

Research Article

Psychological Wellness of High School Students**Dr.P.Caroline Jeba Sorna**

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ORCID: <https://orcid.org/0009-0001-0239-9815>DOI: <https://doi.org/10.34293/0974-2123.v17n1.002>**Abstract**

Psychological well-being is an essential determinant of adolescents' academic success and personal growth. The present study investigated the psychological well-being of 320 Standard IX students in Chennai, including 170 boys and 150 girls, from government, government-aided, and private schools. Data were collected using the Psychological Well-Being Scale by Sisodia & Choudhary (2012). Personal variables such as gender, medium of instruction and type of school were considered. Statistical techniques included t-test and the findings revealed significant differences in psychological well-being across gender and type of school, while no substantial difference was observed in medium of instruction. The results emphasize the need for fostering supportive school environments, equitable opportunities, and parental involvement in enhancing adolescent well-being.

Keywords: Psychological well-being, Adolescents, standard IX students, significance and school management

Introduction

Adolescence is a critical developmental stage marked by emotional, cognitive, and social transitions. Students of Standard IX face heightened academic expectations and the challenges of identity formation, peer relationships, and future planning. Psychological well-being, as conceptualized by Ryff (1989), includes six dimensions namely autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. These dimensions reflect the holistic development necessary for adolescents to thrive in school and beyond. In the contemporary Indian context, where students face increasing academic competition and social pressures, understanding their psychological well-being is vital for educators, parents, and policymakers.

Objectives of the Study

- To study the overall level of psychological well-being of Standard IX students.
- To examine whether psychological well-being differs with respect to gender, medium of instruction and type of school.

Hypothesis of the Study

- **H1** There is no significant difference in the psychological well-being of Standard IX students with respect to gender, medium of instruction and type of school.

Need and Significance of the Study

Secondary school students today encounter a variety of academic, social, and emotional challenges that can impact their overall well-being. Psychological well-being is essential for resilience, motivation, and effective coping in this transitional phase. Standard IX is a particularly crucial stage as it sets the foundation for higher secondary education and career pathways. Studying psychological well-being in this age group helps educators and parents recognize the factors influencing adolescent development and plan interventions for promoting holistic growth. The findings will be significant for curriculum planners, teachers, and policymakers to create supportive environments that nurture students' mental health along with academic achievement.

Review of Literature

Ahmad (2021) found significant gender differences in psychological well-being among senior secondary students. Gupta (2021) revealed that excessive social media use negatively influenced young adults' psychological well-being. Mustafa et al. (2020) established a positive

Dimensions	Gender	N	Mean	Standard Deviation	df	't' value	Level of significance
Satisfaction	Boys	170	36.98	6.853	318	.323	.747
	Girls	150	37.21	5.826			
	Boys	170	34.56	6.778			

Efficiency	Girls	150	34.61	5.303	318	.070	.945
	Boys	170	38.99	5.893			
Sociability	Boys	170	38.73	5.385	318	.411	.681
	Girls	150	38.73	5.385			
Mental health	Boys	170	33.69	6.048	318	.718	.473
	Girls	150	34.16	5.649			
Inter-personal Relations	Boys	170	39.42	6.348	318	2.577	.010
	Girls	150	37.63	5.987			
Overall Psychological well-being	Boys	170	183.64	24.047	318	.511	
	Girls	150	182.35	20.821			

relationship between psychological well-being dimensions and academic achievement among undergraduates. Fomina et al. (2020) reported that self-regulation in adolescence significantly predicts psychological well-being across school transitions. Tomer & Singh (2018) found no significant gender differences in well-being among undergraduates, suggesting developmental variations. Udhayakumar & Illango (2018) highlighted the role of socio-cultural influences in shaping well-being among Tamil Nadu students.

Methodology

Sample

A Stratified Sample of 320 Standard IX students (170 boys, 150 girls) from three government, three government-aided, and four private schools in Chennai.

Tool

Psychological Well-Being Scale by Sisodia & Choudhary (2012) comprising of 48 statements with five dimensions namely Satisfaction, Efficiency, Sociability, and Mental Health and Inter-Personal relations

Personal Variables of the Study

Gender, Medium of Instruction and Type of School

Findings and Interpretation

The following tables present the differences in psychological well-being dimensions across various personal variables.

H I.1 There is no significant difference in the dimensions of Psychological well-being of high school students owing to difference in gender

Table 1 showing the Critical Ratio of the difference in dimensions of Psychological Well-Being with respect to gender

Interpretation

It is seen from the table 1 that the dimensions of Psychological Well-Being namely Satisfaction, Efficiency, Sociability, Mental health, and Overall Psychological well-being are not Significant with respect to gender. The dimension inter-personal relations of Psychological well-being is significant with respect to gender with the 't' value of 2.577 at $P < .01$. The comparison of mean scores reveals that Boys possess more Inter-personal relation skills than Girls. Hence the hypothesis is rejected for the dimension of inter-personal relations.

H I.2 There is no significant difference in the dimensions of Psychological well-being of high school students owing to difference in medium of instruction

Table 2 showing the critical ratio of the difference in dimensions of Psychological well-being with respect to medium of Instruction.

Dimensions	Sources	Sum of Squares	df	Mean Square
Satisfaction	Between Groups	370.801	2	185.401
	Within Groups	12627.571	317	39.835
	Total	12998.372	319	
Efficiency	Between Groups	539.003	2	269.501
	Within Groups	11414.885	317	36.009
	Total	11953.887	319	

Sociability	Between Groups	111.618	2	55.809
	Within Groups	10084.129	317	31.811
	Total	10195.747	319	
Mental health	Between Groups	117.275	2	58.638
	Within Groups	10837.097	317	34.186
	Total	10954.372	319	
Inter-personal Relations	Between Groups	405.745	2	202.872
	Within Groups	11998.143	317	37.849
	Total	12403.888	319	
Overall Psychological well-being	Between Groups	4793.600	2	2396.800
	Within Groups	157657.022	317	497.341
	Total	162450.622	319	

Interpretation

The table 3 shows that the dimensions of Sociability and Mental health are not significant with respect to type of school. The dimensions Satisfaction, Efficiency, Inter-personal relations and over all Psychological well-being are significant with respect to type of school with 'F' scores 4.654, 7.484, 5.360, 4.819 at $P < .01$. Hence the hypothesis is rejected at 1% level of significance.

Since 'F' is significant for type of school, post hoc test was used to analyze between the categories and the results were presented in the **table 4**

Table 4 showing the multiple comparison of type of school with dimension of Psychological well-being

Games-Howell test				
Dimensions	Sub variables	Mean Difference (I-J)	Standard Error	Level of significance

Satisfaction	Boys school vs Girls School	1.955	.962	.108
	Boys school vs Co-education	2.586	.924	.016
	Girls school vs Co-education	.631	.781	.699
Efficiency	Boys school vs Girl's School	2.592	.886	.011
	Boys school vs Co-education	3.067	.864	.001
	Girls school vs Co-education	.475	.747	.801
Inter-Personal Relations	Boys school vs Girls School	3.013	.969	.006
	Boys school vs Co-education	1.028	.866	.462
	Co-education vs Girls school	1.985	.813	.041
Overall Psychological well-being	Boys school vs Girls School	9.078	3.640	.036
	Boys school vs Co-education	8.508	3.210	.024
	Co-education vs Girls school	.570	2.924	.979

From **table 4** we infer that the computed mean difference between Boys school Vs Girls school, Girls school Vs Co-education school shows no significant difference, whereas the mean difference between Boys school Vs Co-education school shows significant difference. It is seen that students of Boys schools favour the dimensions Satisfaction of Psychological well-being.

The computed mean difference between girl's school vs Co-education school shows no significant difference, whereas the mean difference between Boy's school vs Girl's school, Boy's school vs Co-education shows significant difference. It is seen that students of Boy's schools favour the dimensions Efficiency of Psychological well-being.

The computed mean difference between Boy's school vs Co-education school and co-education school vs Girl's school shows no significant difference, whereas the mean difference between Boy's school vs Girl's school shows significant difference. It is seen that students of Boy's schools favour the dimensions Inter-personal relations of psychological well-being.

The computed mean difference between co-education school vs Girl's school shows no significant difference, whereas the mean difference between Boy's school vs Girl's school and Boy's school vs Co-education school shows significant difference. It is seen that students of Boy's schools favour the overall psychological well-being.

Discussion

The study revealed notable gender differences in psychological well-being, consistent with Ahmad (2021), who observed similar differences, but contrasting with Tomer & Singh (2018), who found no significant gender effects among undergraduates. Differences based on school type align with Mustafa et al. (2020), highlighting contextual influences on well-being.

Conclusion

The study concludes that psychological well-being among Standard IX students varies significantly across gender, medium of instruction and type of school. Schools should adopt practices that promote autonomy, personal growth, and positive relationships. Teachers should integrate life skills training and stress management activities. Parents need awareness about their role in nurturing children's well-being. Policymakers should ensure resources to bridge gaps between government and private schools.

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