

## Psychological Well-Being as Predictor of Academic Achievement Among Tribal Adolescents

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### ABSTRACT

Adolescence is a period where an adolescent realizes who he is and what he truly feels. It is a significant time for youngsters to build up their ability for compassion, conceptual thinking and future time perspective; a period when the close and dependent associations with parents start to offer approach to more extreme relationship with peers and different adults. Adolescence is the most vulnerable stage to the development of their well-being. Psychological well-being can be defined as a person's evaluative reaction to his or her life either in terms of life satisfaction or effective balance or to the extent to which the psychological well-being resides within the experience of the individual as per Campbell, Converse and Rodgers, 1976. Psychological well-being means having a good emotional and mental health as the pillar of quality of life in a particular individual in diverse contents. It includes the way people used to evaluate their lives in present or in the past combining emotional reaction to different events, moods, judgments related to the way they live their lives. The aim of this study is to assess the relation between psychological well-being and academic achievement among tribal and non-tribal adolescents. The total sample consists of 400 adolescents (200 tribal, 200 non-tribal) from Guwahati city of Assam. The findings revealed that the psychological well-being of non-tribal adolescents was higher than tribal adolescents. While among boys and girls of both the group, the psychological well-being of boys was found to be higher than girls. The findings also revealed that there is a significant relationship between psychological well-being and academic achievement and psychological well-being can predict academic achievement among tribal and non-tribal adolescents.

**Keywords:** *Psychological well-being, Adolescents, Tribal and Non-tribal.*

### Psychological well-being

Psychological well-being is a subjective term which carries diverse meaning for different people. Psychological well-being can be found within individual experiences (Campbell, Converse & Rodgers, 1976). Psychological well-being can be defined as a person's evaluative reaction to his or her life either in terms of life satisfaction or effective balance or to the extent to which the psychological well-being resides within the experience of the individual as per Campbell, Converse and Rodgers, 1976. Psychological well-being means having a good emotional and mental health as the pillar of quality of life in a particular

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individual in diverse contents. It includes the way people used to evaluate their lives in present or in the past combining emotional reaction to different events, moods, judgments related to the way they live their lives (Diener, 2003). Therefore, psychological well-being is a dynamic result which is in constant change established in the evaluation of functional or contingent relation among individual, their condition of life and environment (Ballesteros & Cayeedo, 2002).

Well-being is a complex design that concerns optimal psychological functioning and experience. Well-being has been studied extensively by social psychologists (Campbell, 1981; Ryan & Deci, 2002). General quality of well-being refers to an optimum level of psychological functioning and experience. This casts an increasing awareness that just as positive effect is not the opposite of negative effect (Cacioppo and Bernston, 1999). Two broad psychological traditions have historically been put to play in order to explore well-being. The hedonic concept equates well-being with happiness and is often marked as the balance between positive and negative effect (Ryan & Deci, 2001). The eudemonic perspective assesses how well people are living in relation to their true selves (Waterman, 1993). For more than twenty years, the study of psychological well-being has been guided by two primary ideas of positive functioning. The first can be traced back to Bradburn's (1969) seminal work which distinguished between positive and negative effect and defined happiness as the balance between these two. The second idea includes life satisfaction as a key indicator of well-being.

As per the psychological well-being theory, individual's psychological health depends on his positive functioning in certain aspects of his life. An individual should have a positive relationship with others, should be dominant over the environment, should accept himself and his past as well as have a meaning and goal in his life. He or she should also have personal development and the ability to make his own decisions (Ozen, 2005). Due to this reason, there is a potential tension between psychological well-being, happiness, and development (Ryff and Singer, 1998).

### ***Types of Psychological well-being:***

Psychological well-being can be differentiated into two types namely, Hedonic and Eudaimonic.

**a) Hedonic:** The term "Hedonic" wellbeing is normally used to refer to the subjective feelings of happiness. It consists of two primary components, an affective component (High positive affect and low negative affect) and a cognitive component (satisfaction with life). Herein, it is proposed that an individual's feeling of happiness is largely associated with a higher level of positive affect and satisfaction in life (Carruthers & Hood, 2004).

**b) Eudaimonic:** The "Eudaimonic" wellbeing which is not commonly known refers to the purposeful aspect of psychological well-being. The psychologist Carol Ryff has developed a very clear model that breaks down Eudaimonic wellbeing into six types of psychological well-being.

### ***Multi-dimensional Model of Psychological Well-being:***

Carol Ryff (1989) proposed a multi-dimensional model of psychological well-being. This model specifies six psychological dimensions of challenged thriving.

In combination, these dimensions encompass a breadth of wellness that includes positive evaluations of one's past life, a sense of continued growth and development as a person (personal growth), (purpose of life) which is the belief that one's life is purposeful and

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meaningful (purpose in life), the possession of quality relations with others (positive relations with others), the capacity to manage effectively one's life and his surroundings (environmental mastery) and a sense of self determination (autonomy). This model includes both hedonic and eudemonic well-being.

Hereby, it was found that this six-factor model fit better than any other model with fewer factors. The factor correlations in the pure six-factor model ranged from small to quite substantial.

**Positive relations with others:** It mean having warm, satisfying and trusting relationships with others; concern about the welfare of others; being capable of having strong empathy, affection and intimacy, an understanding of the gives and takes of human relationships. Low levels of it signify fewer close and trusting relationships, finding it difficult in being warm, open and concerned about others, a rise in isolation and frustration in interpersonal relationships and unwillingness in making compromises to sustain important ties.

**Autonomy:** Autonomy is a sign of self-determination and independent character, ability to resist social pressures to think and act in certain ways; regulate behavior from within; evaluating oneself by personal standards. Lower level of it could lead to concern regarding the expectations and evaluations of others; depending on judgments of others to make important decisions and concede to social pressures to think and act in certain ways.

**Environmental Mastery:** It means having the capacity to manage and a sense of mastery over one's surrounding environment; having control over a complex array of outward activities; efficiently using surrounding opportunities and the ability to choose or create situations suitable to personal needs and values. A person low in this domain will find difficulty in managing everyday affairs; inability to change or improve surrounding context and being unaware of surrounding opportunities, lack of sense of control over the external world.

**Personal Growth:** It is a process of continuous self-development; growing and expanding with time; being open to new experiences; possessing ways to realize one's own potentials; finding improvement in oneself and his behavior over time; changing in ways that reflect more self-knowledge and effectiveness. Low levels of it may lead to a sense of personal stagnation; lacking in sense of improvement or expansion over time; feeling bored and uninterested with life; inability to develop new attitudes and behaviors.

**Purpose in life:** It defines goals and sense of direction in life; giving a meaning to present and past life; holding beliefs that give purpose to living with a set of aims and objectives. Lower levels of it may lead to a lack of sense of meaning in life; fewer goals or aims, lack of sense of direction; inability to see purpose of present or past life; no outlook or belief that gives life a meaning.

**Self-acceptance:** Self-acceptance is possessing a positive attitude towards oneself, acknowledging and accepting the multiple aspects of self which include good and bad qualities, positivity about past life. A person with low levels of it may feel disappointed with himself, remain dissatisfied with what has occurred in past life or troubled about certain personal qualities. Such a person might sometimes wish to be different from his or her real self. Self-acceptance is possessing a positive attitude towards one's self, acknowledging and accepting the multiple aspects of self-including good and bad qualities, feeling positive about

past life. A person with low levels of it may feel disappointed with himself, remain dissatisfied with what has occurred in past life or troubled about certain personal qualities. Such a person wishes to be different than what he or she is.

### *Academic Achievement*

Academic achievement of students is not only an indicator to the effectiveness but also a determining factor for the future of youths in particular and the nation in general. Academic achievement has long been recognized world-over as one of the most important goals of education. Academic Achievement represents outcomes of performance that indicate to what extent a person has accomplished certain specific goals which were the focus of activities specifically in instructional environments such as schools, colleges and universities. Such instructional environments mostly define cognitive goals that either apply to multiple subject areas of critical thinking or acquisition of knowledge and understanding of a specific intellectual domain like numeracy, literature, science, history and so on. Hence, academic achievement can be considered as a multi-faceted construct comprising different domains of learning. The field of academic achievement being so wide and diverse covering such a large variety of educational outcomes, the meaning of academic achievement depends on the indicators used to ascertain it. Among the many criteria taken into account in order to ascertain academic achievement some of them are general indicators such as procedural and declarative knowledge acquired in an educational system, curricular-based criteria such as grades or performance in an educational achievement test and cumulative indicators of academic achievement such as educational degrees and certificates. It is seen that all these criteria commonly point towards the intellectual endeavors and more or less mirror the intellectual capacity of a person. Thus, in development societies, academic achievement plays a significant role in every person's life. Academic achievement as measured by the GPA (grade point average) or by standardized assessments designed for selection purpose such as the SAT (Scholastic Assessment Test) determines the opportunity to continue his or her education e.g., opportunity to attend a university. As such, academic achievement defines whether one can take part in higher education based on his or her prior educational degrees and from this it can be seen that a person's academic achievement greatly influences his or her vocational career after education.

### *Factors influencing Academic Achievement:*

- **Individual difference:** Individual differences in academic performance can be associated with differences in intelligence and personality. Students who have higher mental ability and conscientiousness tend to achieve highly in academic settings. A recent meta-analysis suggested that in addition to intelligence and conscientiousness mental curiosity has an important influence on academic achievement
- **Non-cognitive factors:** Non-cognitive factors or skills are a set of “attitudes, behaviors, and strategies” that promote academic and professional success such as academic motivation, self-efficacy, self-control, expectancy and goal-setting theories, emotional intelligence and determination. Non –cognitive skills are increasingly gaining popularity as they yield a better explanation for academic and professional outcomes.
- **Self-efficacy:** Self efficacy is considered one of the best predictors of academic success. Self-efficacy is the belief in one's ability. If someone has the belief about his or her own ability he also can prosper in his academic life.
- **Motivation:** Motivation is the reason for a person's actions. Based on some research findings it is found that students with higher academic performance, motivation and

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dedication use intrinsic goals rather than extrinsic ones. Furthermore, students who have higher motivation to improve upon their previous or upcoming performance tend to perform better academically than peers with lower motivation.

- **Extracurricular activities:** Organized extracurricular activities play a positive role on academic performance which includes increasing attendance rates, school engagement, decrease in dropout rates etc. Extracurricular activities encourage the students to attend the classes regularly which will help them to perform better in academic settings.

### *Adolescence*

The word "Adolescence" is derived from the Latin word 'Adolescere' meaning 'to grow up'. Adolescence period starts at the age of 12 and continues till the age of 19 years. It is a period of revolutionary change. It is a transitional stage of physical and psychological development in a person's life that occurs during the period of puberty to legal adulthood. In this stage several key development experiences occur. Along with physical and sexual maturation, these experiences also include movement toward social and economic independence, development of identity, the acquisition of skills, and the capacity for abstract reasoning etc.

An understanding of adolescence in society is mostly based on information from various perspectives which include psychology, biology, history, sociology, education, and anthropology. Adolescence is basically viewed as a transitional period from childhood to adulthood and the cultural purpose is the preparation of children for their adult roles. An adolescent during this period goes through a phase of multiple transition which include elements like education, training, employment, and unemployment, as well as transition from one living circumstance to another.

### *Tribes of Assam*

Due to the geographical location and easy connectivity of Assam with its different neighboring states and countries it acted as a center-stage for the emergence and development of different cultures and civilizations. Assam tribes belonging to different origins, culture and religion form the major part of Assam population. According to the 2001 census, the scheduled tribes' population as in percentage of the total population of Assam was 12.4%. It is reported in 2009 that the tribal communities of Assam now officially account for 15.64% of the total population. There are different tribes in Assam and they earn their livelihood through agriculture and by selling their handicrafts. Different tribes of Assam are- Bodo, Mising, Rabha, Kachari, SonowalKachari, Dimasa, Karbi, Tea tribe etc.

**a) Bodo Tribe:** Bodo people were one of the earliest tribes to move to Assam. They constitute a large portion of the Assamese population amounting to approximately 5.3% of the total population. They are not confined to any specific area and are found in almost all parts of Assam. They speak Bodo language which is derived from Tibeto Burmese family of language. Most of them are occupied in rice and jute cultivation, tea plantation and poultry farming. The Bodo womenfolk are mostly engaged in weaving practices which is an age-old tradition of the Bodo tribe. Bodos were earlier known to worship their forefathers, however in recent times they have started practicing Hinduism, Christianity and Bathouism.

The Bodos perform their traditional Bagurumba dance. It is usually performed by the young village girls and is also evident in schools and colleges within the Bodo community.

**b) Mising Tribe:** The Mising Tribe belonging to Tibeto Burmese group has agriculture as their occupation. They reside in districts of Tinsukia, Sibsagar, Sonitpur, Jorhat and Golaghat. Mising people found the most fertile land on the banks of river Brahmaputra and

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settled on sides of the river. Though their production was great, this community has been greatly affected by frequent floods which has so far prevented them from climbing the economic ladder. The main festival of Mishing tribe is Ali-Aye-Leegang which is celebrated in the month of February. This festival is considered as harvest festival. Their language is known as the Mishing language.

Misings are animist by nature. Like any other Tani tribes, they believe the sun (Donyi) as their mother and the Moon (Polo) as their father. Recently, this belief has been organized as DonyiPolo Yelam, literally meaning Donyi polo religion. Many Misings converted to Donyi polo Yelam recently. But now most Misings follow Hinduism along with their age-old rituals, and there are a few Christians who follow the Catholic or Baptist faith.

**c) Rabha Tribe:** Rabha is a little-known Scheduled Tribe community of West Bengal and Assam. The language spoken by Rabha people is also of the same name. The Rabhas live mostly in Goalpara and Kamrup districts of Assam. They are also found in the state of West Bengal living in the districts of Jalpaiguri and Cooch Behar. The Rabhas belong to the Indo-Mongoloid group and have similarities with members of the Bodo group such as Garos, Kachari, Mech, Koch, Hajong, etc.

The Rabhas practice a few traditional animistic rituals. However, nowadays they are often found to follow a faith which is a blend of certain Hindu and a few animistic rituals. There are differences found between the rituals practiced among forest Rabhas living in the backward forest areas and that of the Rabhas living in the villages and engaged in cultivation.

**d) Kachari Tribe:** Kachari is a broad term applied to a number of ethnic groups predominantly in Assam speaking Tibeto-Burman languages or claiming a common ancestry. **S. Endle** first classified these people under this ethnic group, naming them the Kacharis. Kachari is derived from kachar meaning an area near the river and sea as they have been known to have reached the Bramhaputra valley via Tibet or southern China and settling on the foothills of the eastern Himalayan range that include the states of Assam, Tripura, North Bengal and parts of Bangladesh.

**e) SonowalKachari:** The 'SonowalKachari's are a division of the Kachari family of North-East India especially Assam. they are Tibeto-Burman speakers and are predominantly inhabitants of Dhemaji, Lakhimpur, Tinsukia and Dibrugarh districts of Assam. They are dispersed in the districts of Sibsagar, Jorhat, and Golaghat and in Nagaland and Arunachal Pradesh in east India, also. During the reign of the Ahom King in Assam, some Kacharis were engaged in prospecting for gold in the riverine areas due to which they came to be known as Sonowals or gold washers. The SonowalKacharis are a branch of the great Kacharis of Assam.

The SonowalKacharis traditionally follow a religion which is of an animistic nature and a portion of SonowalKacharis still follow the ancient religion of Animism. According to the principles of animism, the followers worship their ancestors, who are believed to help them in difficult situations. With the advent of the Satradhikaris in the 17th century, Vaishnawi was introduced and as a result of which the population is now predominantly Vaishnawi.

**f) Dimasa:** The Dimasas are a part of the greater Kachari group- one of the ancient Kachari tribes living mostly in the northern half of the Dima Hasao District, an Autonomous District of the Indian state of Assam.

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As per the census conducted in 2001, more than 98% of all Dimasas living in Assam are Hindus. In a Dimasa society, they believe spirit as a soul. Dimasa traditionally believe in the rebirth of the soul after death. They believe that they are the reincarnation of the Bangla Raja and the great divine bird Aarikhidima. They believe that the six sons of the Bangla Raja, namely- Sibrai, Doo Raja, Naikhu Raja, Waa raja, GunyungBrai Yung, Hamyadao and the divine bird Aarikhidima are their ancestors and they worship them as their ancestral Gods.

**g) Karbi:** The Karbis are a principal tribal community of the KarbiAnglong district of Assam, a district that is administered as per the provisions of the Sixth Schedule of the Constitution of India as an autonomous district since 17 November 1951. Besides KarbiAnglong district, the Karbis are also found in the areas of Marigaon, Nagaon, Golaghat, Kamrup, Karimganj and Sonitpur districts of Assam. The Karbis are also categorized as a Scheduled Tribe in the states of Meghalaya, Mizoram and Nagaland. With a population of around 4 lacs 6 thousand (4,06000) as per 2001 census, the Karbis constitute the third largest tribal community in Assam after the Bodos and the Misings.

**h) Tea-tribes:** The Tea-tribes are found mainly in the districts of Darrang, Sonitpur, Nagaon, Jorhat, Golaghat, Dibrugarh, Cachar, Hailakandi, Karimganj, Tinsukia and certain other districts of Assam in India. These Santhali speakers are also found in parts of Kokrajhar and Bongaigaon districts. These so-called Tea-tribes were brought in by the colonial British planters as indentured labourers from the Chhota Nagpur Plateau region.

### *Statement of the Problem:*

The term “Adolescence” has long since been associated with a period of emotional turmoil. It is considered the period of “storm and stress”. It is the most crucial stage of emotional issues and mental health problems. Therefore, teaching adolescents about psychological well-being and helping them to deal with others as well as their actions can be very helpful in self-management in their daily struggles. The tribal students of our country are often deprived of basic education and facilities which are very essential for their all-round development. Therefore, an analysis seems important and urgent from a socio-cultural and psychological perspectives.

A number of psychological, sociological, cultural studies on tribal adolescence have been conducted in India. But after going through different studies, it was found that in North East India especially in Assam studies like Psychological Well-being and its relationship with Academic achievement among Tribal Adolescents are less researched. Therefore, the present study is an effort to focus light on Psychological well-being as predictor of Academic achievement among Tribal adolescents. This type of study will provide much knowledge about the differences of tribal adolescents and non-tribal adolescents. Hence, the statement of the present study is stated as “Psychological Well-being as predictor of Academic Achievement among Tribal Adolescents”.

### *Objectives of the study:*

- To measure the Psychological Well-being among Tribal and Non-tribal adolescents.
- To measure the Psychological Well-being among boys and girls.
- To investigate the Academic Achievement among Tribal and Non-tribal adolescents.
- To investigate the Academic Achievement among boys and girls.
- To find out the relationship between Psychological Well-being and Academic achievement among Tribal and Non-tribal adolescents.

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- To find out the relationship between psychological well-being and Academic Achievement among boys and girls.
- To study the influence of Psychological Well-being on Academic Achievement among Tribal and Non-tribal adolescents.

### *Hypothesis of the study:*

- NH<sub>1</sub> There will be no significant difference on psychological well-being between tribal and non-tribal adolescents.
- NH<sub>2</sub> There will be no significant difference on psychological well-being between boys and girls.
- NH<sub>3</sub> There will be no significant difference on academic achievement between tribal and non-tribal adolescents.
- NH<sub>4</sub> There will be no significant difference on academic achievement between boys and girls.
- NH<sub>5</sub> There will be no significant relationship between psychological well-being and academic achievement among tribal and non-tribal Adolescents.
- NH<sub>6</sub> There will be no significant relationship between psychological well-being and academic achievement among boys and girls.
- NH<sub>7</sub> There will be no significant influence of psychological well-being on academic achievement among tribal and non-tribal adolescents.

### *Importance and Significance of the study:*

Adolescence is a period in a person's life which is most important, challenging and vulnerable. It is very important to impart appropriate guidance to an adolescent as this is a period in which if one is given the correct guidance and support, it can help him in shaping up his future course of life and also set a firm base for his future hopes and aspirations. Tribal students mostly live in far off remote areas because of which these students of our society often face a certain level of deprivation in terms of primary education and other basic facilities which are highly essential for their all-round development. The lack of education, communication, and other health services make them more prone to various problems related to physical and mental health. Among various mental health variables, psychological well-being of an individual needs to be optimum to have better psychological growth and development. Academic achievement has been getting priority in the 21<sup>st</sup> century, as based on this academic performance, students get admitted to good educational institutions and eventually benefit in acquiring good jobs. Therefore, it may be suggested that students who possess better psychological well-being have a greater chance of achieving successful transition into a brighter carrier and adulthood.

Henceforth, this study will be able to reveal a better picture of Psychological Well-being, as predictor of Academic achievement among Tribal Adolescents. It is thereby expected that this study would be able to make certain recommendations towards understanding and developing psychological well-being among tribal adolescents as well as organize awareness programs for better well-being of tribal adolescents in the state of Assam.

### *Operational definition of the terms:*

- **Psychological Well-being:** The term "Psychological Well-being" refers to the simple notion of a person's welfare, happiness, advantages, interest, utility and quality of life (Burris, Brechting, Salsman, & Carlson, 2009). In the context of this study psychological well-being can be operationally defined as the construct measured by the



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six dimensions, i.e., autonomy, environmental mastery, personal growth, positive relation with others, purpose in life and self- acceptance; of the Psychological well-being questionnaire. (Ryff, 1989)

- **Academic Achievement:** "Academic Achievement" refers to a student's level of performance, accomplishment or success in school. It is the level of accomplishment and proficiency one has acquired in the academic arena. In the context of this study academic achievement can be defined as the performance of the students as assessed by the result sheet or progress report cards of the previous year's annual examination.

### REVIEW OF LITERATURE

- ❖ **Lalitha (1982)** studied the achievement motivation among school going students. The study was conducted in a comparative perspective, taking into account both the tribal and non-tribal children. The study revealed that there was no significant difference in the mean scores on achievement motivation between tribal and non-tribal students.
- ❖ **Anand (1989)** conducted a study on mental Health of high school students whose age group from 14 to 15 yea. A sample of 262 high school students (169 boys and 93 girls) participated in this study. A Likert Type mental health scale developed by the investigator was used. Correlation and Chi- squared were used for data analysis. The mental health of adolescents, their academic achievement and the educational and occupational status of parents were positively related with each other.
- ❖ **Madhuri (1991)** made an investigation where she compared personally factors. Academic achievement and scholastic achievement of socially high and low deprived tribal children of Rajasthan but did not find any difference in the personalities and academic adjustment of these two groups.
- ❖ **Lata Manju (1992)** conducted a study entitled 'Academic achievements of the tribal and non- tribal pupils of Ranchi City was aimed at exploring the relationship between the secondary school curriculum and the pupils. A sample of 400 respondents was drawn through the stratified random sampling method from 12 senior schools of Ranchi. An important finding of the study was that the operating factors behind the scholastic attainments are both cultural and school environment factors which are mutually exclusive.
- ❖ **Raju S., raj. H., Sam Sanada and Tuliahan, T.V. (1993)** studied academic achievement of scheduled tribe students in Wayanad district of Kerala. It was found that the scheduled tribes and the non- scheduled tribes differed significantly in their academic achievement.
- ❖ **Stajkovic & Luthans (2008)** conducted a study between psychological well-being and work-related performance this conclusion suggest that psychological well-being may be a better predictor of performance, much more than the personality traits best constructs that are commonly used in organizational research. (Adler & Weiss, 1998; George,1992).
- ❖ **Singh et. al (2009b)** conducted a study on psychological well-being. The sample comprised 250 students having age range from 18 to 25. Four questionnaires were administered namely PGI. Health questionnaires, Optimistic - Pessimistic attitude, self-efficacy scale, Locus of control. It has been observed in the findings that positive self-efficient, optimistic attitude and Locus of control affect the well-being in a meaning full way and revealing the correlations (-13, P<.05), (-.26, P<01), and (.16, p<.05) respectively.
- ❖ **Tamara Turashvii, Marine Japaridze (2012)** conducted a study on "Psychological well-being and its relational to Academic performance of students in Georgian

context. Within the framework of the research 252 students from wide variety of disciplines, of mean age 21 were surveyed Ryff well-being inventory was used to measure psychological well-being, coping Inventory was used for Stressful Situation (CISS), developed by Endler and Parker and Kucher Adolescents depression scale (KADS-6) was used for depression. The results of the study showed that majority of students who have middle level of well-being, do not have depression and have average self-evaluated academic performance. The research also revealed that the students, who have medium or high level of academic performance have high index of well-being, purpose of life and personal growth on scale.

- ❖ **Trucchia SM, Lucchese MS, Enders JE, Ferenandez AR (2013)** studied the relationship between academic performance, psychological well-being and coping strategies in medical students. Results revealed that students with “very good/ good academic performance “show high levels of satisfaction and well-being use direct coping strategies which lead them to cope with problematic situations” by means of “problem solving “. Students with “Regular/ Insufficient academic performance” declare “dissatisfaction with most aspects of their personalities “, feel unable to give a satisfactory response to environment demands and assume “avoidance behaviors” as coping strategies.
- ❖ **Miler, Connolly & Maguire (2013)** claimed that the relationship between well-being and academic achievement lacks a consisted theoretical framework. Striking findings in this research filled could be explained by focusing on different, inconsistent indicators of wellbeing (Miller, Connolly & Maguire, 2013). In their study they used the conception of academic buoyancy, to access well-being at School. The study outcomes indicated that there was a strong positive relationship between well-being and academic achievement. Students with high well-being scores also showed higher achievement scores (Miler, Connolly & Maguire, 2013)
- ❖ **Miss Sana Akhter (2015)** studied on “Psychological well-being of gender difference”. The sample was selected by using random sampling method. The total sample was consisted of 100 students equal no. of both male and female of 10th standard students from The Jamshedpur city. Psychological Well-being Scale developed by Carol Ryff (1980) was used to measure the psychological well-being. “t” test was used to test the hypothesis. The results showed that ‘t’ value is 5.68 that is significant at 0.01 level. Results showed that there was a significant difference between male and female in the level of psychological well-being.
- ❖ **Melissa Ludban, Priscilla N. Gitimu (2015)** examine the psychological well-being of college student and the factors that impact it. The Ryff scale of psychological well-being was used to measure psychological well-being. Participants of the study were 131 college students. Results of the study indicate that gender, age (traditional VS-non-traditional students) support. and financial well-being were the factors that impacted psychological well-being of college students.
- ❖ **Arantzazu Rodriguez- Fernandez, Estibaliz Ramos –Diaz and Inge Axpe- Sacz (2018)** conducted a study to examine the relationship between resilience, Subjective well – being and academic achievement (i.e., school engagement and perceived performance). To achieve this m a battery of instruments was applied to 945 compulsory secondary education students from Basque Country (425 boys and 520 girls) of medium socio-cultural level and aged between 12 and 17 (Mage=14.50, SD=1.82). The study tests a structural model for analyzing the effects of residence and subjective well-being on academic achievement. The findings provide evidence in favor of the influence of resilience and subjective well-being on academic achievement.

## RESEARCH METHODOLOGY

### **Introduction:**

In order to carry out the research study systematically and objectively, methodology plays a significant role in any discipline. Research in common parlance refers to search for knowledge. Research can be defined as a scientific and systematic search for relevant information on a specific subject matter. In other words, research is an art of scientific investigation.

Research methodology is the approach taken to conduct research. There are different approaches in social science and based on purpose of the research the researcher will choose and applies those approaches. It specifies the logic of choosing a particular problem, hypothesis formulation, statistical techniques to be used etc.

### **Research Design:**

This present study is correlational research. The impact of psychological well-being will be measured on academic achievement among tribal adolescents.

### **Research Question:**

Can Psychological Well-being be predictor of academic achievement among Tribal and Non-tribal Adolescents?

### **Variable Under Study:**

**Independent Variable:** Psychological Well-being.

**Dependent Variable:** Academic achievement.

### **Sample:**

A sample of N= 400 has been selected for the present research whose age range from 12 to 19 years. Among them 200 tribal adolescents (100 male and 100 female) and 200 non-tribal adolescents. (100 male and 100 female). The sample has been collected from various schools located in an around Guwahati city.

*Table showing the sample distribution of the study*

Sex	Tribal	Non-Tribal	Total
Male	100	100	200
Female	100	100	200
Total	200	200	400

### **Criteria for selecting of sample:**

#### **Inclusion Criteria:**

- Children of 12 to 19 years of age are selected for this study.
- Only the Students of English medium schools are taken for this study.
- Only the Students of educational institution located in neighboring places Guwahati city are considered for this study.

#### **Exclusion Criteria:**

- Children of other age range are not selected for this study.
- Students of other medium schools are not taken for this study.
- Students of educational institution which are not located in neighboring places of Guwahati city are not considered for this study.

### ***Sampling Technique***

In this present study purposive sampling technique is used. Purposive sampling is a non-probability sampling method where researcher relies on his or her own judgment while choosing members of population to participate in the study.

### ***Tools for data collection***

#### **Tool 1**

##### **The semi- structured Interview Schedule:**

A semi-structured interview schedule was prepared by the researcher for collecting socio-demographic information of the subject. Interview schedule includes 11 items/questions relating to name, age, gender, educational qualification, caste, name of the tribe, number of siblings, parental occupation, monthly income of the family, type of family, type of school.

#### **Tool 2**

##### **Psychological Well-being Questionnaire:**

This test is developed by Carol Ryff in 1989. This questionnaire measures psychological well-being in six dimensions which indicated that six constructs in combination constitute the concept of psychological well-being. The six dimensions are: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. Items from the separate scales are mixed (by taking one item from each scale successively into one continuous self- report instrument).

### ***Administration and Scoring***

It is a self-administered questionnaire. Participants respond by using a six-point format: strongly disagree (1), moderately disagree (2), slightly disagree (3), slightly agree (4), moderately agree (5), strongly agree (6). Responses to negatively scored items (-) are reversed in the final scoring procedures so that high scores indicate high self-ratings on the dimension assessed.

There are no specific scores or cut-points for defining high or low well-being. Those distinctions are best derived from distributional information from the data collected. For example, high well-being (for short or long versions of the scales) could be defined as scores that are in the top 25% (quartile) of the distribution, whereas low well-being could be defined as scores that are in the bottom 25% (quartile) of the distribution. Another alternative would be to define high well-being as scores that are 1.5 standard deviations above the mean, whereas low well-being is scores that are 1.5 standard deviations below the mean.

### ***Reliability and Validity***

The multidimensional structure of psychological well-being, as measured by the Ryff inventory, has been tested and validated on a nationally representative sample of English-speaking adults age 25 and older. For each dimension internal consistency was measured and it was found to be (coefficient alpha) = .83 for autonomy, .86 for environmental mastery, .85 for personal growth, .88 for positive relations with others, .88 for purpose in life, and .91 for self acceptance. For validity, the present 84 items test was correlated with the 20-item parent test. The correlation coefficient values are ranging from 0.97 to 0.99 for all the six dimensions.

#### **Tool 3**

##### **Students result sheet/progress records of previous promotional examination**

For academic achievement students' result sheet/progress records of previous promotional examination is used.

### ***Procedure of data collection:***

The study was conducted on school students who belong to the age group between 12-19 years. For this purpose, the principal of the schools was approached. A small room was provided to the researcher. In the beginning rapport was established between the subjects and the researcher. After getting the verbal consent from the subjects, the questionnaires were distributed in a group of 10-15 students at a time. At first the interview schedule was filled up by them to get the socio-demographic information. After completing the interview schedule, instructions were given for administering psychological tools. The main three psychological tests were administered to the subjects. A time gap of 5 minutes was given in between administration of three psychological tests. As all the tests are self-reported, so subjects filled these by themselves. After completing all the scales, the subjects were thanked for their patience and cooperation and allowed to leave. In this manner all the subjects were administered and data was collected from the tribal as well as non-tribal adolescents too.

## **RESULTS AND DISCUSSION**

The present Research was conducted to examine Psychological Well-being and its role as predictors of Academic achievement. This study was also conducted to investigate and compare the psychological well-being among Tribal adolescents and non-tribal adolescents residing in an around Guwahati city.

### **The result and discussion are presented in the following procedure:**

1. Descriptive statistical analysis of the two main variables, such as Psychological Well-being and Academic achievement among tribal and non-tribal adolescents.
2. Significance Differences of the variables.
3. Correlational analysis of Psychological Well-being with the dependent variable i.e., Academic achievement.
4. Regression analysis of the two variables among tribal and non-tribal adolescents.

### ***Descriptive Statistical Analysis***

To measure the variables under investigation the standardized psychological tests were administered among both the groups of students. The two variables under investigation were Psychological well-being and Academic achievement, where Psychological well-being was the independent variable and Academic achievement was dependent variable.

**In this present research psychological well-being was the first variable and it was the independent variable for the study.** This variable was measured by administering a standardized psychological test named Psychological well-being Questionnaire developed by Carol Ryff (1995). This test measured psychological well-being into six dimensions and addition of all these scores lead to score on psychological well-being.

To find out the level of psychological well-being mean was calculated for all the dimensions and total score on psychological well-being for both tribal and non-tribal adolescents and for both boys and girls. To compare both the sex and group t-test was applied to find out the significance difference. The result of the present study was presented in the following table:

**Objective 1:** To measure the psychological well-being among tribal and non-tribal adolescents.

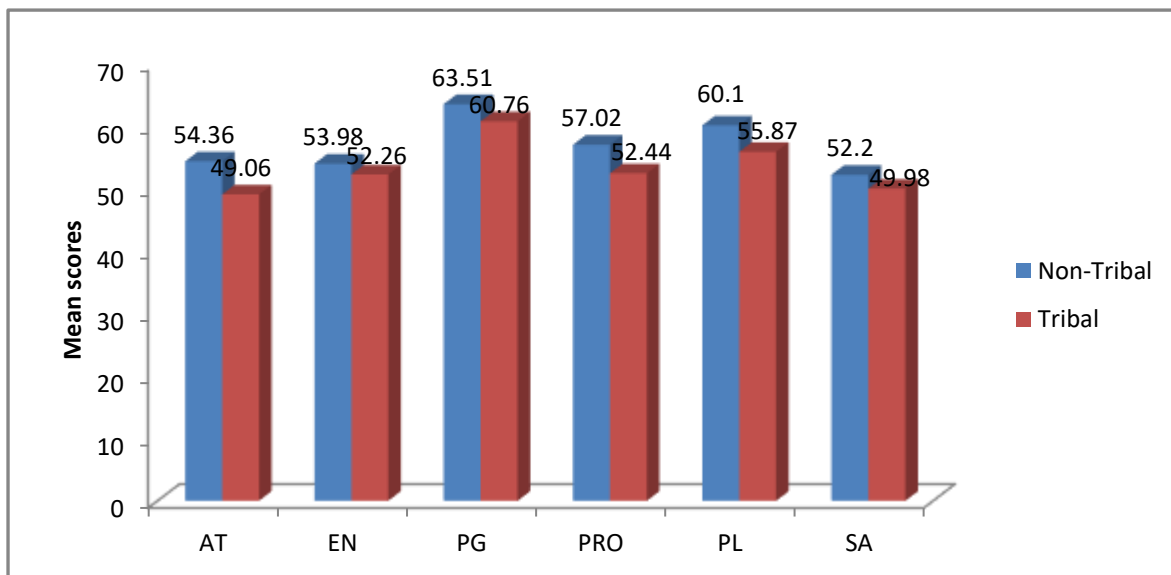
**NH<sub>1</sub>:** There will be no significant difference on psychological well-being between tribal and non-tribal adolescents.

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Table 1 Mean and standard deviation values on psychological well-being and t values between Tribal and Non-tribal adolescents.

Dimensions	Category	N	Mean	Std. Deviation	Mean Difference	t	Df	Sig. (2-tailed) (P-Value)
Autonomy	Non-Tribal	200	54.36	6.329	5.300	8.089	398	.000
	Tribal	200	49.06	6.768				
Environmental Mastery	Non-Tribal	200	53.98	4.478	1.720	3.871	398	.000
	Tribal	200	52.26	4.408				
Personal growth	Non-Tribal	200	63.51	5.635	2.745	4.592	398	.000
	Tribal	200	60.76	6.301				
Positive relation with others	Non-Tribal	200	57.02	6.323	4.580	8.084	398	.000
	Tribal	200	52.44	4.920				
Purpose in life	Non-Tribal	200	60.10	5.778	4.230	6.396	398	.000
	Tribal	200	55.87	7.355				
Self-acceptance	Non-Tribal	200	52.20	6.738	2.215	3.217	398	.001
	Tribal	200	49.98	7.029				
Total psychological well-being	Non-Tribal	200	341.16	24.663	20.790	8.401	398	.000
	Tribal	200	320.38	24.828				

Figure 1: Graphical representation of mean values on psychological well-being among Tribal and Non-tribal adolescents.



The above table 1 and figure 1 shows the mean, S.D and t values on Psychological well-being among tribal and non-tribal adolescents. From the results it was found that the mean value on

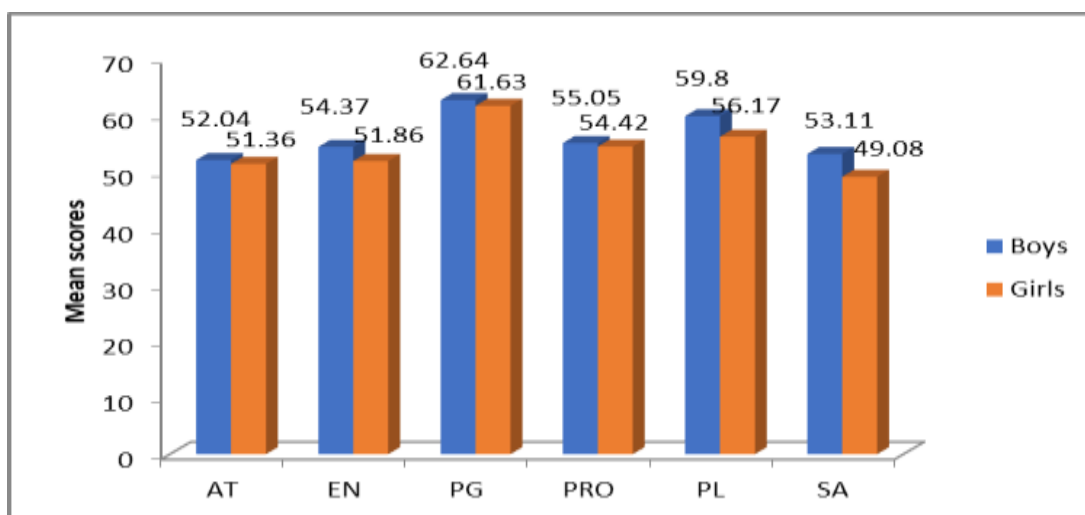
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psychological well-being of tribal adolescents was 320.38 and that of non-tribal adolescents was 341.16. From the mean value it is showed that the psychological well-being of non-tribal adolescents was better than tribal adolescents. The S.D value of tribal and non-tribal adolescents was 24.83 and 24.66 respectively.

To study the difference of the mean score on psychological well-being among tribal and non-tribal adolescents, the t-test was calculated which was shown in the table 1. From the table t value was found to be 8.401 which was significantly differing at 0.01 level from each other on psychological well-being. Therefore, the null hypothesis No.1 that ‘There will be no significant difference on psychological well-being between tribal and non-tribal’ was rejected.

**Table 2 Mean and standard deviation values on psychological well-being and t values between boys and girls.**

Dimensions	SEX	N	Mean	Std. Deviation	Mean Difference	T	Df	Sig. (2-tailed) (P-Value)
Autonomy	Boys	200	52.04	6.547	.680	.963	398	.336
	Girls	200	51.36	7.543				
Environmental Mastery	Boys	200	54.37	4.369	2.510	5.773	398	.000
	Girls	200	51.86	4.326				
Personal growth	Boys	200	62.64	4.935	1.015	1.661	398	.098
	Girls	200	61.63	7.098				
Positive relation with others	Boys	200	55.05	5.488	.630	1.032	398	.303
	Girls	200	54.42	6.665				
Purpose in life	Boys	200	59.80	5.276	3.630	5.416	398	.000
	Girls	200	56.17	7.875				
Self acceptance	Boys	200	53.11	6.615	4.035	6.046	398	.000
	Girls	200	49.08	6.733				
Total Psychological wellbeing	Boys	200	337.02	25.593	12.500	4.788	398	.000
	Girls	200	324.52	26.616				



The above table 2 and figure 2 shows the mean, S.D and t values on psychological well-being among boys and girls from both the group (tribal and non-tribal). From the results it was found that the mean value on psychological well-being among boys was 337.02 and that of

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girls was 324.52. From the mean value it is showed that the psychological well-being of boys was better than girls among both the group i.e., tribal and non-tribal. The S.D value of boys and girls was 25.59 and 26.61 respectively.

To study the difference of the mean score on psychological well-being among boys and girls of both the groups, the 't' test was calculated which was shown in the table 2. From the table, it was found that there was no significance difference found in autonomy, personal growth, and positive relation with others. But in the other dimensions such as environmental mastery, purpose in life and self-acceptance a significant difference was found. After comparing the total mean scores of psychological well-being between boys and girls, the total t values were found to be 4.788 which was significantly differing at 0.01 level. Therefore, the null hypothesis No.2 that "There will be no significant difference on psychological well-being between boys and girls" was rejected.

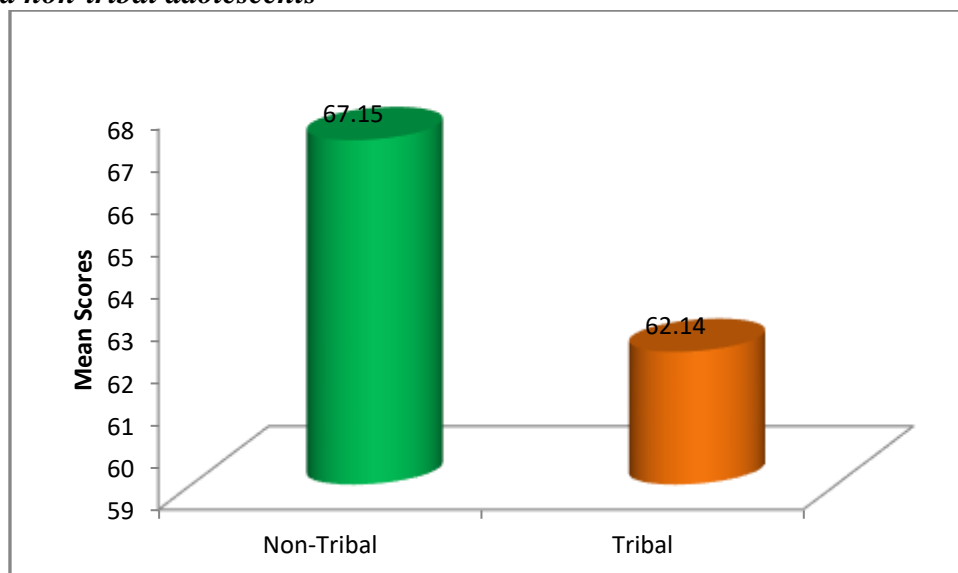
**In this present investigation academic achievement was the second variable and it was the dependent variable for the study.** It was assessed by students result sheet/progress records of previous promotional examination.

**Objective 3:** To assess the Academic Achievement among Tribal and Non-tribal adolescents.  
**NH<sub>3</sub>:** There will be no significant difference on Academic Achievement between Tribal and Non-tribal adolescents.

*Table 3 Mean, S.D and t value on Academic Achievement among tribal and non-tribal adolescents*

Dimensions	Category	N	Mean	Std. Deviation	Mean Difference	T	Df	Sig. (2-tailed) (P-Value)
Academic achievement	Non-Tribal	200	67.15	8.818	5.006	6.114	398	.000
	Tribal	200	62.14	7.506				

*Figure 3: Graphical representation of Mean scores on Academic Achievement among tribal and non-tribal adolescents*





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From the table 3 and figure 3 it was clear that the mean score on academic achievement of tribal adolescents was 62.14 and that of non-tribal adolescents was 67.15. The obtained results indicated that the academic achievement of non-tribal adolescents was found to be higher than tribal adolescents. The SD score of academic achievement of tribal and non-tribal were 7.506 and 8.818 respectively.

To study the difference of the mean score of academic achievement between tribal and non-tribal adolescents, the t- test was calculated which is shown in the table 3. From the table 't' value was found to be 6.114 which was highly significant at 0.01 level from each other on academic achievement. Therefore, the null hypothesis No.3, 'There will be no significant difference on academic achievement between tribal and non-tribal adolescents' was rejected.

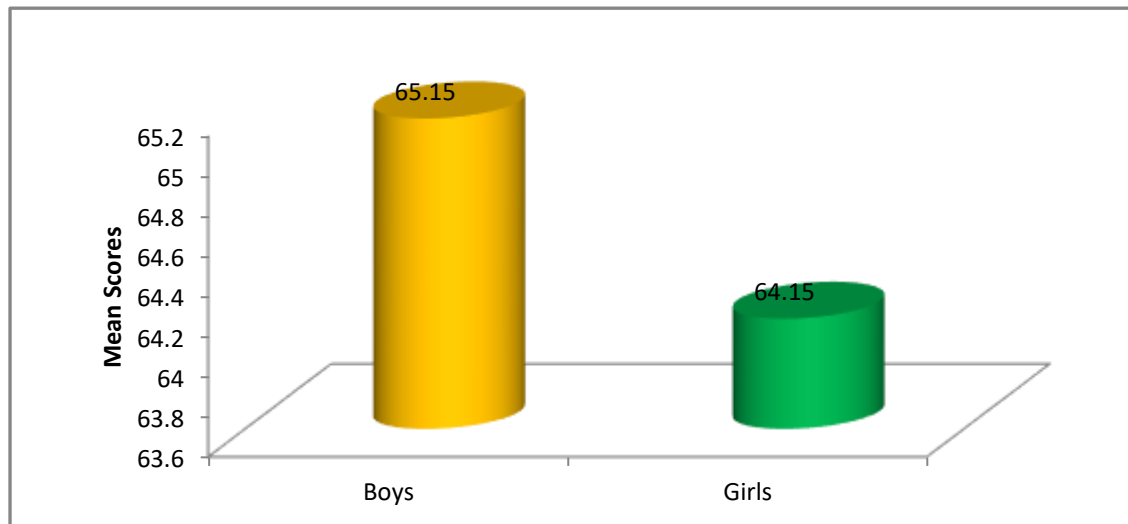
**Objective 4:** To assess the academic achievement among boys and girls.

**NH4:** There will be no significance difference on academic achievement between boys and girls.

**Table 4 Mean, S.D and t values of Academic Achievement among boys and girls**

Dimensions	SEX	N	Mean	Std. Deviation	Mean Difference	T	Df	Sig. (2-tailed) (P-Value)
Academic achievement	Boys	200	65.14	7.384	.993	1.162	398	.246
	Girls	200	64.15	9.574				

**Figure 4: Graphical representation of mean scores on Academic achievement among boys and girls.**



From the table 4 and figure 4 it was clear that the mean score on Academic Achievement of boys was 65.14 and that of girls was 64.15. The obtained results indicated that the academic achievement of boys was found to be higher than girls. The SD score of academic achievement of boys and girls were 7.384 and 9.574 respectively.

To study the difference of the mean score of Academic Achievement between boys and girls, the 't' test was calculated which is shown in the table 18. From the table 't' value was found to be 1.162 which was not significant from each other on academic achievement. Therefore,

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the null hypothesis No.4, 'There will be no significant difference on academic achievement between boys' and girls' was accepted.

### *Correlational analysis of the Variables:*

In the present study the two variables under investigation are psychological well-being and academic achievement. In first step of analysis, descriptive statistics were applied to the two variables among tribal and non-tribal adolescents and boys and girls for both the group. Now in the second step, correlation was found between the variables by applying Pearson product moment correlation coefficient method for both the group of adolescents and boys and girls for both the group.

**Objective 5:** To find out the relationship between psychological well-being and academic achievement among tribal and non-tribal adolescents.

**NH<sub>5</sub>:** There will be no significant relationship between psychological well-being and academic achievement among tribal and non-tribal adolescents.

**Table 5 Showing Pearson product moment correlation coefficient values between Psychological well-being and Academic achievement among Tribal and Non-tribal adolescents.**

	Dimensions	Pearson correlation with academic achievement	
		Tribal	Non-tribal
Psychological well-being	Autonomy	.343**	.309**
	Environmental Mastery	.426**	.340**
	Personal Growth	.335**	.195**
	Positive relation with others	.350**	.284**
	Purpose in life	.422**	.410**
	Self-acceptance	.466**	.295**
	<b>Total_PWB</b>	<b>.581**</b>	<b>.435**</b>

\*\* Correlation is significant at 0.01 level (2-tailed).

\* Correlation is significant at 0.05 level (2-tailed).

The above result in table 5 shows the correlation coefficient values between Psychological well-being, its dimensions and academic achievement among tribal and non-tribal adolescents. The results indicated that all the six dimensions and core concept psychological well-being have positive significant correlation with academic achievement. The positive correlation between these two variables  $r = .581$  for tribal adolescents and  $.435$  for non-tribal adolescents which was found to be significant at 0.01 level. It meant that if there were increase in psychological well-being and dimensions of it such as positive relation with others, autonomy of a person, his/her environmental mastery, growth at personal level, have better purpose in life and more self-acceptance in life then there would be increase in academic achievement. Therefore, from the above-mentioned result we can say that if an adolescent has high index of psychological well-being, he/she have higher academic achievement.

The hypothesis No. 5 stated that there will be no significant relationship between psychological well-being and academic achievement among tribal and non-tribal adolescents. Whereas the above result showed that Psychological well-being and all the six dimensions

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were having a significant positive relationship with academic achievement among tribal and non-tribal adolescents. Therefore, the hypothesis No.5 was rejected.

**Objective 6:** To find out the relationship between Psychological well-being and Academic Achievement among boys and girls.

**NH<sub>6</sub>:** There will be no significant relationship between Psychological well-being and Academic Achievement among boys and girls.

**Table 6 Showing Pearson product moment correlation coefficient values between Psychological well-being and Academic achievement among boys and girls.**

	Dimensions	Pearson correlation with academic achievement	
		Boys	Girls
PSW	Autonomy	.465**	.349**
	Environmental Mastery	.491**	.356**
	Personal Growth	.488**	.208**
	Positive Relation with Others	.489**	.316**
	Purpose in life	.558**	.415**
	Self-Acceptance	.515**	.319**
	<b>Total PWB</b>	<b>.649**</b>	<b>.495**</b>

\*\* Correlation is significant at 0.01 level (2-tailed).

\* Correlation is significant at 0.05 level (2-tailed).

The above result in table 6 shows the correlation coefficient values between psychological well-being, its dimensions and academic achievement among boys and girls. The results indicated that all the six dimensions and core concept psychological well-being have positive significant correlation with academic achievement. The positive correlation between these two variables  $r = .649$  for boys and  $.495$  for girls which was significant at 0.01 level. It meant that if there were increase in psychological well-being and dimensions of it such as positive relation with others, autonomy of a person, his/her environmental mastery, growth at personal level, have better purpose in life and more self-acceptance in life then there would be increase in academic achievement. Therefore, from the above-mentioned result we can say that if an adolescent has better psychological well-being he can do well in his/her academic performance.

The hypothesis No. 6 stated that there will be no significant relationship between psychological well-being and academic achievement among boys and girls. Whereas the above result showed that psychological well-being and all the six dimensions were having a significant positive relationship with academic achievement among boys and girls. Therefore, the hypothesis No.6 was rejected.

### Regression Analysis

In the third step of analysis, regression analysis was carried out to find out regression and prediction relation of Psychological Well-being, with Academic Achievement among tribal and non-tribal adolescents. In the regression analysis, psychological well-being was predictor or independent variable whereas academic achievement was criterion or dependent variable. Psychological well-being had its dimensions. Therefore, regression analysis was carried out

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dimension wise also to get in-depth information about these variables for both the group i.e., tribal and non-tribal adolescents.

**Objective 7:** To study the influence of Psychological Well-being on Academic Achievement among tribal and non-tribal adolescents.

**NH<sub>7</sub>:** There will be no significant influence of Psychological well-being on Academic Achievement among tribal and non-tribal adolescents.

**Table 7 Regression analysis between Psychological well-being and Academic Achievement among Tribal and non-tribal adolescents.**

Predictors	Criterion or Dependent variable: Academic achievement						
	R Square	Std. Error of the Estimate	F	Sig.	B	T	P
Autonomy	.157	7.861	74.342	.000	.481	8.622	.000
Environmental Mastery	.169	7.808	80.784	.000	.777	8.988	.000
Personal growth	.095	8.146	41.929	.000	.431	6.475	.000
Positive relations with others	.148	7.905	69.151	.000	.539	8.316	.000
Purpose in life	.212	7.600	107.358	.000	.568	10.361	.000
Self-acceptance	.159	7.852	75.499	.000	.490	8.689	.000
<b>Total PWB</b>	<b>.308</b>	<b>7.126</b>	<b>176.942</b>	<b>.000</b>	<b>.177</b>	<b>13.302</b>	<b>.000</b>

The above table 7 shows the regression analysis between Psychological well-being and Academic achievement among tribal and non-tribal adolescents. Results indicated that the predictor variable psychological well-being was found to predict 30.8% of total academic achievement variable. The first-dimension autonomy was found to predict 15.7%, the second-dimension environmental mastery was found to predict 16.9%, the third-dimension personal growth was found to predict 9.5%, the fourth-dimension positive relation with others was found to predict 14.8% and the fifth and sixth dimension i.e., purpose in life and self-acceptance were found to predict 21.2% and 15.9% respectively. Therefore, it has been observed that total psychological well-being and its six dimensions have significant impact on academic achievement among tribal and non-tribal adolescents. The t value was found to be t=8.622 for autonomy, t=8.988 for environmental mastery, t=6.475 for personal growth, t=8.316 for positive relation with others, t=10.361 for purpose in life, t=8.689 for self-acceptance and t=13.302 for total psychological well-being which were found to be significant at 0.01 level. Hence, it can be concluded that psychological well-being and its six dimensions were significant predictors of academic achievement among tribal and non-tribal adolescents.

The hypothesis no.7 stated that there will be no significant influence of Psychological well-being on Academic achievement among tribal and non-tribal adolescents. But the present result showed that psychological well-being was significant predictor of academic achievement among tribal and non-tribal adolescents. Hence the null hypothesis was rejected.

## Psychological Well-Being as Predictor of Academic Achievement Among Tribal Adolescents

Therefore, it revealed that if there is high level of psychological well-being among the adolescents then this could lead to higher level of academic achievement.

### Major Findings

1. There was a significant difference found between boys and girls of both tribal and non-tribal adolescents in terms of their psychological well-being.
2. The psychological well-being of boys was found to be better than girls among both the groups.
3. There was a significant difference found between tribal and non-tribal adolescents in terms of their psychological well-being.
4. The psychological well-being of non-tribal adolescents was found to be better than tribal adolescents.
5. There was no significant difference found on academic achievement between boys and girls of both tribal and non-tribal adolescents.
6. The academic achievement of boys was found to be better than girls.
7. There was a significant difference found between tribal and non-tribal adolescents in terms of their academic achievement.
8. The academic achievement of non-tribal adolescents was found to be higher than tribal adolescents.
9. Correlational analysis showed a significant relationship between psychological well-being and academic achievement among boys and girls and tribal and non-tribal adolescents.
10. Regression analysis results showed that Psychological well-being was able to predict academic achievement among tribal and non-tribal adolescents significantly which indicated that academic achievement is influenced by psychological well-being.

### Limitations of the study

- The main limitation of the study was the sample size. The sample size is small for generalization of the findings.
- The area covered for the study was only from neighboring places of Guwahati city. The result would have been better if a greater number of districts were selected.
- The administration of the tools was time consuming; as a result, the task was exhausting.
- It is only a Correlational Research.

### Suggestions

- A large sample and some more variables can be taken to generalize the research results in a broader context.
- Generalizations drawn from this research study are to be evaluated by conducting further researches.
- Further research can be carried out by using experimental design to prove cause-effect relationship between the variables.
- Intervention training programme can be carried out in schools on how to build a strong psychological well-being among the students.
- Awareness programmes on strategies to deal with the different aspects of adolescents should be conducted time to time among the teachers and stake holders.
- Life skill training can be imparted to adolescents.

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### **Conflict of Interest**

The author declared no conflict of interest.

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