

## *The Study of Well-Being in Grade 12 Students*

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### **Abstract**

The purpose of this research was to examine the well-being of high school students and to determine comparability of well-being held by these students in regard to ;(1) gender ; (2) programs of study ;(3) academic achievement(GPA) ;(4) family status. The sample used in this study was 156 grade 12 students in the first semester year of 2013 at Phranakorn Si Ayutthaya Thailand. The data was selected by Cluster Sampling. The instrument used in the study was a Ryff's Psychological Well-Being Scales (PWB), 42 Item version. The data was analyzed by percentage, mean, standard deviation, t-test and one-way ANOVA.

The results of the study were as follows :

1. The total well-being score of the sample in this study was 177.22
2. The well-being score of students with different gender was not different.
3. The well-being score of students with different program, academic achievement(GPA) and family status were significantly different at .05 level.

**Keyword :** Well-Being , Adolescents

## **Introduction**

Well-being is important in life and certainly is what everyone desires. Anyone with higher levels of well-being can do anything as they want to achieve in life and are able to accept the changes that occur in society. In addition, these people can expose themselves to get new experiences, to have a good relationship with others. The people with satisfaction in life can live happily in the society. (Diener,Suh:1997) According to the World Health Organization, mental health is defined as a state of happiness complete mental strength and resistance to something that causes stress and anxiety. It also means good interpersonal and ability to adapt to the social environment appropriately. Those who have well- being will be satisfied with their lives.

Well-being is a positive outcome that is necessary for people and for many sectors in society. Due to their well-being, people realize that their lives are going well. Good living conditions are fundamental to well-being. Tracking these conditions is important for public policy. However, many indicators that measure living conditions fail to measure what people think and feel about their lives, such as the quality of their relationships, their positive emotions and resilience, the realization of their potential, or their overall satisfaction with life.

Development that is primarily focused on material progress has caused many problems, such as social issues, environmental issues and human life. The obvious reason is the decline of nature and the human mind. Happiness economists have proved that the object development increased continuously in many countries did not have the well-being extend beyond (Kittiprapas,S.: 2010). In Thailand the issue of well-being has been defined as a policy of the Commission on Higher Education. This has mentioned the promotion of the well being of students under changes cause by globalization. Teen age is a significant development state of life. Adolescents unavoidably experience many changes which affect them both positive and negative ways, and this will impact on their mental health. If teens have a high level of well-being they will have motivation to learn, but on the other hand, if their well-being is low, they will probably fail in their learning since they do not like school and have less self-satisfied.(Huebner, 2004; Kiura, Aunola, Nurmi, Leskinen, & Salmela-Aro et al. 2008). High school students are in the age range of teenagers living in rapid changing world with high competition. Such circumstances have surrounded them since childhood and undoubtedly become a model behavior. If they fulfill the need of adolescence, it will be the experience of pleasure from which teenagers often learn and emulate. These will influence attitudes, values and behavior. In contrast, if not, it will be an experience of suffering (Gray.,R.S.,et al. 2010).

Therefore, well-being is especially important for teens. Especially those who are studying in high school living in a society with no happiness, it will cause various subsequent problems such as sexual problems, crime, drug problems and contention issues. These problems affects the life and happiness of the students. The students will not have a deep understanding about life and unable to distinguish right from wrong. They will be overwhelmed and unable to fix the problem themselves. The researcher is interested to study the well-being of adolescents, especially teenagers in high school level 12 in Ayutthaya, Thailand. This is because teenagers in middle adolescence (16-17 years) and late adolescence (18-25 years), are in the range that

must make decisions on their study in university, the occupation and living style. There was also a report from the Central situation of children and youth (2011). That 18 percent of high school students in Ayutthaya Province had controversy or conflicts with friend fairly often, 13 percent felt depressed without reason, 55.4 percent had headaches, vomit and other symptoms due to stress, 38.5 percent felt dissatisfied with their own ability and 48.5 percent had low level well-being. Study well-being in adolescents is important. Because when you know the factors and the cause, you can arrange proper environment to raise well-being of students who will become good citizens in the future. Measuring well-being with teens has used a measure of Ryff's (1995) 6 dimensions, which are consists of self-acceptance, purpose in life, positive relation with others, environmental mastery and autonomy.

**Self-acceptance** : Possessing a positive attitude toward the self, acknowledges and accepting multiple aspects of self, including good and bad qualities ; feel ingpositive about past life.

**Positive Relations with others** : Having warm, satisfying, trusting relationship with others; being concerned about the welfare of others; capable of strong empathy, affection, and intimacy; understanding giving and taking of human relationships.

**Autonomy** : Being self-determining and independent; able to resist social pressures to think and act in certain ways; regulates behavior from within; evaluates self by personal standards.

**Environmental Mastery** : Having a sense of mastery and competence in managing the environment; controlling complex array of external activities; making effective use of surrounding opportunities; able to choose or create contexts suitable to personal needs and values.

**Purpose in life** : Having goals in life and a sense of directedness; feeling in meaning to present and past life; holding beliefs that giving life purpose; haing aims and objectives for living.

**Personal Growth** : Having a feeling of continued development; seeing self as growing and expanding; ibeing open to new experiences ; having sense of realizing his or her potential; seeing improvement in self and behavior over time; changing in ways that reflect more self-knowledge and effectiveness.

## **Research Objective**

To study the well-being in grade 12 students.

## **Methodology and methods**

### **Selection of subjects**

**Population** : The population in this study was the grade 12 students who were studying in the first semester of 2013 total of 3,300 students. The school under the control of the government in Phranakhon Si Ayutthaya province.

**Sample** : The sample used in this study were students in grade 12 who were Studying in the first semester of 2013 total of 156 students.

## **Variables**

**Independent :** Gender ,programs of study ,academic achievement and family status

**Dependent :** Well-being consists of self-acceptance ,positive relations with others ,autonomy, environmental mastery ,purpose in life and personal growth

### **Instrument**

The instrument used in the study was a Ryff's Psychological Well-Being Scales (PWB), 42 Item version. Respondents rate statements on a scale of 1 to 6, with 1 indicating strong disagreement and 6 indicating strong agreement. PWB(1995) have reliability follows : Self-acceptance = .85 , Positive Relations with others = .83, Autonomy = .88, Environmental Mastery = .81, Purpose in life = .82 and Personal Growth = .81

### **Collection of Data**

The researcher coordinated with teachers in each school in order to collect questionnaires totaled 160 students.The number of the respondents was 156 students (97.5%).

### **Analysis of Data**

The researcher used the Statistical Package for the Social Sciences(SPSS) to analyze the data as follows:

- 1.Demographic characteristics consisted of gender, programs of study, academic achievement and family status .Frequency , percentage, mean and standard deviation were analyze form the data.
- 2.The well-being were analyzed to find mean, standard deviation and average valuation for each dimension.
- 3.One-way ANOVA analyzed used to compare the well-being of students at statistically significantly different at the .05 level and comparing different in pairs by LSD analysis.

### **Results**

**Table 1 t-test result for comparison of well - being of students by gender.**

<b>Gender</b>	<b><math>\bar{X}</math></b>	<b>S.D.</b>	<b><i>t</i></b>
Male	171.45	.57	-.30
Female	172.66	.58	

Table 1 showed that the well-being of students by gender was not significantly different.

**Table 2 t-test result for comparison of well-being of students by Programs .**

<b>Program</b>	<b><math>\bar{X}</math></b>	<b>S.D.</b>	<b><i>t</i></b>
<b>Science</b>	179.79	.63	4.30*
<b>Arts</b>	163.80	.44	

\*  $p < .05$

Table 2 reveal a statistically significantly difference in well-being between students in two programs at the .05 level. The scores of students in science program were higher than those in art.

**Table 3 ANOVA result for comparison by academic achievement (GPA)**

<b>Well-being</b>	<b>df</b>	<b>SS</b>	<b>MS</b>	<b>F</b>
Between Group	2	2.49	1.24	3.84*
Within Group	153	49.70	.32	
Total	155	52.20		

\*  $p < .05$

Table 3 represented the well-being of students classified by academic achievement was statistically significantly different at the .05 level.

**Table 4 LSD method post-hoc analysis classification of well-being means by academic achievement(GPA)**

<b>Well -being</b>	<b>Academic Achievement</b>	<b><math>\bar{X}</math></b>	<b>below 2.00</b>	<b>2.00-2.99</b>	<b>Higher 3.00</b>
Self-acceptance	Below 2.00	27.65		-.53	-.76
	2.00-2.99	27.51	-	-	-.23*
	Higher 3.00	29.26			
Autonomy	Below 2.00	23.31		-.74	-1.00*
	2.00-2.99	27.02	-	-	-.26
	Higher 3.00	28.63			

Purpose in life	Below 2.00	27.65		-.01	-.35
	2.00-2.99	27.72	-	-	-.34*
	Higher 3.00	30.10			

\*  $p < .05$

Table 1 showed that students with GPA of higher 3.00 had self-acceptance and purpose in life higher score than students with GPA of 2.00 - 2.99 in statistically significantly different at the .05 level. Students with GPA of higher 3.00 had autonomy higher score than students with GPA of 2.00 - 2.99 in statistically significantly different at the .05 level.

**Table 5 t-test result for comparison of well-being of students by family status.**

Family status	$\bar{X}$	SD	t
Living with parents/single parent	174.16	.59	3.83*
Not living with parents	158.83	.37	

\*  $p < .05$

Table 3 showed that the well-being of students classified by family status was statistically significantly different at the .05 level. Students living with parents/ single parent scored higher than those who not living with their parents.

## Discussion

The sample in this study has total well-being score at 177.22 . The study found that well-being of grade 12 students with different genders was not different. Furthermore, well-being of grade 12 students with different programs, academic achievement and family status were significantly different at .05 level. On average, the science students has higher score than the art ones. Students with higher GPA have higher well-being than those with lower GPA.

The family status variables showed a significant difference in total well-being. The average of the students living with parents or single parent scored higher than those not living with parents

This study found that counseling in the schools may have to focus on students with lower well-being. Especially students who come from broken home and students with low academic achievement(GPA).Educators or persons concerned should focus on developing the well-being of these young students so they are being better, particularly in positive relations with others, autonomy, environmental mastery and purpose in life.

## **Conclusion**

In this study found that well-being in grade 12 students with different genders was not different. Furthermore, well-being in grade 12 students with different programs, academic achievement and family status were significantly different at .05 level. The science program students had higher scores than the art ones.

**Suggestion for application :** Social institutions such as family, education , community and government should be aware of the priority to the well-being of adolescents.

**Suggestion for research :** Counseling program should be developed to train the teachers teaching in high schools in order that they can be effective counselors.

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