Developing Psychological Well-Being Among School Children Through Conceptualization Approach

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ABSTRACT

This paper seeks to expose educational stakeholders to the benefits associated with the psychological well-being of school children by using conceptualization approaches. It was learned that education is prominent in an individual's life and the development of student's potential. Also, psychological well-being is a process of development in a student's lifespan, through the development of mental health, and personal growth. This development promotes good health, and happiness, and contributes to students' academic attainment. Therefore, the paper covers psychological well-being as an integral part of personality development and academic growth of students. The paper further highlights how to develop psychological well-being in students, the need for psychological well-being in a student's educational development, the psychological well-being of adolescents, and the academic achievement of adolescent students.

Keywords: Academic Achievement, Development, Psychological Well-Being, Students Well-Beings.

I. INTRODUCTION

Well-being has received considerable attention in academia over the years. Successive governments in many nations are making conscious efforts in developing health, and labour economics through the well-being of their citizens (Burns, 2016). Making the citizens happy is the basis of well-being, which can influence their internal desire for peace, joy, and contentment. Happiness emerged from external and internal pursuits such as familial and interpersonal relationships, occupational activities, financial accomplishments, and emotional stability (Ramos, 2017). In some cases, the quest for success becomes the focus for achieving happiness, and the pursuit of wealth becomes paramount. However, research studies have shown no causal relationship between happiness and material success (Csikszentmihalyi, 1999).

The concept of well-being concerns optimal psychological functioning and experience (Ryan & Deci, 2001). It consists of all activities that bring happiness through its balanced and comprehensive understanding of life in physical, social, mental, emotional, health, and spiritual domains. Based on these domains, well-being is related to different fields (Hinckson, 2019). For instance, well-being indicates maximum psychological functioning and experience in life in psychology. Therefore, ideals of academic literature and debate about psychological well-being remain frequent (Andresen et al., 2019).

Conceptualizing well-being, the Organization for Economic Cooperation and Development (2012) propounded the "Your Better Life Index. It consists of 11 Indexes considered critical to the quality of life in housing, health, jobs, work-life balance, education, environment, governance, income, life satisfaction, safety, and community. The index gives countries and individuals the option to choose the most critical domains. Diener & Chan (2011) said studies determine an individual's independent ability to predict their health outcomes beyond subjective well-being factor score and how their life indexes are related.

Well-being is a complex concept because of its theoretical and practical connotations, which cut across all the domains of life (Huppert & So, 2011). The theoretical perspective is abstract (Huppert, 2014). These ideas have been deliberated through intellectual history and assembled into two different philosophies: hedonism (Kahneman et al., 1999). Which reflects the view that well-being consists of pleasure; and eudaimonism (Waterman, 1993). This idea of well-being belief portrays that it includes the realization of the true nature of individuals. These ideals of well-being have subsequently brought out two different perspectives for empirical evidence into well-being, namely, subjective well-being and psychological well-being (Ryan & Deci, 2001).

II. PSYCHOLOGICAL WELL-BEING

According to Ramos (2017) psychological well-being is "derived from three bodies of theoretical literature: lifespan development, mental health, and personal growth". Psychological well-being plays an integral part in forming personality and development theories both theoretically and practically. Also, psychological well-being guides clinical studies that enable advisors to make their advisors reach their

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aims and purposes in psychology consulting (Christopher, 1999). It observed that satisfaction and affect-based measures have little theoretical basis and consequently neglect essential areas of positive functioning. This author further opines that happiness or positive effect could not define human wellness.

According to Aristotle, psychology is a science based on an individual's happiness and the concept of well-being. In the psychological well-being theory perspective, an individual's psychological health positively depends on human aspects of life. A personal relationship with others; depends on dominance over the environment, made possible if one accepts others' past, which means that one has an aim and meaning in others' lives (Ozen, 2005). Therefore, it suggests that happiness is the highest aim of all actions and efforts which influence a student's life (Ozgen, 1997).

Students’ psychological well-being contributes to academic achievement, better student behaviours, and physical health (Hoyt et al., 2012). Waters (2011) concludes that well-being is a factor that protects student stress and develops civic citizenship and creativity. Many researchers' attention has run to adult psychological well-being in recent times. However, research on developmental psychology has focused on Adult Psychopathology, with less attention on adolescent students’ psychological well-being and functioning (Kern et al., 2014). Meanwhile, adolescence is a critical developmental period (Steinberg & Morris, 2001).

Kern et al. (2014) proposed five factors of adolescent well-being which could be compared to the five domains of Seligman’s (2012) well-being theory as follows: engagement (absorption and focus on what one is doing and interested in life activities), perseverance (pursuing goals to completion, despite setbacks), optimism (confidence for the future and hopefulness), connectedness (providing friendship to others, feeling loved, and satisfying relationships with others), and happiness (positive affect). These factors are associated with ensuring the well-being of students.

A. Psychological Wellbeing in School

A student's psychological well-being can be determined by psychological standards, cognitive, social, and physical skills functioning that enable students to live a happy life through school. Good Psychological well-being in school indicates the quality of a student's life that contributes to students' physical and psychological health development attached to their learning. Psychological well-being in school consists of cognitive, anxiety, expression, frustration, emotional, and biological components: the learner's thoughts, feelings, and body sensations (Siddiqui, 2015). Satisfaction of emotions and position for enjoyment differs from an individual's cognitive appraisals. Well-being in school cannot report without a combination of positive and negative aspects of relationships in school life. In this, well-being in school comprises all activities that make the school climate conducive for effective curriculum transaction.

The psychosocial atmosphere in school and interactions affect school functioning and student learning. Psychological well-being of students in School climate refers to social behaviours exhibited in the school by students in terms of relationships among students and teachers, teaching and learning, norms and values, and improved methods of practices (Thapa et al., 2013). Among other factors that can be seen and heard, evidence has confirmed that a lousy school climate negatively affects students' academic achievement and well-being (Collins & Parson, 2010). Psychological well-being in schools aims at impacting classroom management well-being of students. We could base on the advantages of productivity, classroom, communities, and teacher relationships that prove these numerous benefits of Psychological well-being as applicable, valuable resources. It states that each student who frustrates confuses, delights, and impresses us has intrinsic worth and potential. It is a great advantage to be part of the school environment that prepares students to overtake resources of their race and powers for social ends. Psychological well-being has many benefits for adolescent students to fulfill their psychological academic achievement. Students’ psychological well-being behaviours portrayed in the school climate also greatly influence their academic achievement. Rates of bullying and aggression (Espelage et al., 2014). Delinquency of students (Gottfredson et al., 2005). Drug and alcohol use (Brand et al., 2008).

B. Developing Psychological Well-Being in Students

The medium through which students develop psychological well-being is discussed as follows;

1) Adverse childhood experiences

These are some of the student's stresses in their childhood stage. Such pressure includes neglect, and abuse, which results from domestic violence, drug abuse, divorce, and alcohol abuse among the students’ parents. It is common knowledge that students who experience stressful and poor-quality childhood are more likely to develop health-harming and antisocial behaviours and perform poorly in school. Also, some of them get involved in criminal activities and ultimately are less likely to be productive (Finkelhor et al., 2013).

2) Positive, consistent, and caring relationships

These are situations whereby the student does not have a consistent place to stay. Moving from one home to another frequently, thus, brings about a level of low well-being in the student.

3) Secure attachment

When a student has secure attachments. The student becomes self-confident and readily participates in activities that support well-being, but when such extension is low, the student becomes selfless.

4) Home background

The student's home background plays a significant role in the student's well-being and academic achievement. A supportive and caring home provides the basis for positive social development and positive role models, social development. Home of unemployment, violence, drug abuse, and poverty may harm students' well-being.

5) Economic factors

When a student experiences poverty or their parents are poor, they have limited opportunities, and suffer from neglect or poor diet, which leads to a low impact on the student's well-
being and health. Enough money has no financial stresses leads to good well-being.

6) Disabilities and physical ill health

Disabilities and physical ill-health limit the student's ability to exercise and socialize, making the student isolated.

7) Religion and culture

A student's religious and cultural beliefs, values, and behaviour can contribute to the student's well-being.

Educational experiences: Good educational exposure also helps students get personal knowledge and well-being; continued education from childhood supports student well-being and academic achievement.

III. IMPORTANCE OF PSYCHOLOGICAL WELL-BEING ON STUDENTS’ DEVELOPMENT

Psychological well-being on student academic achievement is necessary for schools because school touches lives, from students to parents, and the community. Psychological well-being promotes motivation, reducing indiscipline among many other problems that hinder academic achievements.

Psychological well-being makes students feel better and be able to learn better. Individuals' ability to make interpretations, creativity, productivity, and attend to information depends on their positive emotions like enlarged cognitive perspectives, joyfulness, appreciation, and love. For Students to become better in classrooms, learners and teachers have to acquire the needed skills, resources, or materials for a conducive environment through psychological well-being. Suggests that psychological well-being helps create a conducive atmosphere for effective teaching and learning.

Teachers who have developed psychological well-being are effective and efficient in school. However, teachers who have low levels of psychological well-being can quickly be exhausted and more distant from their students. While teachers who enjoy good psychological well-being are better able to interact, teach, and achieve, teachers with low psychological well-being demotivate when faced with challenges and are more likely to experience burnout.

Psychological Well-being does not spontaneously grow in the side-work cracks of time between class assignments and teacher meetings. If more attention is not put on teaching and fostering psychological well-being, students will grow up without knowing psychological well-being is within their internal view of control.

A. Psychological Well-Being of Adolescents

Adolescence was taken from the Latin word ‘adolescere’, meaning to grow up (Kaur, 2020). It is a stage of transition of physical and psychological development that occurs from puberty to adulthood (Kaur, 2020). Adolescence is a stage between the teen ages of 13 and 19. These ages of human development are known as the transitional stage from childhood to adulthood. Self-identity and independence start developing in adolescents during their transitional period. Biological and cognitive factors that occur in adolescents include changes in height, weight, muscle, the structure of the brain, increment in knowledge, and ability to think and reason effectively. Adolescents and their peers are more likely to encounter challenges concerning schoolwork, social life, sexuality, and romantic interests during this transition period. At the same time, adolescents experience multiple changes which involve their learning skills in education, training, employment, and unemployment.

It is forecast that, beyond the schooling years, adolescent psychological well-being has shown life outcomes in adulthood, including physical health, marriage strength, peers, risky sex, drug abuse, and obesity (Howell, & Lyubomirsky, 2007). Therefore, it is essential to know which domains of well-being are changeable and how to change best them and other parts of life to which they can add. Adolescents need to be healthy and sound in their academic achievement to fulfill society's expectations. Hoyt et al. (2012) opine that adolescent psychological well-being contributes to academic achievement, better teenage behaviours, and physical health during adolescence and adulthood. Another study conducted by Waters (2011) found that psychological well-being is a protective factor against adolescent depression and promotes creativity, social cohesion, and civic citizenship.

B. Academic Achievement of Adolescent Students

According to Preeti (2013), academic achievement is the performance results showing how a person has accomplished specific objectives that focus on activities in instructional environments, school, college, and university. The school systems define cognitive aims that either apply across multiple subject areas (e.g., critical thinking) or acquire knowledge and understanding in a specific intellectual domain (e.g., numeracy, literacy, science, history). Therefore, the academic achievement should consider a composite construct that comprises different parts of learning. The area of academic achievement is broad and covers a wide variety of educational outcomes.

According to Duman (2007), academic achievement is a measure of knowledge gained in formal education, usually indicated by test scores, grades, grades, averages, and degrees. Here, the student achievement level regulars the marks obtained in examinations. The student's academic achievement is standard in all academic subjects through academic achievement and tests or continuous assessments. Achievement may also be regular by students’ grade point averages or graduation rates (Preeti, 2013). In some cases, standardised tests, classroom performance, and graduation rates apply by Teachers and Education officials to measure students’ academic achievement. The measure of academic achievement originated in the United States around the 1830s. For instance, education advocates Horace Mann and Samuel Gridley Howe used a standardised test to measure student progress in Boston. The objective of education is to change individuals in a specific direction by elevating their life status. Academic achievement of students is a way of measuring the quality of education in schools. It is a broad process that influences several factors, such as psychological well-being. It learned that teaching without considering psychological well-being might affect students' learning negatively (Spence & Shortt, 2007).

It can be concluded that schools worldwide are recently using standardized structured exams around curricular, and
psychological well-being, and achieving academic and professional success (Seligman, 2012). The psychological well-being of adolescent students motivates and directs their academic achievement into an effective process with high returns, which increases academic performance. Also, if a school chooses to instill well-being in their students to lead flourishing lives, the skills and knowledge to succeed academically can be reliably taught (Credé & Kuncel, 2008).

IV. CONCLUSION

This paper reminds the educationalists and researchers in the field of Psychology that developing psychological well-being among school children is a need of time. This article demonstrated the essentials of conceptualizing approaches to developing psychological well-being among students by elaborating the critical terms and their associated benefits. This concept is essential for bringing out students’ potential. Psychological well-being also seeks to develop students’ lifespan, mental health, and personal growth, thus making them healthy, and happy and contributing to their academic attainment. In this light, the article draws readers’ and educationalists’ attention to psychological well-being as an essential element in the formation of personality and the development of students. The article further highlighted how to develop psychological well-being in students and the need for students’ psychological well-being in educational endeavors. Lastly, it covers the psychological well-being of adolescents and the academic achievement of adolescent students.

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