSIS AND INTERPRETATION

CHAPTER-V

FINDINGS, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

SUMMARY

REFERENCES

APPENDIX