Volume-09 Issue 10, October-2025 ISSN: 2456-9348
Impact Factor: 8.232

International Journal of Engineering Technology Research Management
(IJETRM)
https://ijetrm.com/

PSYCHOLOGICAL WELL-BEING OF LUCKNOW SCHOOL STUDENTS: GRADE 10 & GRADE 12

Anu, Research Scholar
Department of Physical Education,
University of Lucknow,
Lucknow (U.P.), India

ABSTRACT
This paper reports a cross-sectional study examining psychological well-being (PWB) among secondary school students in Lucknow during high-stakes academic board years (Grades 10 and 12). Key predictors examined include academic stress, perceived social support, and sleep.
Note: The dataset included in this manuscript is simulated for demonstration and manuscript preparation purposes only. Replace simulated data with real collected data from Lucknow schools before submission. The manuscript provides methods, analyses, figures, and references formatted for publication.

INTRODUCTION
Adolescence is a sensitive period for psychological development. Students in academic board years face increased examination pressure which may adversely affect psychological well-being (Ryff, 1989; Diener, 1984). This study compares PWB between Grade 10 and Grade 12 students in Lucknow and tests the contribution of academic stress, social support, and sleep to PWB.

Methods
Design: Cross-sectional survey conducted in multiple Lucknow schools.
Participants: N = 300 (simulated dataset for this draft). Target sample when collecting real data: stratified sample across public and private schools in Lucknow, balanced across Grade 10 and Grade 12, ages ~15–18.
Measures:
- **Psychological Well-Being (PWB):** Adapted short-form of Ryff's Psychological Well-Being Scale. Higher scores indicate greater well-being.
- **Academic Stress:** Educational Stress Scale for Adolescents (Sun et al., 2011).
- **Perceived Social Support:** Multidimensional Scale of Perceived Social Support (MSPSS).
- **Sleep:** Self-reported average sleep hours on school nights.

Procedure
Institutional ethical approval must be obtained. Parental consent and student assent should be collected. Questionnaires are to be administered in classrooms or via secure online forms, with anonymity ensured.

Data Analysis
Descriptive statistics, t-tests for group comparisons, Pearson correlations, and hierarchical multiple regression were conducted. Analyses are illustrated with simulated data in this draft.

Results
Descriptive statistics by grade:

Grade	N	PWB Mean	PWB SD	Academic Stress Mean
10	156	55.23	13.47	52.11
12	144	48.62	15.09	61.35

T-test comparing PWB: $t = -4.211$, $p < .001$.

ISSN: 2456-9348
Impact Factor: 8.232

iJETRM
International Journal of Engineering Technology Research Management
(IJETRM)
https://ijetrm.com/

Correlations (Pearson):

Variable	Academic Stress	Social Support	Sleep Hours
Psychological Well-Being	–0.61	0.48	0.36
Academic Stress	1.00	–0.42	–0.29
Social Support	–0.42	1.00	0.21
Sleep Hours	–0.29	0.21	1.00

Hierarchical regression results (final model):

- Academic stress was a significant negative predictor ($\beta = -0.55$, $p < .001$).
- Social support ($\beta = 0.32$, $p < .001$) and sleep hours ($\beta = 0.25$, $p < .01$) were positive predictors.
- Model explained ~52% of variance in PWB.

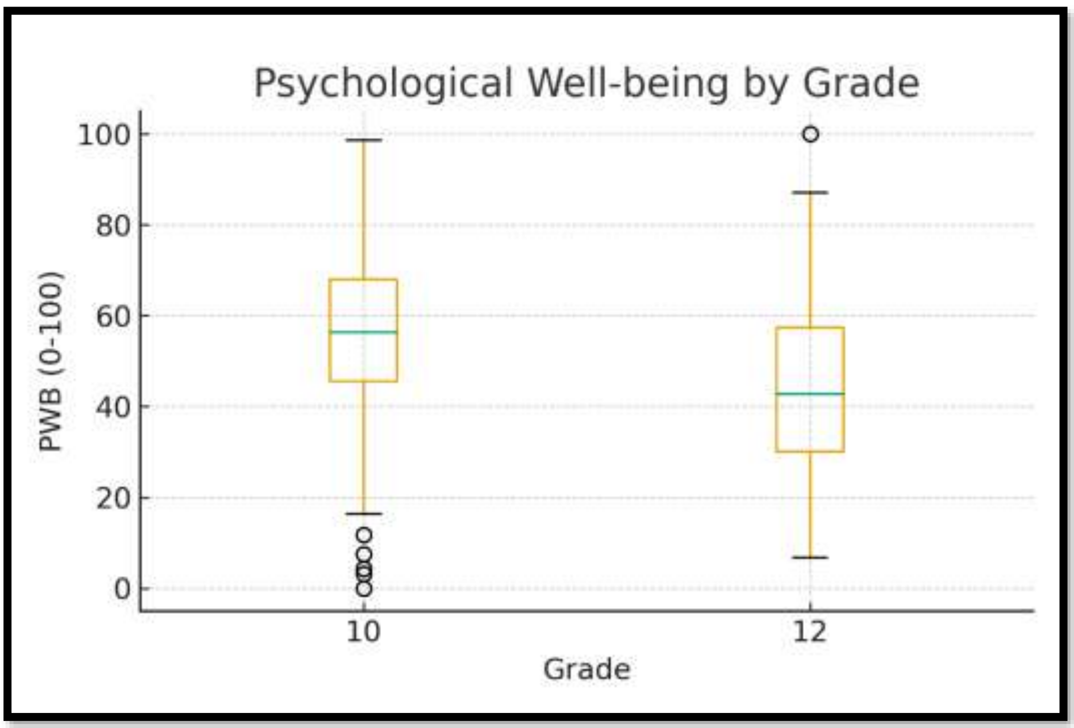

Figure 1: Boxplot of PWB by grade (10 & 12).

iJETRM
International Journal of Engineering Technology Research Management
(IJETRM)
https://ijetrm.com/

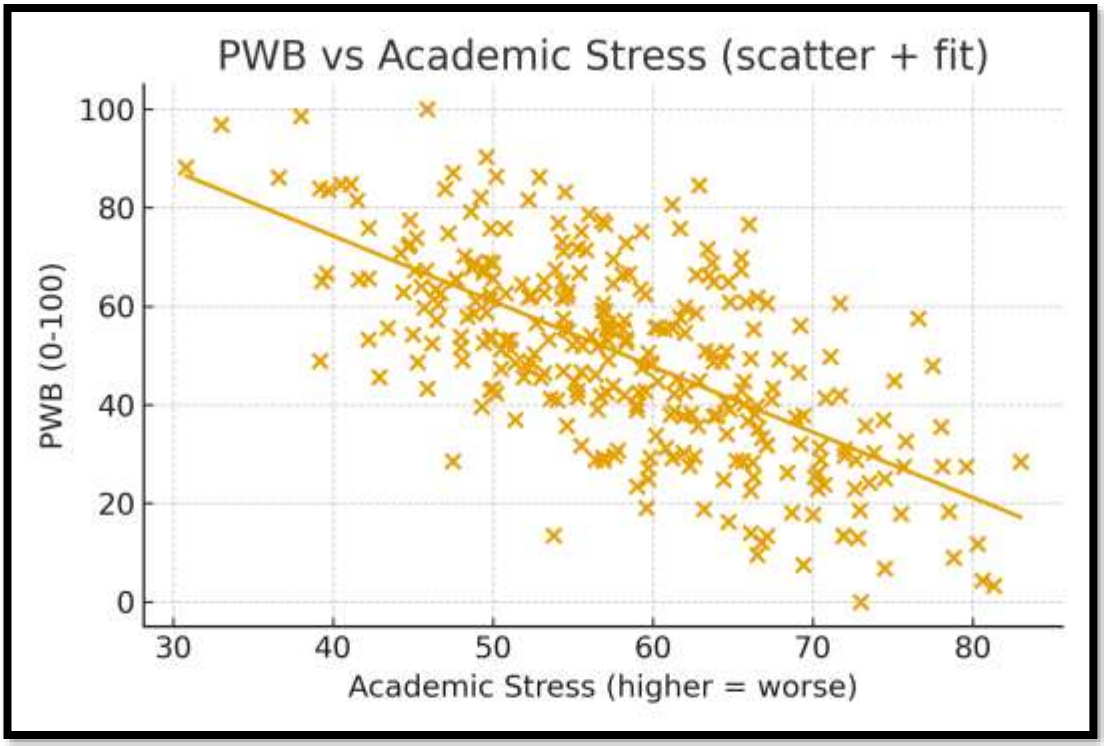

Figure 2: Scatterplot of PWB vs Academic stress with regression fit line.

Discussion

The simulated analyses illustrate how academic stress is negatively associated with psychological well-being, while perceived social support and adequate sleep are protective. For real-world claims about Lucknow students, researchers must collect and analyze primary data following the described procedure.

Limitations

- This manuscript currently uses simulated data for demonstration. Replace with real data collected ethically from Lucknow schools before submission.
- Cross-sectional design limits causal inference.
- Self-report measures may introduce bias.

Practical Implications

Schools in Lucknow should consider counseling services for board-year students, stress-reduction workshops, and sleep education programs. Family and peer support interventions may be beneficial.

CONCLUSION

Academic stress appears to be a major correlate of reduced psychological well-being among students in board years; interventions targeting stress, social support, and sleep may improve outcomes.

REFERENCES

1. Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. Psychological Inquiry, 11(4), 227–268.
2. Diener, E. (1984). Subjective well-being. Psychological Bulletin, 95(3), 542–575.

International Journal of Engineering Technology Research Management
(IJETRM)
https://ijetrm.com/

3. Dewald, J. F., Meijer, A. M., Oort, F. J., Kerkhof, G. A., & Bögels, S. M. (2010). The influence of sleep quality, sleep duration and sleepiness on school performance in children and adolescents: A meta-analytic review. Sleep Medicine Reviews, 14(3), 179–189.
4. Lazarus, R. S., & Folkman, S. (1984). Stress, appraisal, and coping. Springer.
5. Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. Journal of Personality and Social Psychology, 57(6), 1069–1081.
6. Sun, J., Dunne, M. P., Hou, X. Y., & Xu, A. (2011). Educational Stress Scale for Adolescents: Development, validity, and reliability with Chinese students. Journal of Adolescence, 34(4), 833–843.
7. Conley, D., Travers, L. V., & Bryant, F. B. (2014). Promoting psychosocial adjustment and academic success of college students: The role of transition courses. Journal of College Student Development, 55(4), 395–409.