



A Comprehensive Study Of Academic Performance And Psychological Well-Being Of Trainee Teachers

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Abstract

Psychological well-being refers to an individual's total mental health and happiness, indicating a condition of positive emotional functioning, resilience, and a sense of fulfilment in life. It encompasses the personal perception of overall contentment, positive feelings, and successful adaptation to challenges. Psychological well-being plays a pivotal role in the academic performance of a student's career. Academic performance refers to the measurable results that reflect how an individual has successfully attained specific goals in educational settings, particularly in schools, colleges, and universities. This research aims to find out the relationship between Academic Performance and the Psychological Well-being of trainee teachers. In this research, the descriptive survey method was used to collect data. The Psychological Well-being Scale (PWBS-AA) developed by Anjum Ahmed (2021) was used to evaluate Psychological Well-being, and for academic performance, the previous year's mark sheet percentage was collected. A simple random sampling technique was used, and the total data of 234 trainee teachers was collected from Aligarh Muslim University, Aligarh. This study used statistical mean, standard deviation, independent sample t-test and correlation coefficient to analyse the data. The results show a significant difference in academic performance and psychological well-being of rural and urban trainee teachers, but no significant difference was found between male and female students. A significant correlation was found between academic performance and psychological well-being among Trainee teachers.

Keywords – Academic Performance, Psychological Well-being, Mental health, Well-being and Trainee teachers.

Introduction

Imagine a student standing over their desk with a furrowed brow displaying intense focus. Surrounded by textbooks, every page represents a fierce struggle for academic achievement. The portrayal of this scene, frequently idealised as the embodiment of student existence, conceals a more profound reality that academic performance and psychological well-being are intricately interconnected. Achieving success in academics often depends on having a solid basis of psychological well-being. Research consistently demonstrates a direct correlation between psychological well-being and academic performance. Students with elevated life satisfaction, self-esteem, and positive emotions generally exhibit superior academic performance. Several factors contribute to this, including improved cognitive ability. According to Busalim et al. (2019) and Anthonysamy et al. (2020), academic performance refers to students' capacity to complete academic tasks. It is assessed by measuring their accomplishments in various academic subjects using objective criteria, such as final course grades and grade point averages.

Seligman (2002) coined the term "positive psychology" to describe the idea that psychological well-being results from satisfaction and pleasure. This definition acknowledges that happiness is characterised by positive emotions, pleasure, and a sense of purpose and orientation rather than simply the absence of negative feelings or experiences. Psychological well-being is an intricate and multifaceted notion encompassing an individual's contentment, overall satisfaction with life, and mental and emotional health state. The concept includes crucial components such as positive emotions, self-control, positive relationships, minimal negative emotions, a sense of purpose, overall satisfaction, and personal growth. Researchers have engaged in discussions regarding the exact definition of psychological well-being. The World Health Organisation defines mental well-being as the state in which an individual can achieve their maximum potential, function efficiently, and cope with the everyday stresses of life. Psychological well-being is essential for overall health and happiness and has been associated with better mental health, improved physical health, and increased life expectancy.

Nevertheless, the relationship is not always one-sided. The academic difficulties can hurt an individual's mental health. The confluence of elevated expectations, apprehension regarding their fulfilment, and comparing oneself to others can engender anxiety and despondency, potentially culminating in burnout. Consequently, these adverse emotions exacerbate academic performance, establishing a detrimental cycle. Hence, researchers are striving to investigate the influence of psychological well-being on academic performance to foster academic performance and Psychological well-being.

Component of Psychological Well-Being:

Psychological well-being encompasses an individual's general life satisfaction, positive emotions, and minimal negative emotions, as described by Diener, Suh, Lucas, and Smith (1999). Many fundamental aspects of psychological well-being are widely recognised in the literature.¹ Life satisfaction refers to an individual's comprehensive evaluation of their life and their experience of happiness and contentment (Diener et al., 1985). One's well-being is closely linked to their sense of meaning and purpose in life, making

it an essential factor (Seligman & Csikszentmihalyi, 2000). Positive emotions, such as joy, excitement, and contentment, are essential for well-being as they contribute to feelings of happiness and fulfilment (Diener et al., 1997). Positive emotions can reduce negative emotions and stress, thereby improving overall well-being (Park & Peterson, 2006) and minimising the presence of negative emotions. The presence of negative emotions such as anxiety, despair, and rage can have a substantial impact on an individual's overall well-being (Ryan & Deci, 2001). Therefore, it is crucial to maintain low levels of negative emotions in order to enhance psychological well-being. This helps to sustain positive emotions and reduce harmful effects on mental health (Keyes & Lopez, 2002). Autonomy refers to the ability to make decisions and act independently (Ryff, 1989). People with a robust sense of autonomy can pursue their goals and interests without relying on others, ultimately improving their well-being (Waterman, 1993). Establishing positive relationships with loved ones, friends, and romantic partners is crucial for maintaining psychological well-being (Frederick & Loewenstein, 1999). These connections offer individuals emotional support, cultivate a sense of community, and enhance their overall happiness and well-being (Peterson & Seligman, 2004). Life's Purpose: An essential component of one's overall well-being is having a sense of purpose in life, which gives individuals a distinct sense of direction and importance (Argyle, 1999). People are likelier to feel contentment and happiness with a clear, defined sense of purpose (Sheldon & King, 2001). Personal growth encompasses an individual's development and self-enhancement (Ryff, 1989). This can involve acquiring new skills, exploring unexplored areas of interest, and developing new connections (Lucas et al., 1996).

Personal development is a crucial component of overall well-being, enabling individuals to experience continuous growth and fulfilment throughout their lives (Diener et al., 1999). Psychological well-being encompasses crucial elements such as life satisfaction, pleasant emotions, minimal negative emotions, autonomy, positive relationships, a sense of purpose in life, and personal development (Diener et al., 1999). These elements are interconnected and collaborate to promote overall satisfaction, contentment, and welfare (Seligman & Csikszentmihalyi, 2000).

Objectives

1. To find out the relationship between academic performance and psychological well-being among Trainee teachers.
2. To find out the significant difference in academic performance of male and female Trainee teachers.
3. To find out the significant difference in academic performance between rural and urban trainee teachers.
4. To Find out the significant difference in psychological well-being among male and Female Trainee teachers.
5. To Find out the significant difference in the psychological well-being of rural and Urban Trainee teachers.

Hypotheses

H₀1. There would be no significant relationship between the academic performance and psychological well-being of trainee teachers.

H₀2. There would be no significant difference in the academic performance of male and female Trainee teachers.

H₀3. There would be no significant difference in the academic performance of rural and urban Trainee teachers.

H₀4. There would be no significant difference in psychological well-being between male and female Trainee teachers.

H₀5. There would be no significant difference in the psychological well-being of rural and urban Trainee teachers.

Methodology

This research is descriptive and quantitative.

Population

The researcher selected trainee teachers from the Department of Education, Aligarh Muslim University.

Sample

The study employed a random sampling technique to gather data. Among the 234 students pursuing Trainee teachers, 103 were males, and 131 were females. 127 is pursuing a Bachelor of Education (B.Ed.), while 107 is enrolled in a Master of Education (M.Ed.). Among the sample, 95 students come from rural areas, while 139 students come from urban areas.

Research Tool

Psychological Well-being Scale (PWBS-AA)

After conducting a thorough study and analysis of various psychological well-being scales, the researcher selected the Psychological Well-being Scale (PWBS-AA) by Dr. Anjum Ahmed in 2021. The scale comprises eight dimensions and 43 items. The assessment was carried out utilising a 5-point Likert scale. The Cronbach's Alpha coefficient had a value of 0.71.

Academic Performance

To evaluate the academic performance of Trainee teachers, the researcher collected the previous year's marksheets percentage.

Statistical Technique

To analyse the data, the researcher used Statistical mean, standard deviation, independent sample t-test and correlation coefficient with the help of SPSS Version 25.

Results

Objective 1. To find a relationship between academic performance and psychological well-being among Trainee teachers.

H₀1. There would be no significant relationship between Academic Performance and the Psychological well-being of Trainee teachers.

Table 1 Pearson Correlation Matrix for Academic Performance and psychological well being

Total Sample	Male sample	Female	Urban	Rural
.819**	.783**	.852	.830	.797

It has been found that there is a strong positive correlation between academic performance and psychological well-being across all subgroups. This suggests that psychological well-being also tends to increase as academic performance improves. As a result, the null hypothesis is called into question, and it is recommended that there is a meaningful connection between these two variables.

Objective 2. To find out the significant difference in academic performance of male and female Trainee teachers.

H₀2. There would be no significant difference in the academic performance of male and female Trainee teachers.

Gender	No.	Mean	SD	Df	t-value	Sig	Remark
Male	103	75.59	6.78	232	.356	.11	Not Significant
Female	131	75.92	7.29				

According to the findings of the t-test, there is no significant difference in the academic performance of male (M=75.59, SD=6.78) and female (M=75.92, SD=7.29) students. The t-value of .356 and significance value of .11 ($p > 0.05$) indicate that the result is not significant at a 0.05 level of significance. According to the findings of this investigation, the null hypothesis, which shows that gender does not play an essential role in determining students' academic success, is accepted.

Objective 3. To find out the significant difference in Academic Performance of Rural and Urban Trainee teachers.

H₀₃ There would be no significant difference in the academic performance of rural and urban Trainee teachers.

Locality	No.	Mean	SD	Df	t-value	Sig	Remark
Rural	95	74.12	7.32	232	3.00	.003	Significant
Urban	139	76.90	6.66				

According to the findings of the t-test, there is a significant difference in the academic performance of Rural (M=74.12, SD=7.32) and Urban (M=76.90, SD=6.66) students. The t-value of 3.00 and significance value of .003 ($p < 0.05$) indicate that the result is significant at a 0.05 significance level. According to the findings of this investigation, the null hypothesis, which suggests that locality does play an essential role in determining students' academic performance, is rejected.

Objective 4. To Find out the significant difference in Psychological Well-being among Male and Female Trainee teachers.

H₀₄. There would be no significant difference in psychological well-being between male and female trainee teachers.

Gender	No.	Mean	SD	Df	t-value	Sig	Remark
Male	103	172.59	11.52	232	.785	.433	Not Significant
Female	131	173.73	10.62				

According to the findings of the t-test, there is no significant difference in the Psychological Well-being of male (M=172.59, SD=11.52) and female (M=173.73, SD=10.62) students. The t-value of .785 and significance value of .433 ($p > 0.05$) indicate that the result is not significant at a 0.05 level of significance. According to the findings of this investigation, the null hypothesis is accepted, which suggests that gender does not play a significant role in determining a student's Psychological well-being.

Objective 5. To find out the significant difference in the psychological well-being of rural and urban Trainee teachers.

H₀₅. There would be no significant difference in the psychological well-being of rural and urban Trainee teachers.

Locality	No.	Mean	SD	Df	t-value	Sig	Remark
Rural	95	170.44	12.27	232	3.26	.001	Significant
Urban	139	175.13	9.66				

According to the findings of the t-test, there is a significant difference in the psychological well-being of Rural (M=170.44, SD=12.27) and Urban (M=75.92, SD=7.29) students. The t-value of 3.26 and significance value of .001 ($p < 0.01$) indicate that the result is significant at a 0.01 significance level. According to the findings of this investigation, the null hypothesis, which suggests that locality plays a substantial role in determining the psychological well-being of Trainee teachers, is rejected. Studies reveal that students who reside in urban areas have more psychological well-being than rural students.

Findings of the Study

1. A positive correlation exists between academic performance and psychological well-being across all subgroups, suggesting that as academic performance improves, so does psychological well-being. The null hypothesis (H₀₁) was rejected, indicating a significant correlation between academic performance and the psychological well-being of trainee teachers.
2. No significant difference in academic performance between male and female trainee teachers, with a t-value of 0.356 and a significance value of 0.11 ($p > 0.05$). The null hypothesis (H₀₂) was not rejected.
3. A significant difference in academic performance between rural and urban students, with a t-value of 3.00 and a significance value of 0.003 ($p < 0.05$). The null hypothesis (H₀₃) is rejected.
4. No significant difference in psychological well-being between male and female students, with a t-value of 0.785 and a significance value of 0.433 ($p > 0.05$). The null hypothesis (H₀₄) is accepted, indicating that gender does not significantly affect psychological well-being. Thus, the null hypothesis is not rejected.
5. A significant difference in psychological well-being between rural and urban students, with a t-value of 3.26 and a significance value of 0.001 ($p < 0.05$). The null hypothesis (H₀₅) is rejected, indicating that locality significantly affects psychological well-being.

Educational Implication of the Study

Promoting Holistic Student Well-being: Educational institutions should acknowledge the interdependence between academic performance and psychological well-being. Establish comprehensive support systems that cater to both academic and psychological well-being requirements. These offerings may encompass counselling services, stress management workshops, and the promotion of a harmonious work-life equilibrium.

Gender-Neutral Approaches: Refrain from using gender stereotypes and biases in educational environments. Promote gender equality in educational opportunities for male and female students. Offer mentorship initiatives and career counselling that empower students of all genders.

Integrated Curriculum Design: Incorporate elements of well-being into the curriculum. Integrate mental health awareness, stress management, and coping strategies into academic courses. Cultivate a conducive learning atmosphere that nurtures students' emotional and cognitive growth.

Faculty Training and Sensitization: Provide educators with the necessary knowledge and skills to identify indicators of emotional distress and enhance students' overall well-being. Provide faculty with the necessary expertise to effectively address psychological concerns. Promote transparent and compassionate communication within the classroom.

Research-Informed Policies: Formulate institutional policies based on empirical evidence. Consistently evaluate the consequences of policies on the welfare of students. Utilise data to fine-tune and adjust strategies that improve academic achievement and mental well-being.

Provide a conducive learning environment: Cultivating a feeling of inclusion, encouraging transparent communication, and offering the availability of mental health resources can profoundly influence the well-being of students. Promoting effective strategies for managing stress and emotions positively and beneficially. Providing students with stress management techniques, time management skills, and effective communication can empower them to handle academic difficulties while safeguarding their mental well-being successfully.

Conclusion:

This study has examined the complex correlation between academic achievement and psychological well-being in Trainee teachers, underscoring the significance of considering both factors for comprehensive student growth. The findings demonstrated a robust and positive association between academic achievement and psychological well-being among different subcategories, indicating that an enhancement in academic performance corresponds to an improvement in psychological well-being. This highlights the mutual reliance between academic achievement and psychological well-being, emphasising the necessity for a holistic

approach to student growth. The gender-based analysis revealed no statistically significant disparity in academic performance between male and female students. This discovery contradicts preconceived notions and underscores the significance of non-gender-specific educational support programmes, promoting inclusivity and catering to the varied needs of all students.

A notable disparity in academic performance was noted between students hailing from rural and urban regions. This underscores the need for focused interventions that address the specific difficulties encountered by students in various geographical areas, promoting educational policies and initiatives that tackle localised barriers. Moreover, the research revealed a notable disparity in students' psychological well-being from rural and urban regions. Urban students demonstrated elevated levels of psychological well-being, indicating the necessity for improved well-being initiatives in urban educational institutions to foster a conducive environment for psychological well-being. The educational implications of this research highlight the importance of incorporating psychological well-being support, providing academic assistance that is inclusive of all genders, and implementing interventions customised to specific local contexts. Institutions should prioritise the creation of positive learning environments, encourage the implementation of efficient stress management techniques, and actively support self-compassion to promote academic achievement and psychological well-being. Based on these discoveries, it is advisable to adopt a comprehensive strategy for student growth whereby educational establishments broaden their assessment criteria beyond conventional academic measures and include well-being indicators in evaluations. This approach promotes a harmonious equilibrium between academic and personal endeavours, fostering students' holistic development and satisfaction. Although this study offers valuable insights, it also indicates the necessity for further investigation over a prolonged duration to comprehend the fundamental factors that influence the observed connections. Longitudinal studies can provide additional understanding of the evolving connections between academic achievement, mental health, gender, and geographical location. This knowledge can help improve educational policies and practices. Ultimately, educational institutions can foster comprehensive student success by acknowledging the complex relationship between academic achievement and mental well-being. This can be achieved by creating an environment that supports the development of well-rounded individuals who are emotionally resilient. Advocating for self-compassion and adopting realistic expectations, developing a mindset focused on personal growth and acknowledging the value of effort in addition to success can help alleviate stress and deter the tendency towards perfectionism. It is important to remember that a student's value is not determined exclusively by their academic performance. By giving equal importance to academic achievement and psychological welfare, we can establish an educational setting that promotes intellectual development and cultivates well-rounded and emotionally intense individuals.

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