



Scholastic Achievement and Quality of life- A survey of post-graduate students of MATS University

Dr. PRAGYA JHA, Asst. Prof. School of Education,
MATS University, Raipur, Chhattisgarh, India

ORIGINAL ARTICLE



Corresponding Author :

Dr. Pragya Jha,
Asst. Prof. School of Education,
MATS University, Raipur, Chhattisgarh,
India

shodhsamagam1@gmail.com

Received on : 04/09/2019

Revised on : -----

Accepted on : 07/09/2019

Plagiarism : 09% on 04/09/2019



Plagiarism Checker X Originality Report

Similarity Found: 9%

Date: Wednesday, September 04, 2019

Statistics: 143 words Plagiarized / 1608 Total words

Remarks: Low Plagiarism Detected - Your Document needs Optional Improvement.

Scholastic Achievement and Quality of life- A survey of post-graduate students of MATS University Dr. Pragya Jha, Asst. Professor School of Education, MATS University Raipur,

Abstract :-

All the countries across the globe have the common goal of maximizing the achievement of students in their educational programs, but it has been found that the students do not attain the same level of success even taught by the same teacher and methods. The aim of present study is to know the scholastic achievement and quality of life of post graduate students of MATS University with respect to their gender. In this study independent variables are quality of life and gender and dependent variable is scholastic achievement.

- Cross sectional study followed by a purely quantitative approach was employed for the study. The sample comprised for 205 students of post graduate students studying in MATS University of Raipur
- Random sampling technique was used to select the sample for the present study to measure.

Quality of life. Quality of life scale (QOLS) questionnaire developed by Sharma and Nasreen in 2014 with reliability of 806 as per cronbactis alpha along with face and constructs validity was found.

The obtained data was analyzed by using pearson's correlation, t-test and one-way ANOVA. The study revealed that there is a significant relationship between high level at QOL and high academic performance among students. Therefore, this study has identified a direct relationship between the scholastic achievement of post graduate students of MATS University and their quality of life.

Keywords :-

Scholastic achievement , Quality of life, Post graduate students, Gender.

Introduction :-

The phase of higher education is considered as very significant and critical in the life of a student. It plays a key role in formation of life-pathways and in the establishment of adult behavior. In today's scenario, students are under great stress which no leads to negative academic, emotional and health related outcomes. Hence the strengthening of student's life satisfaction has been considered an important mission of education (O'neill, 1981)

Life satisfaction, in addition to positive and negative affect, is an essential component of subjective well being (Diner, 1984, Dieneratal, 1985)

Institutions efforts of creating wellness programs can enhance the quality of life, psychological well being and holistic development of child. There are plenty of factors which contribute to scholastic performance at post- graduate level including prior academic performance, study skills, attitude, behavior, motivation, time management, physical activity and coping strategies.

Although scholastic ability has a significant effect but it is not the sole predictor of achievement at university level. The quality of life depends on balance between study, relaxation and other aspects of life. For example, imbalance between work and sleep has a negative effect on quality of life. A review of the literature reveals that age (Hong and Giannakopoulos, 1994) Stress (Chang 1998, Makinen and Pychyl, 2001, Simons et al, 2002) Physical health (Pilcher, 1998) Style of studying (Cheung, 2000) parenting style (Seibel and Johnson, 2001) life style (Bailey and Miller, 1998) and personality constructs (Cha, 2003, Yetim 2003) are major determinates of life satisfaction among post-graduate students.

Scholastic achievement is a very complex variable as it is related to efficient performance and acquisition of principles and generalization. The other significant determinates of the scholastic achievement of the students are variables like family environment, self-concept, interest, adjustment, study hobbies etc. various other environmental factors like gender, type of institution, locality, birth order etc also determine the scholastic achievement of students.

Quality of life assessment plays a very significant hole in academics. Quality of life is a broad concept which encompasses a number of different dimensions. QOL refers to a person's overall sense of well being, including all aspects which contribute to subjective satisfaction (Campbell et al, 1976, Naussbaum and Sen, 1993, Cummins, 1998, Diener et al, 1999). These factors include health, family, work, domestic environment and social network. Quality of one's life is affected by his surrounding environment. Quality of life touches the holistic nature of human being. The World Health Organisation (1997) defines it as 'individuals' perception of their position in life in the context of the culture and value systems in which they live and in relation to their goals, expectations, standards and concerns" WHO (1997) has set six domains which are important for quality of life. These are psychological, physical, social relationship, level of independence, environment and spirituality/ Religion/Personal belief. There are number of domains of living and one's overall assessment of quality of life is contributed by these domains. The domains include work, neighborhood, family and friends health, community, spiritual and education and the scale for measurement of QOL is for following areas :-

- i) Hopes and wishes
- ii) Adjustment
- iii) Goals & Motivation
- iv) Life Satisfaction
- v) Efficiency of myself
- vi) Personal development
- vii) Stress reduction
- viii) Happiness
- ix) Spirituality
- x) Physical wellbeing and self-care
- xi) Life Satisfaction

Operational definitions of the term used :-

➤ Scholastic Achievement :-

Scholastic achievement refers to the knowledge attained or skills developed in school subjects assessed through the test scores or marks assigned by the teachers.

➤ Quality of life :-

The standard of health ,comfort and happiness experienced by an individual or group.
-from Oxford

- Post Graduate Student
- Students studying in post-graduation courses.

Objective of the study :-

The objective of the study are :-

- i) To study the level of life of the post-graduate students.
- ii) To examine the association between demographic variables of students like gender and their quality of life.
- iii) To investigate the relationship between scholastic achievement and their quality of life.

Method :-

The present study was carried out at MATS University, located in Raipur, Chhattisgarh state of the India. This research is a cross-sectional study, followed a purely quantitative approach.

The sample selection was done using random sampling technique. Total 205 students from different departments of MATS University were being survey for this study. Age group of there students is from 20-25 years and are enrolled in various P.G. courses across disciplines. These students were from diverse socio-economic and ethnic background.

TABLE-1
Demography of the Participants

Gender	Frequency	Percentage
Male	96	48%
Female	104	52%
Age20-25 years	200	100%
School Humanities and social sciences	124	62%
Science	46	23%
Management	19	9.2%
Engineering	11	5.2%

Tool Used :-

- I) Quality of life scale (QOLS) developed by Sharma and Nasreen in 2014. Each one of the parts of questionnaire contained questions related to the various dimensions of quality of life. Sociodemographic data (age, gender and academic year) is also provided in this questionnaire. The tool contains 42 items and also possesses reliability of 806 as per cronbach's alpha along with the face and construct validity. This tool has been administered on 200 students of MATS University. The variable related to scholastic achievement was obtained by consulting the academic records.

The scholastic achievement of the students is measured as grade point average (G.P.A.). The G.P.A. of the student are groped in to four lends :-

- i) Below average student to tend to have GPA of lower them 5 and they usually face difficulties over passing the required courses.
- ii) Average students with GPA between 5 and 6
- iii) Good students with GPA between 7 to 8
- iv) Students who have their GPA between 9 and 10

Statistical Techniques Used :-

The Pearson's correlation was used to determine the correlation of the academic performance using GPA with four domains along with each item in it. The t-test and one-way analysis of variance (one way-ANOVA) examined. The gender and academic year specific difference in students evaluation of each domain. IBN SPSS statistical software verson 20 was used to carry out these analysis.

Data Analysie And Interpretation :-

It was found from the table no.-1 that 52% were females and remaining 48% were males. When gender difference was compared, the indices are more favorable with the female students but the difference is not significant at 0.05 level of significance.

It was found that 40% of the students have above average level of quality of life while 26% of students have high level of quality of life followed by 18% students having extremely high level, 12% of students having average level of quality of life, 5% below average and 1% of students having low level of quality of life.

The QOL and academic performance was examined by person correlation. Results revealed that mean and standard deviation of QOL (M=95.53, SD=12.008) and Scholastic achievement (M=2.18, SD=0.250) a significant correlation (p=0.000) the correlation coefficient is small with r=0.264 QOL is positively related to scholastic achievement. Hence it is concluded that there is a significant relationship between high level of QOL and high scholastic achievement among students. Hence this study revealed that there is a direct relationship between the scholastic achievement of postgraduate students of MATS University and their quality of life.

Discussion :-

It was revealed from this study that Students of MATS University were generally quite satisfied with their lives, especially with regards to relationship with close friends their living environment. This study also revealed that scholastic achievement, educational experience and life satisfaction are positively related Studies have also proved that life Satisfaction is positively associated with satisfaction with fairly life and friends.

Better living conditions are positively and significantly related to life Satisfaction among these University students. To conclude, this study has identified a number of Significant factors that affect life Satisfaction among University Students.

Recommendations & Suggestions :-

The findings of the study may be utilized by academic institutions and agencies to aid in design of intervention and support services which will enhance the quality of life for University students. The major conclusion of their papers suggests that to improve students quality of life, appropriate intervention is needed in health & Social education programs at University. The current study samples were from the existing schools of MATS University, future research may include students from other Universities which will to compare & give insight for QOL among general University population.

Reference :-

1. *Boekaerts M. (1993) Beingconcerned with well being and with learning. Educ. Psychol. 28 : 148-68*
2. *Chow HPH (2007) Psychological well-being and scholastic achievement among university students in a Canadian Prairie City.J.Soc. Psychol. Educ, 10(4) 483-93*
3. *Lonka K, Sharafi P, Karlgren K, Masiello I, Nieminen J, Brigegard G, et al (2008) MED NORD-A tool for measuring medical students well being and study orientations. Med Teach 30 (1) 72-9*
4. *The WHOQOL Group (1994) The development of the World Health Organization Quality of life assessment instrument (the WHOQOL) in : Orley J, Kuyken W, editors, Quality of Life Assessment : International Perspectives. Heidleberg : Springer Verlag.*
5. *The WHOQOL Group (1994) Development of the World Health Organization WHOQOL-BREF quality of life assessment. Psychol. Med. 28 (3) : 551-8*
6. *RAJ SR, Simpson CS, Hopman WM, Singer MA (2000) Health related quality of life among final year medical students. CMAJ 162(4) : 509-10 Retrieved on*

September 10, 2016 <http://www.cmaj.ca.ezproxy.auckland.ac.nz/cgi/reprint/162/4/509>.

7. Srivastva K, Raju M, Saldanha D, Chaudhury S, Basannar D, Pawar A, et al (2007) *Psychological well-being of medical students. Med. J.Armed Forces India* 63 (2) : 137-40 Retrieved from <http://medlind.nic.in/maat07/i2/maat07i2p.pdf>.

