



Accession No.

TH15422

W4

**A STUDY OF RELATIONSHIP BETWEEN STUDENTS
WELLBEING AND THEIR ACADEMIC ACHIEVEMENT**



RESEARCHER:

MALIHA AMIR

118-FSS/MSEDU/F11

SUPERVISOR:

DR. SAMINA MALIK

FACULTY OF SOCIAL SCIENCES

DEPARTMENT OF EDUCATION

INTERNATIONAL ISLAMIC UNIVERSITY, ISLAMABAD

2015



MS

373.109

MAS

1. Academic achievement

Approval Sheet

**A STUDY OF RELATIONSHIP BETWEEN STUDENTS WELLBEING AND THEIR
ACADEMIC ACHIEVEMENT**

By

Maliha Amir

118-FSS-MSEDU/F11

Accepted by the Faculty of Social Sciences, Department of Education, International Islamic
University, in partial fulfilment of the requirement for the degree of

'MS in Education'

Supervisor: -----


(Dr. Samina Malik)

Internal Examiner -----


(Prof. Dr. N.B Jumani)

External Examiner -----


(Dr. Shagufta Ahktar)

Date: _____

Head,

Department of Education,

International Islamic University

Islamabad

Dean,

Faculty of Social Sciences,

International Islamic University

Islamabad

**A STUDY OF RELATIONSHIP BETWEEN STUDENTS WELLBEING AND THEIR
ACADEMIC ACHIEVEMENT**

By

MALIHA AMIR

118-FSS-MSEDU/F11

Submitted in partial fulfilment of the requirements for the

Degree of MS in Education at the Faculty

of Social Sciences, International Islamic University,

Islamabad

DEPARTMENT OF EDUCATION

FACULTY OF SOCIAL SCIENCES

INTERNATIONAL ISLAMIC UNIVERSITY

ISLAMABAD

2015

DEDICATIONS

To my Parents who is a source
of inspiration for me and my family

&

My Husband, brother and my friends whose' help and cooperation meant me a lot.

ACKNOWLEDGEMENTS

I offer my most humble and sincere words of thanks to Allah Almighty, The most compassionate and merciful whose bounteous blessing enabled me to fulfill this study. A lot of durood o salaam to the last prophet Muhammad P.B.U.H whose guidance through his sayings and seerah helped me recognize my lord and show courtesy against his bounties.

I would offer special thanks to Dr.Samina Malik, the supervisor who remained very conducive and cooperative throughout, that made this work an exciting experience for me. I also show my cordial gratitude to all my teachers for rendering me an opportunity of getting their meaningful and constructive guidance towards the successful completion of this thesis. Besides this, FDEI/AEOs and the Heads of Islamabad Model Schools, Islamabad also deserve special thanks for their cooperation. I am also grateful to the teachers cooperated and participated in this study.

I am greatly thankful to my mother for countless prayers and motherly support. I express my immense admiration to my beloved father Amir Khan, my husband Waqas Imtiaz, and brother Muhammad Tyyab Mirza, who had been the vital source of retaining my energies to progress this work. During the entire research I am grateful to my friend Nafeesa Akram whose support helped me to accomplish my task on time.

MALIHA AMIR

Abstract

The study was descriptive and was designed to explore the “relationship between students’ wellbeing and their academic achievement”. Wellbeing is associated to the efficiency of a person to develop and maintain the relationships. These relationships directly affect the personality of an individual (Myers & Sweeney, 2005) therefore it was sheer need to find out at what degree these relationships affect each other. Consequently, this study was designed to find out the relationship of well being with academic achievement. The objectives of the study were to find out the dimensions of students wellbeing and their academic achievement. Further find out the relationship between physical, psychological, cognitive social and economic wellbeing of students and their academic achievement. All the HSSC Part II (session 2012-2014) female students of Govt. Colleges for Women Rawalpindi were population of the study. These colleges were selected through random sampling. From every selected college female students were selected randomly from HSSC Part II (session 2012-2014).

Questionnaire was used for data collection about well being. Data were collected by using a scale that is Personal Wellbeing Index -Adult (PWI-A). Data were presented in tabular form by using percentages and frequencies. Findings showed that those students who had high physical, psychological, social, cognitive and economic well being their academic achievement was also higher as compare to other students who had medium and low well being. On the basis of findings it is concluded that the students who have good physical, psychological, social, cognitive, economic well being get high achievement as compare to those who have medium and low physical, psychological, social, cognitive, economic well being.

SUPERVISOR'S CERTIFICATE

It is certified that the contents and form of the thesis entitled "A STUDY OF RELATIONSHIP BETWEEN STUDENTS WELLBEING AND THEIR ACADEMIC ACHIEVEMENT"

Maliha Amir, Reg#118-FSS-MSEDU/F11, has been found satisfactory for the requirement of degree.

Date:/...../.....

Supervisor: _____

(Dr. Samina Malik)

List of Content

Page No

Title Page	ii
Approval Sheet	iii
Dedications	iv
Acknowledgements	v
Abstract	vi
Supervisor's certificate	vii
List of Content	viii
List of Tables	xiii
List of appendix	xv

CHAPTER 1: INTRODUCTION

1.1	Introduction	1
1.2	Rationale	4
1.3	Statement of the problem	5
1.4	Objectives of the study	5
1.5	Hypotheses	6
1.6	Significance of the study	6
1.7	Delimitations of the study	7
1.8	Operational definitions of major terms	7
1.8.1	Subjective well-being	7
1.8.2	Positive indicators and negative indicators	8
1.8.3	Academic achievement	8

1.9	Conceptual framework	9
1.10	Research methodology	10
1.10.1	Population	10
1.10.2	Sample of the study	10
1.10.3	Research instrument	11
1.11	Data collection	11
1.12	Data analysis	11
 CHAPTER 2: REVIEW OF RELATED LITERATURE		 12
2.1	Conceptualization of well-being in the literature	12
2.2	Definition of well-being	14
2.3	Issues for consideration in conceptualization the wellbeing of Children and young people.	15
2.3.1	Development and well-being	15
2.3.2	Dependency	16
2.3.3	Being or becoming	16
2.3.4	Objective and subjective measures	17
2.3.5	Positive and deficit indicators	18
2.3.6	Methods to assess well-being	19
2.4	Identified domains and components of well-being	20
2.4.1	Physical well-being	21

2.4.2 Economic wellbeing	22
2.4.3 Psychological well-being	23
2.4.4 Cognitive well-being	23
2.4.5 Social well-being	24
2.5 Aspects of student well-being	25
2.5.1 The intrapersonal dimension	25
2.5.2 The interpersonal dimension	26
2.6 Relationship between students' well-being and their academic achievement	27
2.7 Related research studies of international comparisons of child wellbeing	
2.7.1 Multi-National Project for Monitoring and Measuring Children's Wellbeing	28
2.7.2 UNICEF report on child poverty and child wellbeing in 'rich' countries	28
2.7.3 Children's wellbeing across all thirty OECD countries	29
2.7.4 Index of Child Wellbeing in Europe	29
2.7.5 Kidscreen-52	30
2.7.6 Young Lives	30
2.7.7 Child and Youth Wellbeing Index	30
2.8 Related work done in Pakistan	30
 Chapter 3: RESEARCH METHODOLOGY	
3.1 Population	33

3.2 Sample	33
3.3 Research design	34
3.4 Research instrument	34
3.5 Validity of the questionnaire	34
3.6 Pilot testing	35
3.7 Reliability of the questionnaire	35
3.8 Data Collection	35
3.9 Data analysis	36
CHAPTER 4: ANALYSIS AND INTERPRETATION OF DATA	37
4.1 Students' responses regarding five domains of well being	37
4.2 levels of students' well being and academic achievement	43
4.3 Correlation between students' overall academic achievement and well being	47
4.4 Students' academic achievement and well-being according to level	53

CHAPTER 5: SUMMARY, FINDINGS, CONCLUSION, DISCUSSION AND RECOMMENDATIONS	58
5.1 Summary	58
5.2 Findings	59
5.3 Discussion	63
5.4 Conclusions	65
5.5 Recommendations	67
5.6 Suggestions for future research	67

List of Tables

Table No	Title	Page No
3.1	Reliability of the questionnaire	34
4.1	Physical well being	37
4.2	Psychological well being	38
4.3	Cognitive well being	39
4.4	Social well being	41
4.5	Economic well being	41
4.6	Physical well being	44
4.7	Physical well being	45
4.8	Cognitive well being	45
4.9	Social well being	46
4.10	Economic well being	46
4.11	Academic achievement of students	47
4.13	Mean scores	48
4.12	Correlation between physical wellbeing and students' academic achievement	49
4.13	Correlation between Psychological wellbeing and students' academic achievement	50
4.14	Correlation between cognitive wellbeing and students' academic achievement	51

4.15	Correlation between social wellbeing and students' academic achievement	52
4.16	Correlation between economic wellbeing and students' academic achievement	53
4.17	Physical well being academic achievement	54
4.18	Psychological well being academic achievement	55
4.19	Cognitive well being academic achievement	56
4.20	Social well being academic achievement	57
4.21	Economic well being academic achievement	58
	REFERENCES	68

LIST OF APPENDIX

Appendix	Title	Page No
Appendix A	List of Govt. Colleges Women Rawalpindi	75
Appendix B	Enrollment statistics of each college	77
Appendix C	Personal Wellbeing Index-Adult (PWI-A) Scale	79
Appendix D	Final Result of HSSC Part-I	83

CHAPTER 1

1.1 INTRODUCTION

Well-being incorporates cognitive well-being, social relationship and satisfaction with the life around (Baum & Ma, 2007). It is associated to the efficiency of a person to develop and maintain the relationships (McClanahan, 2004). These relationships directly affect the personality of an individual (Myers & Sweeney, 2005) therefore it was sheer need to find out at what degree these relationships affect each other. Consequently, this study was designed to find out the relationship of well being with academic achievement. Previously numbers of researches have been done in this concern where it was found that relationship of well-being and academic success cannot be universal (Leppel, 2001) however, it was found that well-being plays a significant role in the student's academic achievement (Creswell, 2005). This study has focused particular colleges of Rawalpindi because to measure the well-being with the academic achievement of the students because it has never assessed before. There is not a fix or static definition of the term 'wellbeing' in the research literature. Well-being is a situation of flourishing performance in the whole way of life incorporating social-emotional, cognitive, and physical functions that brings the result of prolific activities considerably important by one's traditional society, satisfying social relationships, and the capability to exceed sensible environmental and psychological issues. It also bears a holds a subjective dimension means satisfaction related with rewarding one's potential (Bornstein, Davidson, Keyes, & Moore, 2003).

It is an all-embracing idea related to the quality of individual's lives, it is a dynamic process, rising from the manner in which individual communicate with the world around them (Rees et al 2010). A larger inquiry has been allowed into all facets of health by this concept. Attention has been emphasized that how governments can endorse positive emotional and mental health, thus broadening the circumstance away from the dealing of mental disorder and illness (Carlisle, Henderson & Hanlon 2009).

It is used as ecological and positive idea that all-embraces developmental phases throughout the life, assimilating cognitive, physical, and social emotional functions, and also having a subjective dimension in terms of satisfaction related with pleasing one's capability prospective (Pollard & Davidson 2001). As wellbeing is very broad term so only five identified domains of wellbeing were selected. And these five domains were identified as basic domains through literature review.

Identified domains and components of wellbeing

Physical

Positive indicators are (including physical health, nutrition, personal body care, and safety related behavior).

Deficit indicators (including health compromising behaviors, physical manifestations of stress or illness) (Pollard & Lee 2003)

Psychological

Positive indicators (including resilience, self-worth, life satisfaction)

Deficit indicators (including hyperactivity, fearfulness, depression) (Pollard & Lee 2003)

Cognitive

Positive indicators (including academic achievement, cognitive ability, school-related behaviors)

Deficit indicators (including developmental delay, school behavior problems) (Pollard & Lee 2003)

Social

Positive indicators (including parent-child relations, relationship with peers, participation in cultural activities)

Deficit indicators (including anti-social behavior, poverty, troubled home relationships) (Pollard & Lee 2003)

Economic

Economic well being Include assessments of family resources, adequacy of parental income and economic hardship (Pollard & Lee 2003).To measure these domains it is necessary to consider the debate about domains of well-being and its components. For instance, physical health may be understood as domain of 'health', including facets e.g. diet, risky behavior, level of fitness, nutrition and it may or may not comprise emotional or psychological health, which may be treated as a separate domain (Pollard & Lee 2003).

Subjective wellbeing is at times mentioned as a detach domain, observed as synonymous with 'psychological well-being; included within other domains, or not considered at all. Spiritual well-being is considered to be a separate domain in some of the frameworks, or sometimes

equated with psychological or emotional wellbeing. To measure youth and child well-being, use is made of deficit and positive indicators. In recent past few years, positive indicators has been focused more in a conceptual approach that is overtly strength based. Well-being find its measures through objective data e.g. national statistics, are balanced by subjective measures, developing of self-reports of young people and individual themselves, and reports by adults such as parents and teachers (Pollard & Lee 2003; Lippman et al 2011). On a range of objective and subjective wellbeing measures, Australian children and young people are doing well, but there are areas of concern relating to issues such as body image and corpulence, among older adults high rates of mental disorders, and continuing concerns with material use. (Statham & Chase 2010: 15).

1.2 RATIONALE

The topic of wellbeing of students' have been selected to find out the co-relation between student's well-being and their academic achievement, it will help teachers, student and parents. Relationship between academic achievement and well being will show that students well being is a worthy aspect of student' life, therefore, he should be given comfortable and friendly environment where all his needs and well-being could satisfy. The study will come up with the problems of the students that he face regarding his SWB, in response to this school authorities, and parents will be able to deal cover their weakness and able to help their child. The main reason to select this topic was to provide guidance in advance to parents and teachers for the better development regarding child. Another, reason to select this topic is to find out how student's academic achievement and well-being are related rather dependant on each other.

1.3 STATEMENT OF THE PROBLEM

This study was designed to explore the relationship between wellbeing of students and their academic achievement. There are a number of researches who are recently available on the topic of wellbeing, but it is needed to explore more and more about it. This study has been designed to explore the relationship of wellbeing among five basic domains (cognitive, physical, psychological, social and economic) with student's academic achievement.

1.4 OBJECTIVES OF THE STUDY

Following were the objectives of the study:

1. To observe the dimensions (physical, psychological, cognitive, social, economical) of students wellbeing.
2. To collect students annual results for academic achievement.
3. To find out the relationship between physical wellbeing of students and their academic achievement.
4. To find out the relationship between psychological wellbeing of students and their academic achievement
5. To explore the relationship between cognitive wellbeing of students and their academic achievement.
6. To investigate the relationship between social wellbeing of students and their academic achievement.
7. To investigate the relationship between economic wellbeing of students and their academic achievement.

1.5 HYPOTHESES

The hypotheses of this study were as following:

H₀ 1 There is no significant relationship between physical wellbeing of students and their academic achievement.

H₀ 2 There is no significant relationship between psychological wellbeing of students and their academic achievement.

H₀ 3 There is no significant relationship between cognitive wellbeing of students and their academic achievement.

H₀ 4 There is no significant relationship between social wellbeing of students and their academic achievement.

H₀ 5 There is no significant relationship between economic wellbeing of students and their academic achievement.

1.6 SIGNIFICANCE OF THE STUDY

The study is significant as it is related to exploring wellbeing of students and its relationship with their academic achievement. It is significant for school authority and teaching staff, and parents. In the light of the results of this study school authorities may review and modify their policy and procedures which they are using for student's wellbeing. This study further creates the awareness about the importance of student's wellbeing among the parents and teaching staff, and teachers may work more effectively for student's wellbeing. Moreover, this research can be disseminated through school

platform to parents. It increases the interest and creates the awareness about the importance of student's wellbeing and relationship with their academic achievement.

Later on it might be possible to plan and arrange some vocational programs along with studies for students to improve their well-being.

1.7 DELIMITATIONS OF THE STUDY

Resources and time has always been main elements that reveal the depth and dimension of the study. Because of the limited resources and time this research was limited to:

All Govt. Colleges of Rawalpindi district only; it was further delimited to Women Colleges of Rawalpindi.

1.8 OPERATIONAL DEFINITIONS OF MAJOR TERMS

1.8.1 Subjective well-being

The ground of subjective well-being (SWB) is a scientific analysis of how people assess their lives. These assessments consist of people's moods, emotional reactions to events, and happiness with domains such as work and marriage.

1.8.2 Positive indicators and negative indicators

Positive indicators are the constructive behaviors and support to a person as outcome of proper well-being. On the other hand negative indicators are weak and ill behaviors of a person, as outcome of inadequate well-being.

1.8.3 Academic achievement

Academic achievement refers to the level of schooling which successfully completed and the ability to attain success in studies. Receiving great grades in studies while attending and college is an example of academic achievement.

1.9 Conceptual framework

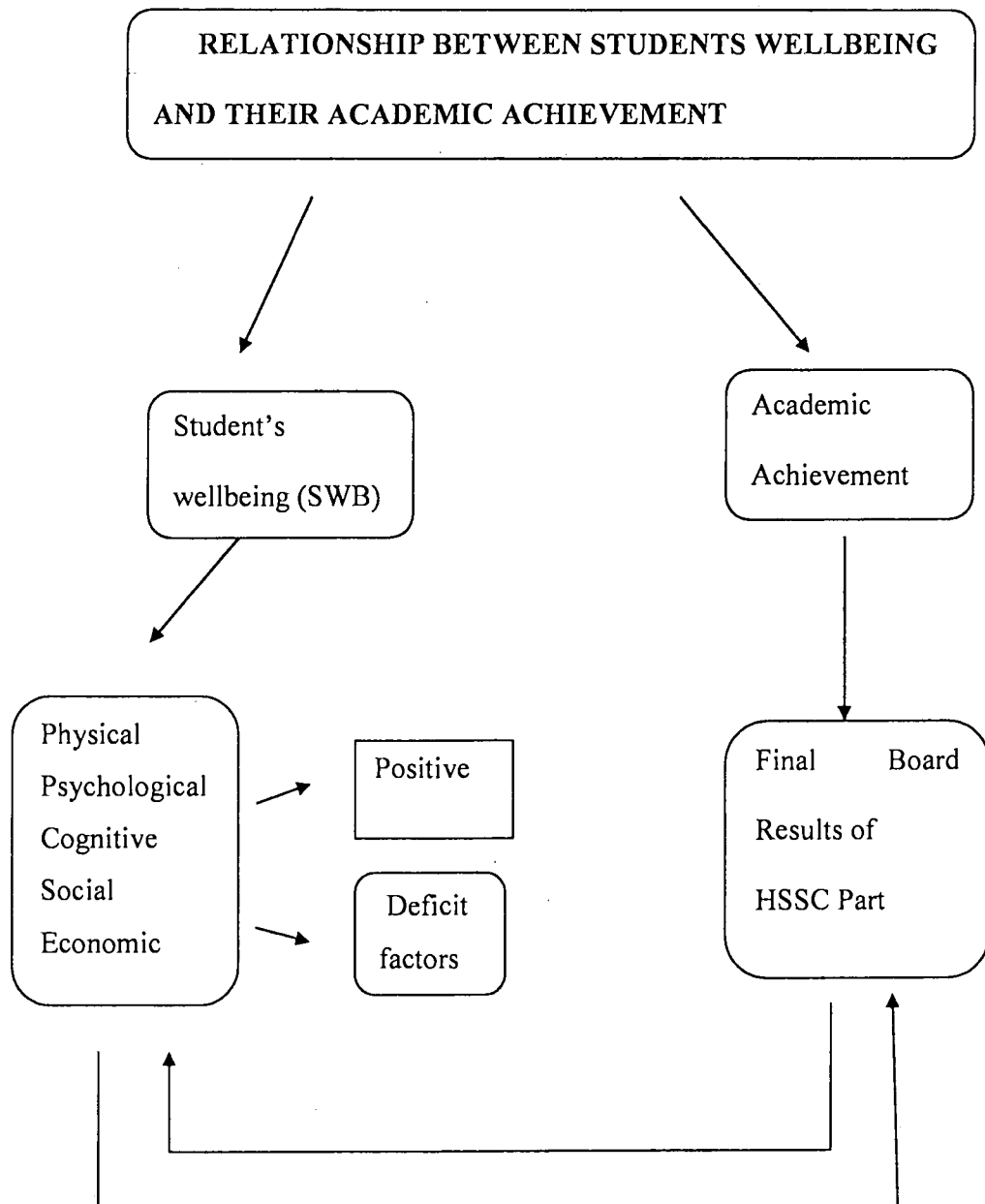


Figure 1

The above mentioned framework shows that students' well-being and their academic achievement are two parallel domains. Well-being further sub divided in five spheres (physical, Psychological; cognitive, social, economic). These five spheres may have their positive effect or play role in students' life as a deficit factor which may affect final board results.

1.10 RESEARCH METHODOLOGY

The researcher studied the relationship of student's wellbeing with their academic achievement in Govt. Colleges for Women, of Rawalpindi District. This research is co-relational research because determine that either the relationship between two variables exists or not. Both variables (Student's wellbeing and Student's Academic Achievement) are independent variables.

1.10.1 Population

All the female students of HSSC Part II (session 2012-2014) of Govt. Colleges for Women Rawalpindi were the population. There were 28 Govt. Colleges for Women of Rawalpindi Distt. Total population is 7631 female students of HSSC Part II (session 2012-2014). Researcher selected Rawalpindi because it is a multi cultural, multi lingual, and multi racial city. Moreover, it is feasible for researcher to conduct the research in Rawalpindi Distt.

1.10.2 Sample of the study

35% of total colleges were selected from which 9.8, 10 colleges were selected. These colleges were selected through random sampling. From every selected college 40 female students were selected randomly from HSSC Part II (session 2012-2014). Total sample was 400 students. For selecting colleges and students simple random sampling technique was used.

1.10.3 Research Instrument

In this study the researcher relied on the questionnaire as a data collection tool. Each domain of students wellbeing was measured by using a scale that is Personal Wellbeing Index -Adult (PWI-A). It is 19-item instrument on a 10-point scale (scored from 0=Completely Dissatisfied to

10=Completely Satisfied). This instrument fulfills the needs of the study. Reliability of this tool was assured through expert opinion and by pilot testing.

Secondly, student's academic achievement was measured through their final board results of HSSC Part I (session 2012-2014).

1.11 DATA COLLECTION

Data were collected from students of Govt. Colleges for Women of Rawalpindi Distt for this research. Researcher herself visited each participant of the research and questionnaire was presented to the participants personally.

1.12 DATA ANALYSIS

The relationship of students' well-being was studied with their academic achievement in Govt. College for Women of Rawalpindi Distt. It was measured before applying that the relationship was linear. It is calculated through the Pearson R Correlation Coefficient. This is a measure of the linear co-relation between two variables. it encompasses a value of +1 and -1, 1 is considered to be a total positive co-relation, -1 is a negative co-relation and 0 is no co-relation.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter is meant to explore the concept of 'well-being' as it pertains to young people and children. It has covered the portions such as definition, opinion of theorists' overall understanding of wellbeing, domains, components which contribute to understand about wellbeing.

2.1 CONCEPTUALISATIONS OF WELLBEING IN THE LITERATURE

There is not a fix definition of the term 'wellbeing' in the research literature. However, there can be three main ways to describe the term as follows:

It is an all-embracing concept related to the value of people's lives, wellbeing is considered to be a vibrant concept, rising from the manner in which public communicate with the world around them (Rees et al 2010). The exercise of the concept has allowed a wide examination into all facets of health. In strategic provisions it helps to fix interest on how emotional and good mental health can be promoted by government, thus expanding the perspective away from the handling of mental disorder or illness (Carlisle, Henderson & Hanlon 2009). It is used as a constructive, natural idea that incorporates with the periods of growth throughout the life, assimilating social-emotional, cognitive and physical functions, and comprising an individual aspect as well in terms of satisfaction related with gratifying one's potential (Pollard & Davidson 2001).

There are numerous ways in which childhood wellbeing has been conceptualized by various authors such as, Bradshaw et al (2006), Statham and Chase (2010), Pollard and Lee (2003) and Land (2010), for instance: These descriptions and frameworks describe an extensive range of important domains, from a few to as many as ten. The domain of 'health' may be associated to the physical health, consisting of facets e.g. diet, strength level, risky behaviors and nutrition. However, psychological or emotional health may or may not be a separate part of it, rather it may be treated as a separate domain. Subjective wellbeing is sometimes defined as a synonymous with 'psychological wellbeing' but it is at times defined as a separate domain as well. Spiritual wellbeing is identified as a separated domain, while sometimes associated with emotional wellbeing or psychological wellbeing (Hood & Carruthers, 2002).

In short, particularly related to this study, there is little agreement on what should be built-in into or understood by emotional, psychological, spiritual and psychological wellbeing. All the frameworks offer diverse understandings of these concepts and of their involvement to the overall understanding of wellbeing. Drawing on the available literature, improvements in theorizing and operationalising well-being of childhood are possibly to come out from the strengthening of a mutual perspective that childhood wellbeing:

- Emphasis on strengths and aspects, deficiencies and difficulties (Lippman, Anderson-Moore & McIntosh 2011).
- Is multidimensional that describes the background of young people and children's lives and uses both subjective and objective measurements (Pollard & Lee 2003)
- Built-in the perspectives and opinions of young people and children themselves, and is measured as various stages of development (Statham & Chase 2010)

- Believe the wellbeing of children in current and does not entirely on long-term outcomes (Statham & Chase 2010).

2.2 Definition of Well- being

Exercise of the idea has permitted a large investigation into all facets of health. In terms of guidelines it has been exercised to fix consideration on the action plan of the governments that how it can support better emotional and mental health, thus increasing the perspective away from the handling of mental disorder or illness (Carlisle, Henderson & Hanlon 2009).

Well-being is a situation of flourishing performance in the whole way of life incorporating social-emotional, cognitive, and physical functions that brings the result of prolific activities considerably important by one's traditional society, satisfying social relationships, and the capability to exceed sensible environmental and psychological issues. It also bears a holds a subjective dimension means satisfaction related with rewarding one's potential (Bornstein, Davidson, Keyes, & Moore, 2003). Well-being is a complicated process that is related with finest functioning and experience (Ryan & Deci, 2001). Well-being is to develop capabilities of self, health and others (Tasmania, 2000)

2.3 ISSUES FOR CONSIDERATION IN CONCEPTUALISING THE WELLBEING OF CHILDREN AND YOUNG PEOPLE

Since wellbeing does not comprise a single definition, therefore, some problems are faced for contemplation evaluation of well-being, especially as it concerns to the social-emotional and psychological wellbeing of young people and children are also discussed including:

- development and wellbeing
- dependency
- being or becoming
- objective and subjective measures
- positive and deficit indicators
- methods to assess wellbeing (Lent, 2004).

2.3.1 Development and wellbeing

In a child's well being emotional and social wellbeing is observed as an important element, the terms emotional and social wellbeing and emotional and social wellbeing development are sometimes exercised interchangeably. Thus the barriers and facilitators that may maintain and obstruct a given child's development may be considered as indicators of that child's wellbeing (Hamilton & Redmond 2010).

Ben-Arieh (2006) has summarized, there are numerous developmental theories of child wellbeing. In emphasizing on their physical, moral, social, spiritual, and psychological development, the 'standards for development' has the foundation on a favored adult outcome, the

requirement to organize individuals for their evolution into afterward aspects in life or to observe the process of development (Ben-Arieh 2006).

2.3.2 Dependency

The problem of age factor is significant since it affects on young people and children's dependency on others, primarily the family (Hamilton & Redmond 2010). While it may be hard for young children to part the child's wellbeing from that of her/his parents', while considering the wellbeing of older children the issue becomes less clear, for whom wellbeing is sometimes fast- changing and vibrant (Hamilton & Redmond 2010).

2.3.3 Being or becoming

Linked to the point mentioned above, wellbeing narrowly attached to development, some theorists focuses children's 'being' (childhood itself a stage and children being persons in their own right), while others focuses on children's 'becoming' (developing into adulthood) (Hamilton & Redmond 2010; Ben-Arieh 2006 ; Fattore, Mason & Watson 2007).

Critics has raised the point regarding 'becoming adults' is that it direct to the abstracting of the children from the economic and social situation in which they live, pay no attention to the complexities of personage children's lives and risks unsuitably basic policy responses, for example charging parents for children's poor self-esteem or lack of coping skills (Fattore et al 2007).Focus on children as being persons in their own right provide following consequences:

Research into child wellbeing has transfer from an emphasis on children's survival (with an emphasis on aspects of deviance risk factors) towards an emphasis on the progress of child development (Ben Arieh 2006).

While a focus on 'becoming an adult' absolutely supposes that the child is by definition incompetent and that opinions on his/her wellbeing are reliant on adult expert opinion, the children are proficient and should be able to speak for themselves are the assumptions of 'being' (Hamilton & Redmond 2010). In recent decades, children are more implicated in the monitoring and measuring of their own wellbeing (Ben-Arieh 2006). It is recommended by Ben-Arieh (2006), that both point of view (observing children as individuals today and in their coming adult status) are important for public policy and legitimate as well.

2.3.4 Objective and subjective measures

There have been considerable international program concerning the measurement of the wellbeing of young people and children in recent times (Rees, et al 2010; Statham & Chase 2010). In spite of the vast variety in process engaged, Pollard & Lee (2003) has observed in a survey of the international child wellbeing literature that measures of wellbeing could be largely devised according to whether they were:

Objective: for example educational assessments, reviews of individual child case history and national statistics mostly exercised for cross national comparisons.

Subjective: practice of a range of respondents and one or more of a vast variety of instruments for example, young people and children themselves, parents and teachers. The trend has been growing that measure of wellbeing supported on objective data (social indicators) required to be complemented by subjective indicators emphasis on individual satisfaction and happiness, but there are risks in believing too far towards very individualized concepts of child wellbeing (Statham & Chase 2010).

2.3.5 Positive and deficit indicators

There are numerous studies (Pollard & Lee 2003; Lippman et al 2011) converse the issue of making practice of deficit and positive indicators of child wellbeing. In past decades, in early childhood development, the most common measure was related to deficiency in achievement, negative circumstances, and behavior problems. However, it is not necessary that the absence of problems or failures point out success or proper growth. This has directed to an extending shift toward centering on positive indicators when measuring and describing wellbeing.

A new conceptual approach has been pointed out (Lippman et al 2011) that are overtly strengths-based, emphasized on enlightening children's positive relationship, assets, morals, capacities, beliefs, and behaviors, which goals to provide children the assets they require to nurture productively throughout the entire life. According to Ben-Arieh (2006), there is a challenge to expand indicators that 'grasp societies accountable for more than the safe warehousing of children and youth'.

There is another difficulty in favoring positive indicators is that it is not difficult to examine and quantify negative behaviors and outcomes, as contrasted to gaining agreement on what defines positive development and how to measure it (Lippman et al 2011).

2.3.6 Methods to assess wellbeing

The above discussion reveals that, with the help of self-report measures and social indicators well being can be measured. Without an agreement on indicators that should be practiced for measuring the wellbeing of young people and children cause in the lack of the standards method to way in wellbeing. A vast range of modes and methods has been identified (Pollard and Lee 2003) based on a survey of literature, standardized tests, non-structured, single-item tests from national data sets and structured reviews.

It is observed (Pollard and Lee, 2003) that, in spite of the presence of a variety of instruments to evaluate child wellbeing, most of the tools were not planned to measure well-being as assemble in itself. Rather, they emphasis on measuring a range of indicators of well-being.

In a review these writers carried out the child well-being literature, they observed that some instruments only make use of measures of positive indicators (such as self-esteem and life satisfaction), or that they emphasis on negative indicators (such as anxiety and depression). Combination of the two has been used by only some studies (Pollard & Lee 2003).

2.4 IDENTIFIED DOMAINS AND COMPONENTS OF WELLBEING

Literature of child well being has been extensively reviewed by Pollard and Lee (2003). With the help of this five domains have been built that adequately signify the construct of well-being, Pollard and Lee have beneficially resolute the stability between the breath, specificity and discreteness by articulating these domains. For the enunciation of theses domains of measurement model of individual well-being particularly in the background of school has been formed by these domains. Following are the five domains Pollard and Lee (2003) of child well-being.

1. Physical
2. Psychological
3. Social.
4. Cognitive
5. Economic

All these five domains are definite as a fusion of research of well-being relatively than as facet of measurement model. The extent of the wellbeing field is covered by these domains. All these domains need to measure with respect to its significance in contributing to the measurement create of students' well-being in the community of school. The evaluations emphasis on the level to which the content of all domain; could contribute to the meaningful measurement of well-being of students in the school community is separate may be included some aspects or sub-dimensions that can shape the foundations of the measurement instrument; and could be easily measured to be expressively inclined by the community of school.

2.4.1 Physical well-being

The domain of physical well-being is a kind of domain that measures the area of physical activity, drug use and reproductive health, preventive health care, nutrition and physical security and safety (Bornstein et al., 2003; Pollard & Davidson, 2001). One explicit permanent thwart the literature of physical wellbeing is that program of school that favour direct physical well-being to the constructive fitness outcome (Blanksby & Whipp, 2004; Bornstein et al, 2003; Luepker et al., 1996). Generally schools are informed finely related adequate behaviors of health through both the documents of curriculum in the fields of Health and Physical Education and additional plans offered to educational institutions to nurture and maintain well-being of the students. However, the involvement of outcomes and assessments of physical well-being to create of measurement of well-being of students is, in result, ample detach from concept of positive functioning of the students to be measured as additionally but independent form. However, this may not be considered as a lessening of the form of physical well-being but rather a confirmation of its importance as create admirable of autonomous investigation and calculation. Although, there is no argument that physical wellbeing has an important impact on the capacity of the student to work positively inside school community, assessments of physical wellbeing do not participate to the quantity of valuable performance in the community of school. For instance, student's capacity to perform positively may be affected by poor diet, although, diet itself is not an assessment of positive purpose. This measurement may not be considered physical well-being as a aspect of measurement create of the well-being of the students in the community of the school.

2.4.2 Economic Well-being

Within developed countries procedures of economic well-being are naturally integrated a general income measures for example parental education, support status, or benefit, and parental occupation (Hauser, 1994; Pollard & Lee, 2003). In underdeveloped countries the procedures of economic well-being continuously emphasis on procedures of dispossession e.g. admittance to drinking water and sanitation, in case a residence has a earth or non-earth floor and incase a family carry a television, a bicycle and a radio (M. Beckett & Pebley, 2002; Short, 1996). However, the students' economic well-being is in general far away from the pressure of community of the school and, even though it is largely observed as distressing student well-being, the definite nature and strength of its pressure is ambiguous (Diener, Eunkook, Suh, Smith, & Smith, 1999; G. N. Marks & Fleming, 1999). The major aim of this observation is that there is a similar way to classify the economic wellbeing as that of physical wellbeing. Despite of the result of a student's economic wellbeing on their ability to work positively within the community of the school, particular measures of economic wellbeing do not participate to the assessment of the student's real performance in the community of school. It is not included in this report that economic wellbeing as a facet of a measurement creative of student wellbeing in the school community.

2.4.3 Psychological well-being

In the literature of wellbeing, psychological wellbeing is the most insidious construct. It is over and over again and associated to the most basic upshot measures of well-being. Autonomous construct is a status of well-being carried by it (E Diener et al., 1999; Lent, 2004) and the same as a facet of larger well-being creates (WHOQOL, 1998a, 1998b) and Pollard and Lee's (2003)

that is amalgamation of child well-being. Pollard and Lee have constructed a well-being that articulates cognitive and social well-being as autonomous of psychological wellbeing. Following this trend, psychological wellbeing can consequently be regarded to be a synonymous with the nature of intrapersonal well-being. That is, it is related to those facets of well being basically obvious in a internalized sense of self of an individual and ability to perform in their surroundings. Intrapersonal wellbeing is detailed to consist of measurable facets in the background of the school environment for example: aim of life, resilience, optimism, self-efficiency, connectedness and autonomy (Lent, 2004; Pollard & Davidson, 2001; Pollard & Lee, 2003; Ryff & Singer, 1996).

Interpersonal well-being provides many facets as being beneath purposeful control of the educational institution (Bond, Butler, Glover, Godfrey, & Patton, 1999; Brettschneider, 2000; Carr-Gregg, 2000b; Glover, Lent, 2004; Nelson, 2004; Wyn et al., 2000).

2.4.4 Cognitive well-being

The domain of cognitive wellbeing carries those roles related with the processing and reception of information that help persons' to interact with their environment (Pollard & Davidson, 2001). Cognitive well-being provide few models in which lays the emphasis on reasoning and intelligence in the background of educational attainment which is based on school (Pollard & Lee, 2003), while a larger dispositional standpoint keep by others that supplement consider facets for example mastery motivation that is created into the cognitive domain and curiosity (Bornstein et al., 2003). Universally it is accepted that educational institutions put forth important control over students' cognitive well-being. That is the ultimate aim of the schools and

emphasis of the largest percentage of their billed resources. It is also reality that school systems and schools previously have accessible to them an overpowering selection of evaluations of methodologies materials of the educational attainment of their pupils. Fewer common are measures of the cognitive nature. Whereas, the propensity facets of child's cognitive aspect presented by Pollard and Lee (2003) are not separate enough from a larger dimension of students' intrapersonal well-being, in the background of the school to justify their categorization as part of a diverse wellbeing dimension. Therefore, nature to achieve cognitive wellbeing is part of this research as facets of a larger dimension of intrapersonal of a measurement construct of well-being of student in school community.

2.4.5 Social well-being

A sustained status is beard by social well-being as a piece of a greater dimension of social-emotional well-being (Bornstein et al., 2003) and aspect of a broader form of well-being (Ryff & Keyes, 1995). In general, the interpersonal well-being domain or social carries facets for example: trust, mutual obligation, empathy, and peer relationship (Bornstein et al., 2003; Ryff & Keyes, 1995). In some models of wellbeing, the cumulative of emotional and social wellbeing form a sole dimension, is supposed on the basis that emotional well-being is obvious like countable social behaviors. This offers a graceful answer in the management of construct in which well-being has been largely explained to incorporate a sequence of situational background. It is largely favored that interpersonal behavior of pupil shapes a necessary aspect regarding their aptitude to perform positively in their school community (Pollard & Lee, 2003;) and positive interpersonal performance is an ability that is beneath the significant pressure of the school community (Beckett, 2000; Fuller, 2001; Leary, 2000; Roberts, 2002;Wyn et al., 2000).

2.5 ASPECTS OF STUDENT WELL-BEING

2.5.1 The intrapersonal dimension

The dimension of intrapersonal of pupil wellbeing carries those facets and aspects of wellbeing basically obvious in a pupil's internalized sense of self and ability to perform in their community of school. This study, has observed the intrapersonal distinct aspects of the students' wellbeing. Following are the nine different facets of the intrapersonal element of the well-being of student Pollard and Davidson (2001).

Autonomy: when behavior of a person is observed when he performs eagerly and during the actions where they are busy completely approve and express morals and ethics by themselves.

Emotional Regulation: with reference to the school, it is obvious by the level to which the emotional responses of the students are of a suitable way and extent the events around them.

Resilience: It is an ability to recover, move on and manage from the critical demanding occasions Chirkov et. al. (2003) that raise an individual's resources.

Self-efficacy: it is related to the stage to which an individual consider capable to execute, organize and select ways to access required results.

Self-esteem: It is related to the manner people think about themselves (Ryan & Deci, 2000); it also describes positive elements of self concept.

Spirituality: it is related to aim of life and a positive sense of meaning.

Curiosity: it is a natural will to acquire knowledge or information.

Engagement: both the engagements are the part of it such as engagement with the school community and engagement with the process of learning.

Mastery Orientation: it is a will to fulfill duties to the best of one's capability.

2.5.2 The interpersonal dimension

The interpersonal dimension of pupil wellbeing consist those facets of wellbeing basically obvious in a pupil's assessment of their social circumstances and result ability to perform in their community of school (Pollard & Lee, 2003). Following are the aspects of interpersonal wellbeing.

Communicative efficacy: It is a manner of using communicative skills in situation to gain a goal.

Empathy: It consists of two constructs:

Affective empathy: Is to give response with the same emotion to another individual's emotion, cognitive empathy is to take role or perspective of another individual in an intellectual way (Fuller, 2000).

Acceptance: Through the qualities and characters of other people it is the elucidation of the society. Acceptance may be found in the attitudes regarding the basic decency of others and consists of understanding, tolerance, respect and trust (Adams & Benzer, 2000).

Connectedness: With the social world, it is the individual conscious in fine relationship. It shows a purposeful relationship with a large number of individual (Mok & Flynn, 2002).

2.6. RELATIONSHIP BETWEEN STUDENT'S WELLBEING AND THEIR ACADEMIC ACHIEVEMENT

The concept of wellbeing incorporate number of non-academic features related with academic achievement of the student. These features may consist of the ability to handle with traumatic situation, self-identity, supportive relationships, physical well-being, and creativity (Myers &

Sweeney, 2005). Exceedingly progressed coping mechanism permit pupils to deal with the enhancing stress that is a result of new environment. This could help new college students to emphasis more on their educational success and less on the other pressure that is a result of transition to higher education. It is significant to notice that new students of the college also keep the understanding of their novel place within the environment. Students who are unable to deal with their new situations and emotions are more likely to have lower scores related with psychological well-being (Sinclair & Myers, 2004). This embraces correct for the aptitude of the persons to be easy with their self, spiritual and cultural identity too. Students who are unable to handle such areas raised difficulties and that is why, could not be able to center their attention of other points e.g. academic performance (Evans & Broido, 1999; Zubernis & Snyder, 2007). Physical well-being also draws a strong relationship on the overall academic achievement. Students have the feeling that a large role is played by the physical wellbeing in their overall academic performance (Harackiewicz, Barron & Tauer, 2002). The Indivisible Self Model (IMS) of wellness, found the result that the ranks of stress are minor in pupils with high social relationships (Myers & Bechel, 2004).

2.7 Academic Achievement.

Academic achievement is the upshot of education (Carlisle, Henderson & Hanlon 2009), the degree to which a teacher, institution and pupil has achieved their education goals. Academic achievement can be measured by frequent assessment or examination. There are individual differences that affect academic performance and are linked to personality and intelligence.

2.8 RELATED RESEARCH STUDIES OF INTERNATIONAL COMPARISONS OF CHILD WELLBEING

2.8.1 Multi-National Project for Monitoring and Measuring Children's Wellbeing

This project was conducted in 1996 for the very first time by the Chapin Hall Centre at the University of Chicago. Various experts from 28 countries have participated in it. The main purpose of this project was to enhance ability to measure and monitor the condition of children in the world around them, and to compare and create a multi-national network of partners and analysis of contrastive information. Under five over arching domain, a set of almost 60 pointer have been arranged such as: physical and safety position, civic life, personal life, children's activity and children's economic resources. Pointer to evaluate these illustrate on data from international and national surveys (such as HBSC, SILC5 and PISA) and data gathered for the purpose of administrative by each country. A constant hardship is distance in comparable data.

2.8.2 UNICEF report on child poverty and child wellbeing in 'rich' countries

The report was presented by UNICEF in 2007, in which child's poverty and child's wellbeing in rich counties had been observed. Relevant data to childhood wellbeing form 21 countries across six dimensions had been compared, such as: subjective well-being, risks and behaviours, family and peer relationship, safety and health, material well-being and educational well-being. The precincts of the collected data on which study has the foundation have been largely observed, including information not disaggregate by the characteristics of child e.g. ethnicity and sex, a prejudice towards data on older children, important data (such as children's mental health and child' protection) of individuals were not provided for number of countries; no efforts to give

importance to various facets of child well-being; and the supposition of a fundamental association between the factors observed and the well-being.

2.8.3 Children's wellbeing across all thirty OECD countries

This study was follow-on the UNICEF report done 2007 (mentioned above), it has compared and contrasted the children's well-being across all thirty OECD countries (OECD 2009). The measured domains in this study were changed to emphasis on pointers with the most possible to be influenced by government policies. Environment, housing and value of school life were supplemented, but subjective well-being of children was removed. On a sole combined report, grading was avoided of these countries., as it was previously done in UNICEF report. However, the comparison of OECD was focus to some of the equal criticisms. The work is continued by OECD in this area, consisting continuing development of an individual well-being database which will carry results receptive to different age groups and situational variables (Richardson, 2009).

2.8.4 Index of Child Wellbeing in Europe

Index of child well-being, was developed to assess the comparison of cross-national 27 EU Member States, additionally Iceland and Norway (Bradshaw and Richardson, 2009). There are seven domains in this index, subjective well-being, material resources, risk and attitude, housing and the environment, child health, education and personal relationship. UK was ranked again poorly it level of national wealth, particularly in domains of education (on the foundation of school presence and NEETs rather than academic achievement) material resources (because parents were not in job in number of families)

2.8.5 Kidscreen-52

This is a kind of questionnaire. It was organized to support cross-national comparisons, but different from the evaluations done above, it is solely based on young people and children's self-expressing of their well-being (Ravens-Sieberer et al, 2005). It is a health narrate quality of life associated questionnaire developed with the funding of European Commission to offer a calculative that may have help to reach quality of life prevailing among all children, not only about those who are facing health hardships (which is the usual focus of such a measure). This questionnaire consists of 52 items developed into 10 domains consisting features for example physical health , emotions and moods, school environment, home life, social acceptance, and the child's own awareness of his financial resources. The questionnaire was tested in a survey across 12 European countries (translated into relevant language of the child), about 22,000 children of 8 to 12 years participated in it.

2.8.6 Young Lives

It is an international research project incorporated by Oxford University, focuses the requirement to understand children's wellbeing in locally and culturally scrutinized situation. This project has observed over 15 years , rising up 12,000 children in four developing countries, observing how poverty affects their wellbeing. It incorporates continuous surveys on questionnaire based of all the children and their careers each three years, practicing participatory method with more in depth research.

2.8.7 Child and Youth Wellbeing Index

This index was developed by Foundation for Child Development in USA. It is used to trace the tendency with the passage of time in the quality of life and wellbeing of American children from

the day of birth to age of 18 (Land, 2007). It consists of interconnected-amalgamate index of numbers of social pointer of the well-being of young people and children, and is offered on yearly basis. The chief aim is to provide the sense of the whole direction of the change (deterioration or improvement) in the well-being of American young people and children, as contrasted to two base years of the pointer, 1975 and 1985.

2.8 RELATED WORK DONE IN PAKISTAN

In Pakistan, a study, identity Development and Psychological Well-Being of young people was observed regarding individualistic and holistic cultural background, was done by Gilani in 2007. The study based on cross-cultural surrounding in which human psyche forms. In this study general emphasis was on issues like conflict management style, child rearing practices, and communication patterns and etc. the association between psychological and social phenomena, association between society and self was observed and their identity status. Variety of results and views of the students were found that in Pakistani culture religion were taken as for granted as people are born Muslims. In the area of friendship the probability for identity attainment is on top. In the present day society, Pakistani and European Canadians are clear about their duties and gender roles. Regarding psychological well-being, it was observed that those who scored high in identity achieved position on most of the domains of life, showed higher status of psychological well-being too.

Another research was done by Akram & Ahmad in 2013. Their topic of research was "Positive Schooling and Subjective Well-Being of Pakistani Children (A Qualitative Study)" children were chosen from five different schools having the age between 13-15 year. Since this research was based on the student's well-being due to school environment, consequently, it was found that

parents and children's opinion about the school were positive in nature as students it observed that children learnt number of positive facts from school, discipline, hard work, confidence, Social interaction, academic motivation, mutual respect, self-control, hopefulness, and adaption which related to the field of positive psychology are the significant parts of subjective well-being (SWB).

Another study was conducted on "Child Work and Schooling in Pakistan— To What Extent Poverty and Other Demographic and Parental Background Matter?" by Gohar, Nazir & Hina in 2014. This research was done on four mutual demarcations of the children; those who only attend school, those who are paid laborer, those who neither go to school nor labor, and finally those who are part-time paid employee. It was found that weak economic conditions, social setup and cultural norms are the cause to promote child work.

CHAPTER 3

RESEARCH METHODOLOGY

This part of the research addresses the design of the research, populations, sample, and research procedure, details of research instrument and method of data collection.

3.1 POPULATION

Accessible population to draw a representative sample was: All the students of female Govt. Colleges for Women; HSSC Part II (session 2012-2014) (Appendix B) Rawalpindi. There were 28 Govt. Colleges for Women of Rawalpindi Distt (Appendix A). Total population was 7631 female students of HSSC Part II (session 2012-2014). Researcher has selected Rawalpindi because it is a multi cultural, multi lingual, and multi racial city. Moreover, it was feasible for researcher to conduct the research in Rawalpindi Distt.

3.2 SAMPLE

35% of total colleges had been selected which were 9.8, 10 colleges were selected (appendix A). These colleges had been selected through random sampling. From every selected college 40 female students were selected randomly from HSSC Part II (session 2012-2014). Total sample was 400 students. Colleges and students were selected through Random Sampling.

Population	Sample
7631	400

3.3 RESEARCH DESIGN

This research was co-relational in nature and design of the research is quantitative.

3.4 RESEARCH INSTRUMENT

In this study the researcher relied on the questionnaire as a data collection tool. Each domain of students wellbeing was measured by using a scale which was Personal Wellbeing Index -Adult (PWI-A) (Cumin, 2002). This instrument was developed in Deakin University, Australia by Cumin in 2002. It is 19-item instrument on a 10-point scale (scored from 0=Completely Dissatisfied to 10=Completely Satisfied). These 19 items (Appendix c) have been categorized under five domains of well-being as follows, physical well-being (1 & 2), psychological well-being (3,4,5,6,& 7), cognitive well-being (8, 9, & 10), social well-being (11, 12, 13, 14, & 15), economic well-being (16, 17, 18, 19). This instrument fulfilled the needs of the study. Secondly, student's academic achievement has been measured through their final board results of HSSC Part 1(session 2012-2014).

3.5 Validity of the questionnaire

To find out the validity of the questionnaire it was distributed among the educational experts for their respected point of view. These experts were from the Department of Education Islamic International University, Islamabad and Fatima Jinnah University, Rawalpindi. It was modified and organized according to their suggestions. Irrelevant questions were removed and language of questions were modified for easy understanding of students.

3.6 PILOT TESTING

The researcher selected three colleges and fifteen students five from each college other than the actual selected samples for pilot testing. It illustrated that the content of all the items was

understandable and easy. All the selected items were culturally and socially appropriate with the surrounding and population will remain comfortable to give their all information. In result of this responses could be observed as reliable to proceed further in research.

3.7 Reliability of the questionnaire

To measure the reliability of the research instrument, data collected for the pilot study was used.

Cronbach alpha was applied on each domain of questionnaire and the calculated values were:

Table 3.1:

Reliability of the questionnaire

No.	Domain of Well-being	Cronbach alpha
1	Physical well-being	.887
2	Psychological well-being	.868
3	Cognitive well-being	.756
4	Social well-being	.582
5	Economic well-being	.938

3.8 DATA COLLECTION

For this study data were collected from students of Govt. Colleges for Women of Rawalpindi Distt. Researcher visited each participant of the study after the permission of the head of the institution and questionnaire was presented to the samples personally. After collecting back the questionnaire, responses of the participants were measured according to the PWI Scale. On this scale measurements from zero to 10 have been given. Zero means participants is completely

dissatisfied with the statement, 10 means he is completely satisfied, 5 means participants feels neutral, neither satisfied nor feel dissatisfied.

3.9 DATA ANALYSIS

The researcher studied the Relationship of student's wellbeing with their academic achievement in Govt. Colleges for Women of Rawalpindi Distt. It calculated through The Pearson R Correlation Coefficient. This is a calculation of the linear co-relation between two variables. Its value lies in between +1 and -1, +1 is considered to be total positive co-relation, -1 is negative while 0 is no co-relation. For the analysis of the questionnaire, their frequencies (Table 4.6 to 4.10) and mean values (Table 4.13) have been taken and categorized them in three levels as low, medium, and good. The second variable, academic achievement of the students' has been categorized as low medium and high (Table 4.11). Then Pearson co-relation has been applied on these values (Table 4.12 to 4.16) and results have been taken.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of the data. Questionnaire was used for data collection from students to find out relationship between wellbeing and academic achievement. Entire data were analyzed by applying mean standard deviation and Pearson Product Moment co relational Analysis.

In this chapter two sections are made; in first section data analyzed and interpreted regarding wellbeing where data were collected through questionnaire from students along with achievement, second section is about relationship between students' well being and academic achievement.

4.1 STUDENTS' RESPONSES REGARDING FIVE DOMAINS OF WELL BEING

This section deals with the analysis of questionnaire. Questionnaire was consisted upon 19 items; here items are further divided into five well beings (physical, psychological, cognitive, social and economical) and presented in tabular form.

Table 4.1 physical well being

Questions	Completely dissatisfied		Dissatisfied		Neutral		Satisfied		Completely satisfied	
	Freq*	%age*	Freq*	%age*	Freq*	%age*	Freq*	%age*	Freq*	%age*
1. How satisfied are you with your health?	02	0.5	10	2.5	67	16.75	203	50.75	119	29.75
2. How satisfied are you with your food and nutrition?	03	0.75	04	1	52	13	142	35.5	199	49.75

Table 4.1 shows that 29.75% students were completely satisfied with their health whereas 50.75% students were satisfied. On the other hand 49.75% students were satisfied with their food and nutrients and 35.5 % students were satisfied. This results shows that mostly students were satisfied with their physical well being.

Table 4.2 psychological well being

Questions	Completely dissatisfied		Dissatisfied		Neutral		Satisfied		Completely satisfied	
	Freq*	%age*	Freq*	%age*	Freq*	%age*	Freq*	%age*	Freq*	%age*
3. How satisfied are you with how safe you feel?	09	2.25	19	4.75	105	26.25	138	34.5	129	32.25
4. How satisfied are you with your spirituality or religion?	00	00	01	.25	04	1	45	11.25	350	87.5
5. How satisfied are you with you are achieving in life?	23	5.75	35	8.75	121	30.25	156	39	65	16.25
6. How satisfied are you with your own personality?	10	2.5	09	2.25	92	23	164	41	125	31.25
7. How satisfied are you with your stress coping ability?	14	3.5	32	8	152	38	146	36.5	56	14

Table 4.2 shows that 34.5% students satisfied and 32.25 % students responded completely satisfied when it was being asked how safe you feel. 87.5% students answered completely satisfied and 11.5% satisfied about the satisfaction regarding spirituality or religion. 39% students were satisfied about their life achievement and 30.25% students were neutral, 5.75% students were completely dissatisfied. 41% students were satisfied and 31.25% completely satisfied with their own personalities. 38% students were neutral and 36.5% were satisfied about their stress coping ability.

Table 4.3 cognitive well being

Questions	Completely dissatisfied		Dissatisfied		Neutral		Satisfied		Completely satisfied	
	Freq*	%age*	Freq*	%age*	Freq*	%age*	Freq*	%age*	Freq*	%age*
8. How satisfied are you with your academic achievement?	34	8.5	35	8.75	101	25.25	163	40.75	67	16.75
9. How satisfied are you with your cognitive abilities?	04	1	09	2.25	117	29.25	191	47.75	79	19.75
10. How satisfied are you with your mental health?	01	.25	10	2.5	70	17.5	212	53	107	26.75

Table 4.3 shows the responses regarding cognitive well being of students. 40.75% students were satisfied and 25.25% students were neutral about their academic achievement. 47.75% students were satisfied and 29.25% neutral about their cognitive abilities. 53% students were satisfied and 26.75 completely satisfied about their mental health.

Table 4.4 social well-being

Questions	Completely dissatisfied		Dissatisfied		Neutral		Satisfied		Completely satisfied	
	Freq*	%age*	Freq*	%age*	Freq*	%age*	Freq*	%age*	Freq*	%age*
11 How satisfied are you with your personal relationship?	06	1.5	05	1.25	47	11.75	147	36.75	195	48.75
12. How satisfied are you with feeling part of your community?	08	2	15	3.75	103	25.75	167	41.75	107	26.75
13. How satisfied are you with your relationship with your parents?	04	1	02	.5	25	6.25	87	21.75	282	70.5
14. How satisfied are you with your relationship with your peers?	04	1	06	1.5	47	11.75	196	49	147	36.75
15. How satisfied are you with your school related behaviors?	02	.5	06	1.5	55	13.75	162	40.5	175	43.75

Table 4.4 shows that 48.75% students responded completely satisfied and 36.75% satisfied with their personal relationship with others. 41.75% satisfied and 26.75% students completely satisfied with feeling part of their community. 70.5% students completely satisfied and 21.75% satisfied with their parental relationship. 49% students satisfied and 36.75% completely satisfied with their peers' relationship. 43.75% completely satisfied and 40.5% satisfied with their school

related behaviors. These percentages depicts that mostly students responded completely satisfied or satisfied about their social relationships.

Table 4.5 economic well being

Questions	Completely dissatisfied		Dissatisfied		Neutral		Satisfied		Completely satisfied	
	Freq*	%age*	Freq*	%age*	Freq*	%age*	Freq*	%age*	Freq*	%age*
16. How satisfied are you with your future security?	25	6.25	37	9.25	130	32.5	152	38	56	14
17. How satisfied are you with your family income?	09	2.25	25	6.25	99	24.75	192	48	75	18.75
18. How satisfied are you with your family resources?	20	5	20	5	123	30.75	167	41.75	70	17.5
19. How satisfied are you with your standard of living?	02	.5	04	1	105	26.25	193	48.25	96	24

Table 4.5 explains that 38% student were satisfied and 32.5 neutral about their future security. 48% students responded satisfied and 24.75% neutral about their family income. 41.75% students were satisfied and 30.75% neutral about their family resources. 48.25% students were satisfied and 26.25% were neutral about their standard of living.

4.2 LEVELS OF STUDENTS' WELL BEING AND ACADEMIC ACHIEVEMENT

In this section overall well being is ranked in different levels for finding out correlation between well being and academic achievement. All well beings are ranked in three levels (poor, medium, and good) after analyzing their answers. The students who mostly answered negatively or dissatisfied considered as poor, those gave mixed answers considered as medium and the ones who answered positively or satisfied considered as good.

Table 4.6 physical well being

Levels	Frequencies	Percentages
Poor	08	02
Medium	116	29
Good	276	69
Total	400	100

Table 4.6 shows that 69% students have good physical well being 29% medium and 2% poor.

This percentage depicts that mostly students have good well being than medium physical well being stands on number second, the last one poor physical well being minimum number of students stand on poor well being..

Table 4.7: psychological well being

Levels	Frequencies	Percentages
Week	60	15
Medium	221	55.25
Strong	119	29.75
Total	400	100

Table 4.7 displays that 55.25% students have medium psychological well being 29.75% strong and 15% week. This percentage depicts that mostly students have strong psychological well being than medium psychological well being stands on number second, the last one weak psychological well being minimum number of students stand on weak well being..

Table 4.8 cognitive well being

Levels	Frequencies	Percentages
Dissatisfied	31	7.75
Neutral	143	35.75
Satisfied	226	56.5
Total	400	100

Table 4.8 explains that 56.5% students have satisfied cognitive well being 35.75% neutral and 7.75% dissatisfied. This percentage depicts that mostly students are satisfied with their cognitive well being than neutral number of students from cognitive well being stands on number second, the last one dissatisfied from cognitive well being minimum number of students stand on dissatisfied from cognitive well being..

Table 4.9 social well being

Levels	Frequencies	Percentages
Poor	10	2.5
Medium	122	30.5
Good	268	67
Total	400	100

Table 4.9 displays that 67% students have good social well being 30.5% medium and 2.5% poor. This percentage depicts that mostly students have good social well being than medium social well being stands on number second, the last one poor social well being minimum number of students stand on poor well being..

Table 4.10 economic well being

Levels	Frequencies	Percentages
Poor	24	6
Medium	211	52.75
Good	165	41.25
Total	400	100

Table 4.10 explains that 52.75% students have medium economic well being 41.25% good and 6% poor. This percentage depicts that mostly students have good economic well being than medium economic well being stands on number second, the last one poor economic well being minimum number of students stand on poor well being..

Table 4.11 academic achievement of students

Levels	Frequencies	Percentages %
Low	90	22.5
Medium	192	54
High	118	23.5
Total	400	100

Table 4.11 displays the level of academic achievement of students. In this table students level of achievement is divided into three levels (low, medium, high). Students who got 40-55% marks ranked as low level of achievement. Students who got 55% to 75% considered as medium, 75% to onwards as high level of achievement. These results were taken from their HSSC result.

According to division 40.5% students stand at low level of achievement 48% medium and 11.5% high marks.

4.3 CORRELATION BETWEEN STUDENTS' OVERALL ACADEMIC ACHIEVEMENT AND WELL BEING

In this section correlation between students' wellbeing and their academic achievement is presented in tabular form.

Table 4.13 Mean scores

Well being and achievement	Mean scores
Achievement	2.04
Physical well being	2.06
Psychological well being	2.24
Cognitive well being	2.05
Social well being	2.08
Economic well being	2.18

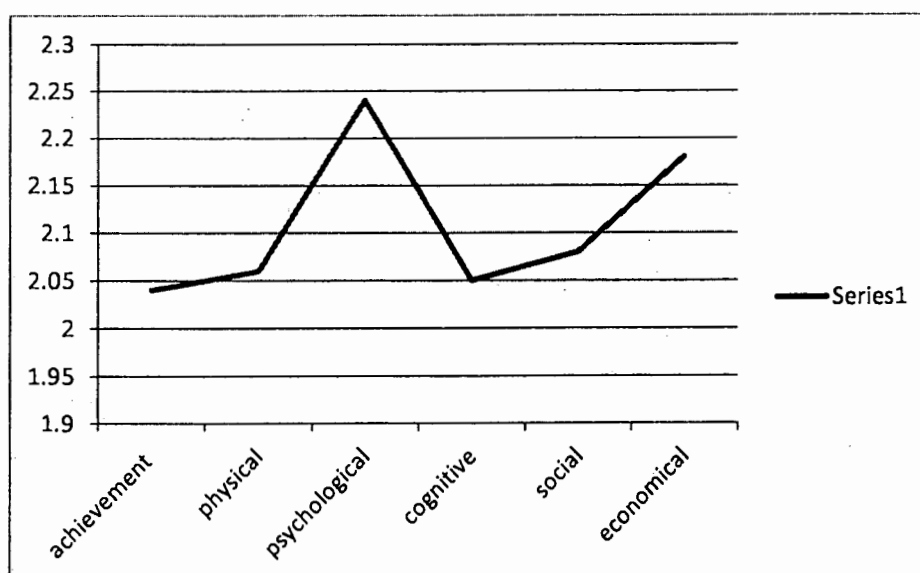


Table 4.13 shows the mean score of all well being domains and achievement. In graph mean score show that there is no big difference between mean score of well being an achievement.

H_{01} There is no relationship between physical wellbeing of students and their academic achievement.

Table 4.12 correlation between physical wellbeing and students' academic achievement

Variables	Pearson correlation r	P value	Significant level
Academic achievement	.62	.000	0.05
Physical well being			

Table 4.12 represents the results of correlation between students' physical well being and academic achievement. This correlation coefficient was calculated through Pearson Product-moment. The value of $r = .62$ and $p = .000$ shows the significant relationship at 0.05 level between two variables physical well being and academic achievement. The p value shows that the null hypothesis H_{01} is rejected, therefore a highly significant relationship is found between students' academic achievement and their physical well being in women degree colleges Rawalpindi.

H₀₂ There is no relationship between psychological wellbeing of students and their academic achievement.

Table 4.13 correlation between Psychological wellbeing and students' academic achievement

Variables	Pearson Correlation r	p value	Significance level
Academic achievement	.53	.000	0.05
Psychological well being			

Table 4.13 illustrate that the value of $r = .53$ and $p = .000$ shows the significant relationship at 0.05 level between two variables psychological well being and academic achievement. The p value shows that the null hypothesis H₀₂ is rejected, therefore a highly significant relationship is found between students' academic achievement and their psychological well being in women degree colleges, Rawalpindi.

H_{03} There is no relationship between cognitive wellbeing of students and their academic achievement.

Table 4.14 correlation between cognitive wellbeing and students' academic achievement

Variables	Pearson correlation r	p value	Significance level
Academic achievement	.55	.000	0.05
cognitive well being			

Table 4.14 demonstrate that value of $r = .55$ and $p = .000$ shows the significant relationship at 0.05 level between two variables psychological well being and academic achievement. The p value shows that the null hypothesis H_{03} is rejected, therefore a highly significant relationship is found between students' academic achievement and their cognitive well being in women degree colleges Rawalpindi.

H_{04} There is no relationship between social wellbeing of students and their academic achievement.

Table 4.15 correlation between social wellbeing and students' academic achievement

Variables	Pearson correlation r	p value	Significance level
Academic achievement	.41	.000	0.05
Social well being			

Table 4.15 exhibit that the value of $r = .41$ and $p = .000$ shows the significant relationship at 0.05 level between two variables social well being and academic achievement. The p value shows that the null hypothesis H_{04} is rejected, therefore a significant relationship is found between students' academic achievement and their social well being in women degree colleges Rawalpindi.

H₀₅ There is no relationship between economic wellbeing of students and their academic achievement.

Table 4.16 correlation between economic wellbeing and students' academic achievement

Variables	Pearson correlation r	p value	Significance level
Academic achievement	.52	.000	0.05
Economic well being			

Table 4.16 exhibit that the value of $r = .52$ and $p = .000$ shows the significant relationship at 0.05 level between two variables economic well being and academic achievement. The p value shows that the null hypothesis H₀₄ is rejected at highly significant level, therefore a highly significant relationship is found between students' academic achievement and their economic well being in women degree colleges Rawalpindi. 30% of total colleges will be selected which will be 8.4, 9 colleges will be selected. These colleges will be selected through random sampling.

4.4 STUDENTS' ACADEMIC ACHIEVEMENT AND WELL-BEING ACCORDING TO LEVEL

In this section students academic achievement and their well-being is presented in tabular form according to level.

Table 4.17 Physical well being academic achievement

Achievement levels	Physical well being							
	Poor		Medium		Good		Total	
	Feq*	%age**	Feq	%age	Feq	%age	Feq	%age
Low	5	1.25	65	16.25	20	5	90	22.5
Medium	3	0.75	47	11.75	142	35.5	192	48
High	0	0	04	1	114	28.5	118	29.5
Total	8	2	116	29	276	69	400	100

*Frequency **percentage

Table 4.17 depicts that students of three levels of achievement had mix type of physical well being 16.25% students out low achievers have medium level of physical well being. 35.5% students in medium achievers have good physical well being. In high achievers no one have poor physical well being, 28.5% students have good physical well beings. These results show that the high achievers have good physical well being as compare to low and medium achievers.

Table 4.18 Psychological well being academic achievement

Achievement levels	Psychological well being							
	Weak		Medium		Strong		Total	
	Feq*	%age**	Feq	%age	Feq	%age	Feq	%age
Low	37	9.25	45	11.25	08	2	90	22.5
Medium	20	5	80	20	92	23	192	48
High	03	0.75	96	17.25	19	4.75	118	29.5
Total	60	15	221	55.25	119	29.75	400	100

*Frequency

**percentage

Table 4.18 represents that students of low achievers mostly have medium psychological well being 45%. Medium achievers have 92% strong psychological well being. Students who got high achievement rank have strong 119% psychological well being. These results show that students who have high achievement have strong psychological well being.

Table 4.19 Cognitive well being academic achievement

Achievement levels	Cognitive well being							
	Dissatisfied		Neutral		Satisfied		Total	
	Feq*	%age**	Feq	%age	Feq	%age	Feq	%age
Low	21	5.25	27	6.75	42	10.5	90	22.5
Medium	10	2.5	90	22.5	92	23	192	48
High	0	0	26	6.5	92	23	118	29.5
Total	31	7.75	143	35.75	226	56.5	400	100

*Frequency

**percentage

Table 4.18 represents that students of low achievers are also 42% satisfied with their cognitive well being. Medium achievers are 90% neutral and 92% satisfied with their cognitive well being.

High achievers are 92% satisfied with their cognitive well being.

Table 4.20 Social well being academic achievement

Achievement levels	Social well being							
	Poor		Medium		Good		Total	
	Feq*	%age**	Feq	%age	Feq	%age	Feq	%age
Low	6	1.5	23	5.75	61	15.25	90	22.5
Medium	4	1	67	16.75	121	30.25	192	48
High	0	0	32	8	86	21.5	118	29.5
Total	10	2.5	122	30.5	268	67	400	100

*Frequency

**percentage

Table 2.20 illustrates that students among low achievers 15.25% have good social well being. Medium achievers have 30.25% good social well being. Students of high achievers have 21.5% good social well being. These results show the mix kind of response rate among all achiever (low, medium and high). Most of the students have medium and good social well being and few have poor.

Table 4.21 Economic well being academic achievement

Achievement levels	Economic well being							
	Poor		Medium		Good		Total	
	Feq*	%age**	Feq	%age	Feq	%age	Feq	%age
Low	8	2	62	15.5	20	5	90	22.5
Medium	12	3	88	22	92	23	192	48
High	04	1	61	15.25	53	13.25	118	29.5
Total	24	6	211	52.75	165	41.25	400	100

*Frequency

**percentage

Table 4.21 shows that low achievers have 15.5% medium economic well being. Medium achievers have 22% medium and 23% good economic well being. High achievers have 15.25% medium and 13.25% good economic well being. These results show economic well being have mix response rate. Many students have medium and good economic well being status regardless any special academic achievement level.

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

5.1 SUMMARY

The study was descriptive and was designed to explore the “relationship between students’ wellbeing and their academic achievement”. The objectives of the study were to find out the dimensions of students wellbeing and their academic achievement. Further find out the relationship between physical, psychological, cognitive social and economic wellbeing of students and their academic achievement. All the HSSC Part II (session 2012-2014) female students of Govt. Colleges for Women Rawalpindi were population of the study. 30% of total colleges will be selected which will be 8, 9 colleges will be selected. These colleges will be selected through random sampling. From every selected college 41 female students will be selected randomly from HSSC Part II (session 2012-2014).

Questionnaire was used for data collection about well being. Data collection instrument was developed by researcher. Questionnaire was consisted of 19 items. All these items checked well being regarding five domains of well being (physical, psychological, cognitive social and economic). For the validation of the questionnaire it was circulated among the educational experts for their valued opinion. Reliability was calculated by using Cronbach alpha.

While analyzing the data, objectives of study were kept in mind. Data were presented in tabular form followed by interpretation. Percentage and frequencies were used to describe the demographic characteristics of the respondents. Mean was applied to find out the cumulative values of academic achievement and students well being. The relationship of the two variables

was calculated through Pearson Product Moment correlation: Pearson Product Moment correlational Analysis was applied to determine the correlation of the research variables. Analysis of Variance technique was applied to examine the significance of the variables Regression analysis was applied to determine effective variables.

5.2 FINDINGS

Following finding are drawn from the analysis and interpretation of data.

1. The calculated percentage value regarding physical well being showed that majority of the respondent (50.75%) students were satisfied with their health and few 0.5% were completely dissatisfied. Most of the students 49.75% were completely satisfied and few 0.75 completely dissatisfied with their food and nutrition. (Table # 4.1)
2. The calculated percentage value regarding psychological well being showed that majority of the respondent (34.5%) students satisfied and few 2.25% completely dissatisfied about their safe feelings. 87.5% students answered completely satisfied and no one answered dissatisfied about the satisfaction regarding spirituality or religion. 39% students were satisfied about their life achievement and 5.75% completely dissatisfied. 41% students were satisfied and 2.5% completely dissatisfied with their own personalities. 38% students were neutral and 3.5% were completely dissatisfied about their stress coping ability. (Table 4.2)
3. Responses regarding cognitive well being of students showed that 40.75% students were satisfied and 25.25% students were neutral about their academic achievement. 47.75% students were satisfied and 29.25% neutral about their cognitive abilities. 53% students were satisfied and 26.75 completely satisfied about their mental health. (Table 4.3)

4. Responses for social well being were 48.75% students responded completely satisfied and 36.75% satisfied with their personal relationship with others. 41.75% satisfied and 26.75% students completely satisfied with feeling part of their community. 70.5% students completely satisfied and 21.75% satisfied with their parental relationship. 49% students satisfied and 36.75% completely satisfied with their peers' relationship. 43.75% completely satisfied and 40.5% satisfied with their school related behaviors. These percentages depicts that mostly students responded completely satisfied or satisfied about their social relationships. (Table 4.4)
5. Responses about economic well being; 38% student were satisfied and 32.5 neutral about their future security. 48% students responded satisfied and 24.75% neutral about their family income. 41.75% students were satisfied and 30.75% neutral about their family resources. 48.25% students were satisfied and 26.25% were neutral about their standard of living. (Table 4.5)
6. It was found that 69% students have good physical well being 29% medium and 2% poor. (Table 4.6)
7. It was found that 55.25% students have medium psychological well being 29.75% strong and 15% week. (Table 4.7)
8. It was found that 56.5% students have satisfied cognitive well being 35.75% neutral and 7.75% dissatisfied. (Table 4.8)
9. It was found that 67% students have good social well being 30.5% medium and 2.5% poor. (Table 4.9)
10. It was found that 52.75% students have medium economic well being 41.25% good and 6% poor. (Table 4.10)

11. According to division 40.5% students stand at low level of achievement 48% medium and 11.5% high marks. (Table 4.11)
12. It is found through the calculated correlation coefficient value of $r = .62$ and $p = .000$ showed the significant relationship at 0.05 level between two variables physical well being and academic achievement. The p value shows that the null hypothesis H_{01} is rejected, therefore a highly significant relationship is found between students' academic achievement and their physical well being in women degree colleges Rawalpindi. (Table 4.12)
13. It was found that the value of $r = .53$ and $p = .000$ showed the significant relationship at 0.05 level between two variables psychological well being and academic achievement. The p value shows that the null hypothesis H_{02} is rejected, therefore a highly significant relationship is found between students' academic achievement and their psychological well being in women degree colleges Rawalpindi. (Table 4.13)
14. It was found that value of $r = .55$ and $p = .000$ shows the significant relationship at 0.05 level between two variables psychological well being and academic achievement. The p value shows that the null hypothesis H_{03} is rejected, therefore a highly significant relationship is found between students' academic achievement and their cognitive well being in women degree colleges Rawalpindi. (Table 4.14)
15. It was found that the value of $r = .41$ and $p = .000$ showed the significant relationship at 0.05 level between two variables social well being and academic achievement. The p value shows that the null hypothesis H_{04} is rejected, therefore a significant relationship is found between students' academic achievement and their social well being in women degree colleges Rawalpindi. (Table 4.15)

16. It was found that the value of $r = .52$ and $p = .000$ showed the significant relationship at 0.05 level between two variables economic well being and academic achievement. The p-value shows that the null hypothesis H_{04} is rejected at highly significant level, therefore a highly significant relationship is found between students' academic achievement and their economic well-being in women degree colleges Rawalpindi. 30% of total colleges will be selected which will be 8, 9 colleges will be selected. These colleges will be selected through random sampling. (Table 4.16)
17. It was found that students of three levels of achievement had mix type of physical well being 16.25% students out low achievers have medium level of physical well being. 35.5% students in medium achievers have good physical well being. In high achievers no one have poor physical well being, 28.5% students have good physical well beings. These result shows that the high achievers have good physical well being as compare to low and medium achievers. (Table 4.17)
18. It was found that students of low achievers mostly have medium psychological well being 45%. Medium achievers have 92% strong psychological well being. Students who got high achievement rank have strong 119% psychological well being. These results show that students who have high achievement have strong psychological well being. (Table 4.18)
19. It was found that students of low achievers are also 42% satisfied with their cognitive well being. Medium achievers are 90% neutral and 92% satisfied with their cognitive well being. High achievers are 92% satisfied with their cognitive well being. (Table 4.18)
20. It was found that students among low achievers 15.25% have good social well being. Medium achievers have 30.25% good social well being. Students of high achievers have 21.5% good social well being. These results also show the mix kind of response rate

among all achiever (low, medium and high). Most of the students have medium and good social well being and few have poor. (Table 2.20)

21. It was found that low achievers have 15.5% medium economic well being. Medium achievers have 22% medium and 23% good economic well being. High achievers have 15.25% medium and 13.25% good economic well being. These results show economic well being have mix response rate. The students have medium and good economic well being status regardless any special achievement level. (Table 4.21)

5.3 DISCUSSION

This study was conducted explore the relationship of students' well-being and their academic achievement. This study was co-relational in nature. It was calculated through the Pearson R Correlation Coefficient. This is a measure of the linear co-relation between two variables, incorporates a value of +1 and -1, 1 is considered to be a total positive co-relation, -1 is a negative co-relation and 0 is no co-relation. These were observed with the help of a scale that is Personal Wellbeing Index -Adult (PWI-A). It is 19-item instrument on a 10-point scale (scored from 0=Completely Dissatisfied to 10=Completely Satisfied). There were five types of well-being which were under the study such as, physical well-being, cognitive well-being, social well-being, psychological well-being and economic. Academic achievement has been categorized into three levels according to obtained grades of the students in HSSC- II (2012-2014) e.g. low, medium and high. Then their Pearson correlation was found and it was observed that correlation exists between academic achievement and well-being.

Steven et al. (2010) conducted a study in which observed students' wellness and their academic success. This study showed mixed results of physical fitness on academic success. This study came up with the mixed results of social well-being as well. According to this study, social well-being is not important for the first year students of the college. However, the current study shows relationship of social and physical well-being with academic achievement. Because it is observed that if satisfaction is found in the well-being of the student consequently higher level of academic achievement have found.

Gilani (2007) conducted a study based on identity development and psychological well-being belonging to individualistic and collective cultural background. The center of point in this study was to access the identity status of the adults by observing their level of commitment and exploration in different spheres of life and to follow this relation with their psychological well-being. Results showed that top number of foreclosure is in the sphere of religion, and highest number of score is in the domain of friendship. In Pakistan religion is considered is integral part of everyday life. However, the question arises is that one's identity development with their psychological well-being cannot be done until and unless its other domains of well-being not assessed. The current study focuses on all five domains of well-being; consequently a holistic view of one's personality may be taken.

Akram (2013) conducted a study on the topic positive schooling and SWB of Pakistani students, this research was done on parents and students. There were only eight participants. The study found the results that school parents and children have positive opinion about their schools. Students seemed to have positive effects on their personality, cognitive development, social relations and behaviors. These effects constitute obedience, acceptance, self-efficiency, respect,

enthusiasm etc. Parents and children observed the alteration that happen in personality of the child due to behavioral, cognitive and social skill changes. But the problem with this study is; it cannot be applied on all the students because this research was done only on eight students. Another question arises that there is only school relationship of the children have been observed while a student live in a school only for six hours and his home life has been totally ignored in this study; While the current study observes the student's cognitive and psychological development with their personal and domestic life as well. Moreover, large number of samples has been study therefore it can be applied to the maximum students and considered to be more authentic.

5.4 CONCLUSIONS

On the basis of the findings of the study following conclusion were drawn out.

1. On the basis of findings it is concluded that the students who have good physical well being get high achievement as compare to those who have medium and low physical well being. There is a significant relationship between physical well being and students' academic achievement.
2. On the basis of findings it is concluded that the students who have good psychological well being get high achievement as compare to those who have medium and low psychological well being. Further it is also concluded that there is a significant relationship between students' psychological well being and their academic achievement.
3. On the basis of findings it is concluded that the students who have good cognitive well being get high achievement as compare to those who have medium and low cognitive well being. Further it is also concluded that there is a significant relationship between students' cognitive well being and their academic achievement.

4. On the basis of findings it is concluded that the students who have good social well being get high achievement as compare to those who have medium and low social well being. Further it is also concluded that there is a significant relationship between students' social well being and their academic achievement.
5. On the basis of findings it is concluded that the students who have good economic well being get high achievement as compare to those who have medium and low economic well being. Further it is also concluded that there is a significant relationship between students' economic well being and their academic achievement.

5.5 RECOMMENDATIONS

In the light of research findings and conclusions following recommendation are made:

1. Students' well being have relationship with their academic achievements therefore teachers may accommodate students in class and within the school environment by adopting latest teaching strategies for the development of all five dimensions of well being.
2. As the result shows that wellbeing has relationship with academic achievement so Parents need to facilitate their children within the home environment with positive reinforcement regarding their academic activities.
3. This study may help policy makers and curriculum developers by keeping in view that they may add well being as a core topic in curriculum so that students may also get an idea about their overall wellbeing.

5.6 SUGGESTIONS FOR FUTURE RESEARCH

Further research studies are suggested to do on the basis of this study

- The same study can be conducted of a relationship between students' wellbeing and their academic achievement in comparison of rural and urban areas schools.
- A longitudinal study can be conducted of a relationship between students well being and their academic achievement at secondary level and at university level as well.

REFERENCES

- Adams, T. B., & Benzer, J. R. (2000). Conceptualisation and Measurement of the Spiritual and Psychological Dimensions of Wellness in a College Population. *Journal of American College Health, 48*(4), 165-174.
- Akram, M., & Ahmed, S. (2013). Positive Schooling and Subjective Well-Being of Pakistani Children (A Qualitative Study): *Pakistan Journal of Social and Clinical Psychology Vol.11, No.1, 42-51*, Lahore
- Bond, L., et al (1999). *The Gatehouse project : what do students' perceptions of school tell us about our methods of reform?*
- Beckett, L. (2000). Education, health and welfare: issues for social justice. *Australian Educational Researcher, 27*(3), 131-142.
- Brettschneider, W. (2000). Physical activity and sport involvement in young people : benefits and risks for the individual and the community. *Educare News*.
- Beckett, M., & Pebley, A. R. (2002). *Ethnicity, Language and Economic Well-Being in Rural Guatemala*: RAND.
- Bornstein, M. H., Davidson, L., Keyes, C. L. M., & Moore, K. A. (2003). *Well-Being Positive Development Across the Life Course*. Mahwah: Lawrence, Erlbaum Associates.
- Bornstein, M. H., Davidson, L., Keyes, C. L. M., & Moore, K. A. (2003). *Well-Being Positive Development Across the Life Course*. Mahwah: Lawrence, Erlbaum Associates.
- Blanksby, B. A., & Whipp, P. (2004). Healthy mind in a healthy body : engaging young people in physical activity through school health and physical education, (*College year book / Australian College of Educators ; 2004*).
- Bradshaw, J., Hoelscher, P & Richardson, D. (2006). *Comparing Child Well-being in OECD countries: Concepts and Methods*. Innocenti Working Paper No 2006-03. UNICEF Innocenti Research, Florence.
- Ben-Arieh, A. (2006). *Measuring and monitoring the well-being of young children around the world*, Paper commissioned for the EFA Global Monitoring Report 2007, Strong foundations: early childhood care and education, UNESCO, Geneva.
- Bradshaw, J. Richardson, D. (2009) An index of child well-being in Europe, *Child Indicators Research, 2, 3*, pp. 319-351.
- Baum, S., & Ma, J. (2007). *Education pays: The benefits of higher education for individuals and society*. Washington, DC: College Board.
- Carr-Gregg, M. (2000). The risky business of being young. *AQ: Journal of*

Gilani, N. (2007). *Identity Development and Psychological Well-Being of Male and Female Adolescents Belonging to Individualistic and Collectivistic Cultural Backgrounds*. National Institute of Psychology Quaid-e-Azam University, Islamabad

Hauser, R. M. (1994). Measuring Socioeconomic Status in Studies of Child Development. *Child Development*, 65, 1541-1545.

Harackiewicz, J. M., Barron, K. E. & Tauer, J. M. (2002). Predicting success in college: A longitudinal study of achievement goals and ability measures as predictors of interest and performance from freshman year through graduation. *Journal of Educational Psychology*, 94(3), 562-575.

Hamilton, M. & Redmond, G. (2010). *Conceptualisation of social and emotional wellbeing for children and young people, and policy implications*. Australian Research Alliance for Children and Youth and the Australian Institute of Health and Welfare, Canberra.

Hood, C., & Carruthers, C. (2002). Coping skills theory as an underlying framework for therapeutic recreation services. *Therapeutic Recreation Journal*, 36, 154-161.

Luepker, R. V., Perry, C. L. McKinlay, S. M., Nader, P. R. Parcel, G. & Stone, E. J. (1996). Outcomes of field trial to improve children's dietary patterns and physical activity. The Child and Adolescent Trial for Cardiovascular Health. CATCH collaborative group. *Journal of the American Medical Association*, 275(768-776).

Leary, H. (2000). How to enhance school culture, student achievement and psychological well-being. *Education Horizons*.

Leppel, K. (2001). The impact of major on college persistence among freshman. *Higher Education*, 41, 327-342.

Lent, R. W. (2004). Toward a Unifying Theoretical and Practical Perspective on Well-Being and Psychosocial Research. *Journal of Counseling Psychology*, 51(4), 482-509.

Land, KC (2010). *Child and Youth Well-Being Index (CWI) 2010*. Foundation for Child Development, <http://www.fcdus.org/sites/default/files/FINAL%202010%20CWI%20Annual%20Release.pdf>, accessed June 2011.

Lippmann, LH., Anderson Moore, K. & McIntosh, H. (2011). Positive Indicators of Child Well-Being: A Conceptual Framework, Measures, and Methodological Issues. *Applied Research in Quality of Life*, pp 1-25.

Land, K. (2007) *Trends in Infancy/ Early Childhood and Middle Childhood Well-Being, 1994-2006: A composite index of trends in the well-being of America's children and youth*. North Carolina, Duke University.

- Lippman, L.H., Anderson Moore, K & McIntosh, H. (2011). Positive Indicators of Child Well-Being: A Conceptual Framework, Measures, and Methodological Issues. *Applied Research in Quality of Life*, pp 1- 25.
- Lent, R. W. (2004). Toward a Unifying Theoretical and Practical Perspective on Well-Being and Psychosocial Research. *Journal of Counseling Psychology*, 51(4), 482-509.
- Myers, J. E., & Betchel, A. (2004). Stress, wellness, and mattering among cadets at West Point: Factors affecting a fit and healthy force. *Military Medicine*, 169, 475-483.
- Marks, G. N. & Fleming, N. (1999). Influences and consequences of well-being among Australian young people: 1980 - 1995. *Social Indicators Research*.
- Mok, M. M. C., & Flynn, M. (2002). Establishing Longitudinal Factorial Construct Validity of the Quality of School Life Scale for Secondary Students. *Journal of Applied Measurement*, 3(4), 400-420.
- Myers, J. E. & Sweeney, T. J. (Eds.). (2005). *Counseling for Wellness: Theory, Research, and Practice*. Alexandria, VA: American Counseling Association.
- McClanahan, R. (2004). *What works in student retention?* Iowa City, Iowa: ACT.
- Myers, J. E., & Sweeney, T. J. (Eds.). (2005). *Counseling for Wellness: Theory, Research, and Practice*. Alexandria, VA: American Counseling Association.
- Nelson, B. (2004). Why it takes two to tango : a whole-of-government approach to education and health, (*College year book / Australian College of Educators ; 2004*).
- Pollard, EL & Davidson, L (2001). *Foundations of Child Well-being*. Early Childhood and Family Education Unit, UNESCO, Paris.
- Pollard, EL. & Lee, PD (2003). Child well-being: A systematic review of the literature, *Social Indicators Research*, vol 61, no 1, pp 59-78.
- Ryan, R. M., & Deci, E. L. (2000). Self determination theory and the facilitation of intrinsic motivation, social development and well-being. *American Psychologist*, 55(68-78).
- Ryan, R. M., & Deci, E. L. (2001). On happiness and human potentials: A review of research on hedonic and eudemonic well-being. *Annual Review of Psychology*, 52(141-166).
- Ravens-Sieberer, U. et al. (2005). KIDSCREEN-52 quality of life measure for children and adolescents. *Expert Review of Pharmacoeconomics and Outcomes Research*, 5(3), 353-364

Rees, G., Bradshaw, J., Goswami, H., Keung, A. (2009) *Understanding Children's Well-Being: A national survey of young people's well-being*. London, The Children's Society

Richardson, D. (2009) *Doing better for children and upcoming OECD projects*. DCSF seminar 16th November 2009. <http://www.oecd.org/dataoecd/62/59/44620944.pdf>

Rees, G, Bradshaw, J, Goswami, H & Keung, A (2010). *Understanding Children's Well-being: A national survey of young people's well-being*. The Children's Society, London.

Rees, G, Bradshaw, J, Goswami, H & Keung, A (2010). *Understanding Children's Well-being: A national survey of young people's well-being*. The Children's Society, London.

Ryff, C. D., & Singer, B. (1996). Psychological Well-Being: Meaning, Measurement, and Implications for Psychotherapy Research. *Psychother Psychosom*, 65, 14-23.

Ryff, C. D., & Keyes, C. L. M. (1995). The Structure of Well-Being Revisited. *Journal of Personality and Social Psychology*, 69(4), 719-727.

Roberts, P. (2002). Teaching social competency : the next step in enhancing student wellbeing, *Teacher Learning Network*.

Short, K. (1996). *Material and Financial Hardship and Alternative Poverty Measures*. Paper presented at the 163rd Annual Meeting of the American Statistical Association, San Francisco.

Sinclair, S. L., & Myers, J. E. (2004). Weighty issues: The relationship between objectified body consciousness and wellness in a group of college women. *Journal of College Counseling*, 7(2), 151-160.

Statham, J & Chase, E (2010). *Childhood Wellbeing: A Brief Overview, Briefing Paper 1, August 2010*, Childhood Wellbeing Research Centre, http://www.ioe.ac.uk/TCRU_StathamChase2010_FinalChildDFEwebsite.pdf, accessed June 2011.

Tasmania. (2000). Paper presented at the In 'World-class curriculum 2000 : Curriculum Corporation seventh national conference : conference papers' pages 91-98. Carlton South Vic : Curriculum Corporation (Australia) 2000.

UNICEF (2007) *Child poverty in perspective: an overview of child well-being in rich countries*, Innocenti Report Card, Vol 7. Florence, Italy: Unicef Innocenti Research Centre http://www.unicefirc.org/publications/pdf/rc7_eng.pdf

Wyn, J., Cahill, H., Holdsworth, R., Rowling, L., & Carson, S. (2000). Mindmatters, a whole school approach to promoting mental health and wellbeing. *Youth Suicide Prevention Bulletin*.

WHOQOL, G. (1998a). Development of the World Health Organisation WHOQOLBREF Quality of Life Assessment. *Psychological Medicine*, 28(551-558).

WHOQOL, G. (1998b). The World Health Organisation Quality of Life Assessment (WHOQOL): Position Paper from the World Health Organisation. *Social Science and Medicine*, 41(1403-1409).

Zubernis, L., & Snyder, M. (2007). Considerations of additional stressors and developmental issues for gay, lesbian, bisexual, and transgender college students. *Journal of College Student Psychotherapy*, 22(1), 75-79.

Appendix-A**List of Govt. Colleges Women Rawalpindi**

1. Govt. Postgraduate College (W), S/Town, Rwp.
2. Govt. College (W), Kahuta.
3. Govt. College (W), Kallar Syedan
4. Govt. College (W), Taxila.
5. Govt. College (W), Dhoke Kala Khan.
6. Govt. College (W), Jhanda Chichi, Rwp.
7. Govt. College (W), Wah Cantt.
8. Govt. College (W), Gawalmandi, Rwp.
9. Govt. College (W), Dhoke Mangtal, Rwp.
10. Govt. College (W), Phagwari, Murree.
11. Govt. College (W), Sihal.
12. Govt. College (W), Rehmatabad, Rwp.
13. Govt. Postgraduate Viqar-un-Nisa College (W), Rwp
14. Govt. College (W), Murree Road, Rwp.
15. Govt. College (W), Peshawar Road, Rwp.
16. Govt. College (W), Muslim Town, Rwp.
17. Govt. College (W), Zafar-ul-Haq Road, Rwp.
18. Govt. College (W), Mohanpura, Rwp.
19. Govt. College (W), Dhoke Ratta, Rwp.
20. Govt. College (W), B-Block, S/Town, Rwp.
21. Govt. College (W), F-Block, S/Town, Rwp.

22. Govt. College (W), Dhoke Hassu, Rwp.
23. Govt. College (W), Dhoke Ellahi Bukhsh, Rwp.
24. Govt. College (W), Khayaban-e-Sir Syed, Rwp.
25. Khadija Umer Govt. College (W), Tench Bhatta, Rwp.
26. Govt. College (W), Murree.
27. Govt. College (W), Gujar Khan.
28. Govt. College (W), Daultala.

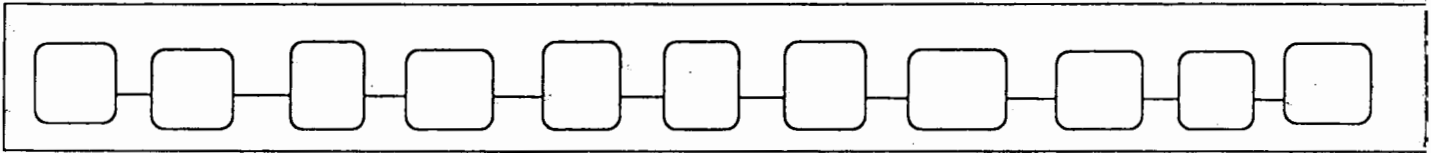
Appendix-B

ENROLLMENT STATISTICS OF EACH COLLEGE

Sr No.	Name of College	Level	1 st Year	2 nd Year	Total
District Rawalpindi					
1	GOVT. POST GRADUATE COLLEGE FOR WOMEN SATELLITE TOWN, 6TH ROAD,	Inter	1050	1180	2230
2	GOVT. VIQAR-UN-NISA POST GRADUATE COLLEGE RAWALPINDI	Inter	745	728	1473
3	GOVT. COLLEGE FOR WOMEN MURREE ROAD RAWALPINDI	Inter	403	256	659
4	GOVT. DEGREE COLLEGE FOR WOMEN-PESHAWAR RD, RAWALPINDI	Inter	537	424	961
5	GOVT. COLLEGE FOR WOMEN KAHUTA, RAWALPINDI	Inter	282	229	511
6	GOVT COLLEGE WOMEN PAGHWARI MURREE	Inter	100	155	255
7	VT. DEGREE COLLEGE FOR WOMEN KHAYABAN-E-SIR SYED,	Inter	275	233	508
8	GOVT. KHADIJA UMAR DEGREE COLLEGE FOR WOMEN, TENCH BHATTA,	Inter	300	221	521
9	GOVT. DEGREE COLLEGE FOR (W) F-BLOCK SATELLITE TOWN	Inter	106	85	191
10	GOVT. DEGREE COLLEGE (W) B-BLOCK SATELLITE TOWN	Inter	417	441	858
11	GOVT. DEGREE COLLEGE FOR WOMEN-MOHAN PUR RWP	Inter	173	138	311
12	GOVT. DEGREE COLLEGE FOR WOMEN (ZAFAR-UL-HAQ) ROAD,	Inter	169	165	334
13	GOVT. DEGREE COLLEGE FOR WOMEN-PESHAWAR RD, RAWALPINDI	Inter	531	428	959
14	GOVT. DEGREE COLLEGE FOR WOMEN MUSLIM TOWN RAWALPINDI	Inter	338	305	643

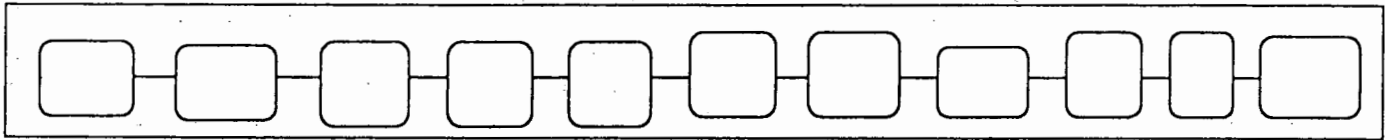
15	GOVT. DEGREE COLLEGE (W) DHOKE KALA KHAN, RAWALPINDI	Inter	201	158	359
16	GOVT. DEGREE COLLEGE FOR WOMEN DHOKE HASSU RAWALPINDI	Inter	374	336	710
17	GOVT. DEGREE COLLEGE (W) DHOK ELLAHI BUKHSH RAWALPINDI	Inter	159	138	297
18	GOVT. DEGREE COLLEGE (W) DHOKE RATTA RAWALPINDI	Inter	149	102	251
19	GOVT. DEGREE COLLEGE FOR WOMEN JHANDA CHICHI, RAWALPINDI	Inter	369	339	708
20	GOVT. DEGREE COLLEGE FOR WOMEN, GAWALMANDI, RAWALPINDI.	Inter	88	56	144
21	GOVT. DEGREE COLLEGE FOR WOMEN, DHOKE MANGTAL,	Inter	94	79	173
22	GOVT. DEGREE COLLEGE FOR WOMEN, SIHAL, RAWALPINDI	Inter	83	51	134
23	GOVT. DEGREE COLLEGE FOR WOMEN, REHMATABAD, RAWALPINDI	Inter	57	34	91
24	GOVT. DEGREE COLLEGE FOR WOMEN TAXILA, RAWALPINDI	Inter	104	60	164
25	GOVT. DEGREE COLLEGE FOR WOMEN WAH CANTT, RAWALPINDI	Inter	353	334	687
26	GOVT. DEGREE COLLEGE FOR WOMEN DAULTALA, RAWALPINDI	Inter	300	190	490
27	GOVT. COLEGE FOR WOMEN GUJAR KHAN, RAWALPINDI	Inter	736	698	1434
28	GOVT. DEGREE COLLEGE FOR WOMEN KALLAR SYEDAN, RAWALPINDI	Inter	136	68	204
Total Population of the Study				7631	

0 1 2 3 4 5 6 7 8 9 10



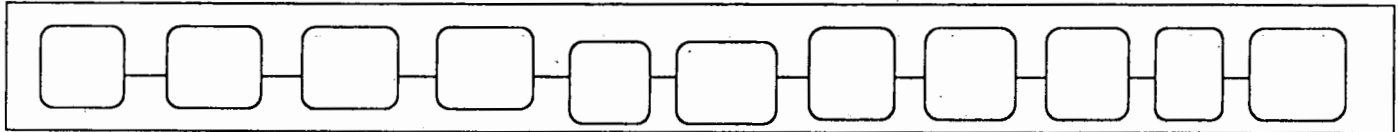
6. How satisfied are you with you are achieving in life?

0 1 2 3 4 5 6 7 8 9 10



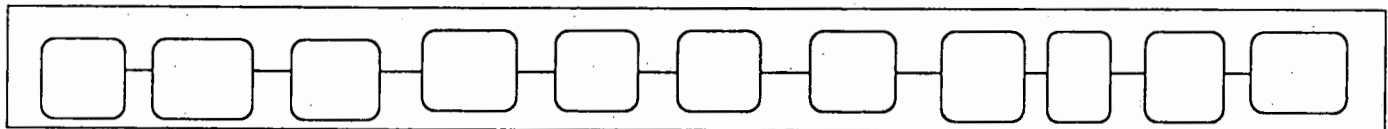
7. How satisfied are you with your own personality?

0 1 2 3 4 5 6 7 8 9 10



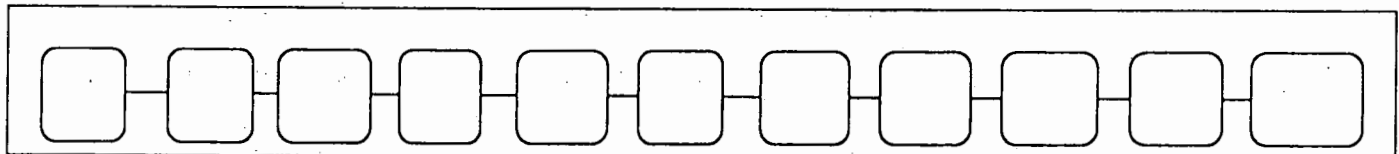
8. How satisfied are you with your stress coping ability?

0 1 2 3 4 5 6 7 8 9 10



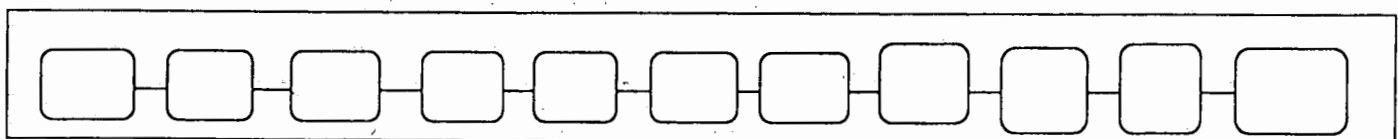
9. How satisfied are you with your academic achievement?

0 1 2 3 4 5 6 7 8 9 10

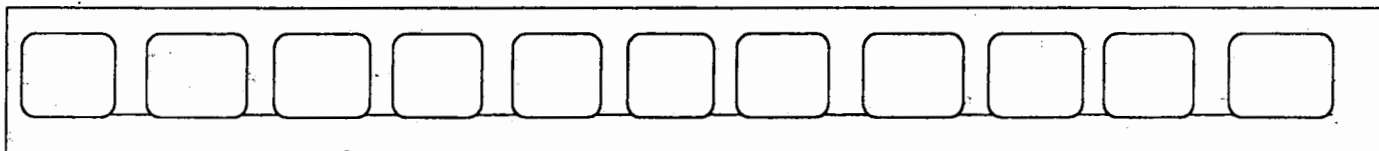


10. How satisfied are you with your school related behaviors?

0 1 2 3 4 5 6 7 8 9 10

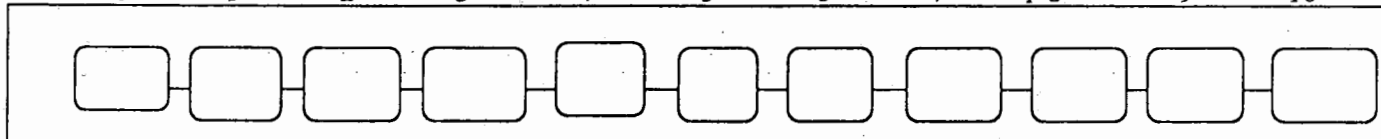


0 1 2 3 4 5 6 7 8 9 10



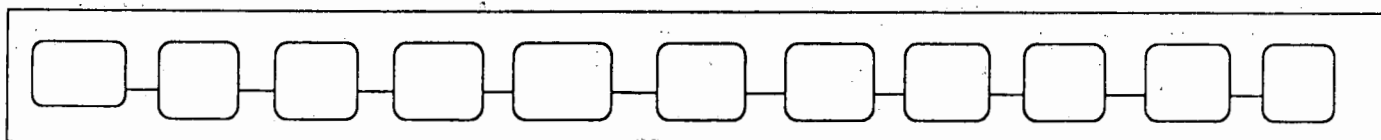
12. How satisfied are you with your personal relationship?

0 1 2 3 4 5 6 7 8 9 10



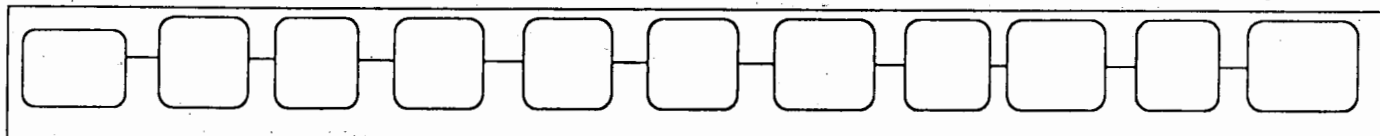
13. How satisfied are you with feeling part of your community?

0 1 2 3 4 5 6 7 8 9 10



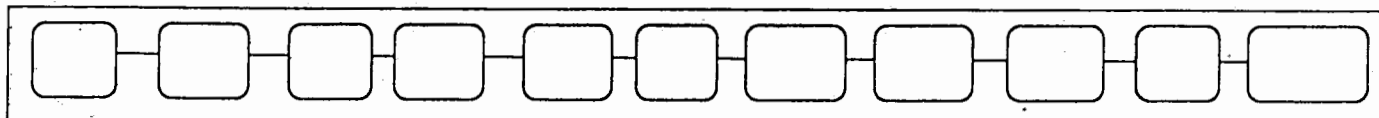
14. How satisfied are you with your relationship with your parents?

0 1 2 3 4 5 6 7 8 9 10



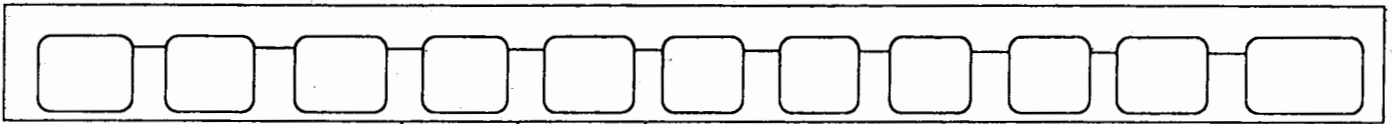
15. How satisfied are you with your relationship with your peers?

0 1 2 3 4 5 6 7 8 9 10



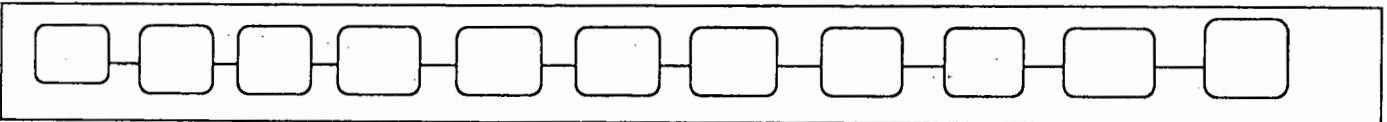
16. How satisfied are you with your future security?

0 1 2 3 4 5 6 7 8 9 10



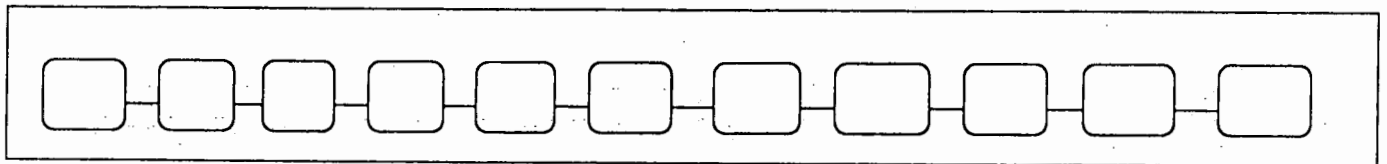
17. How satisfied are you with your family income?

0 1 2 3 4 5 6 7 8 9 10



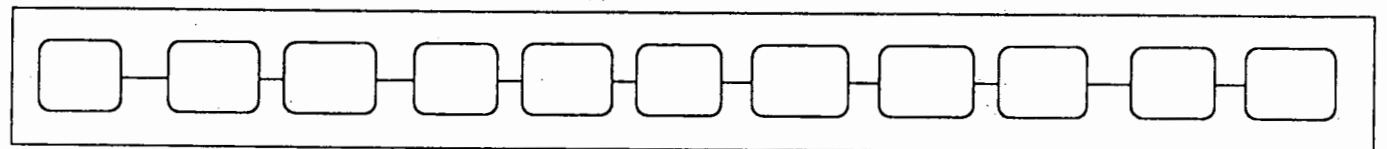
18. How satisfied are you with your family resources?

0 1 2 3 4 5 6 7 8 9 10



19. How satisfied are you with your spirituality or religion?

0 1 2 3 4 5 6 7 8 9 10



Appendix-D

FINAL RESULT OF HSSC PART I

S.#	Marks Obtained	Total Marks
1.	283	550
2.	262	550
3.	377	550
4.	229	550
5.	365	550
6.	272	550
7.	405	550
8.	321	550
9.	271	550
10.	272	550
11.	263	550
12.	309	550
13.	370	550
14.	322	550
15.	318	550
16.	266	550
17.	396	550
18.	303	550
19.	332	550

20.	430	550
21.	321	550
22.	332	550
23.	271	550
24.	276	550
25.	327	550
26.	260	550
27.	432	550
28.	499	550
29.	453	550
30.	449	550
31.	482	550
32.	395	550
33.	380	550
34.	316	550
35.	397	550
36.	289	550
37.	269	550
38.	357	550
39.	363	550
40.	317	550
41.	351	550
42.	296	550

43.	262	550
44.	280	550
45.	345	550
46.	335	550
47.	279	550
48.	282	550
49.	281	550
50.	359	550
51.	320	550
52.	360	550
53.	350	550
54.	358	550
55.	380	550
56.	310	550
57.	336	550
58.	315	550
59.	311	550
60.	305	550
61.	329	550
62.	348	550
63.	350	550
64.	360	550
65.	351	550

66.	404	550
67.	343	550
68.	327	550
69.	356	550
70.	348	550
71.	356	550
72.	380	550
73.	400	550
74.	381	550
75.	333	550
76.	404	550
77.	348	550
78.	362	550
79.	354	550
80.	307	550
81.	239	550
82.	335	550
83.	381	550
84.	411	550
85.	306	550
86.	315	550
87.	455	550
88.	397	550

89.	502	550
90.	393	550
91.	329	550
92.	329	550
93.	427	550
94.	392	550
95.	298	550
96.	430	550
97.	449	550
98.	441	550
99.	406	550
100.	339	550
101.	388	550
102.	355	550
103.	330	550
104.	377	550
105.	303	550
106.	329	550
107.	349	550
108.	304	550
109.	310	550
110.	400	550
111.	340	550

112.	369	550
113.	330	550
114.	315	550
115.	323	550
116.	309	550
117.	310	550
118.	270	550
119.	312	550
120.	339	550
121.	358	550
122.	280	550
123.	298	550
124.	291	550
125.	357	550
126.	345	550
127.	401	550
128.	291	550
129.	290	550
130.	275	550
131.	312	550
132.	251	550
133.	287	550
134.	304	550

135.	239	550
136.	253	550
137.	261	550
138.	260	550
139.	373	550
140.	298	550
141.	388	550
142.	397	550
143.	363	550
144.	377	550
145.	327	550
146.	274	550
147.	322	550
148.	320	550
149.	369	550
150.	355	550
151.	308	550
152.	333	550
153.	382	550
154.	329	550
155.	220	550
156.	330	550
157.	377	550

158.	292	550
159.	368	550
160.	330	550
161.	247	550
162.	250	550
163.	364	550
164.	350	550
165.	350	550
166.	296	550
167.	413	550
168.	363	550
169.	387	550
170.	390	550
171.	306	550
172.	286	550
173.	364	550
174.	384	550
175.	351	550
176.	248	550
177.	310	550
178.	301	550
179.	253	550
180.	255	550

181.	250	550
182.	216	550
183.	273	550
184.	271	550
185.	270	550
186.	272	550
187.	260	550
188.	242	550
189.	215	550
190.	307	550
191.	298	550
192.	299	550
193.	314	550
194.	300	550
195.	270	550
196.	259	550
197.	240	550
198.	235	550
199.	290	550
200.	303	550
201.	240	550
202.	239	550
203.	256	550

204.	245	550
205.	207	550
206.	276	550
207.	257	550
208.	237	550
209.	301	550
210.	225	550
211.	286	550
212.	249	550
213.	235	550
214.	232	550
215.	209	550
216.	286	550
217.	312	550
218.	287	550
219.	256	550
220.	275	550
221.	254	550
222.	232	550
223.	334	550
224.	234	550
225.	233	550
226.	254	550

227.	267	550
228.	278	550
229.	298	550
230.	308	550
231.	298	550
232.	267	550
233.	277	550
234.	309	550
235.	334	550
236.	356	550
237.	345	550
238.	293	550
239.	323	550
240.	256	550
241.	288	550
242.	290	550
243.	287	550
244.	256	550
245.	254	550
246.	332	550
247.	256	550
248.	268	550
249.	309	550

250.	267	550
251.	254	550
252.	336	550
253.	289	550
254.	267	550
255.	254	550
256.	334	550
257.	312	550
258.	278	550
259.	296	550
260.	267	550
261.	287	550
262.	254	550
263.	332	550
264.	256	550
265.	287	550
266.	298	550
267.	256	550
268.	334	550
269.	252	550
270.	256	550
271.	267	550
272.	289	550

273.	254	550
274.	263	550
275.	267	550
276.	255	550
277.	278	550
278.	267	550
279.	254	550
280.	253	550
281.	272	550
282.	254	550
283.	276	550
284.	256	550
285.	256	550
286.	276	550
287.	309	550
288.	309	550
289.	288	550
290.	267	550
291.	256	550
292.	275	550
293.	258	550
294.	332	550
295.	333	550

296.	273	550
297.	332	550
298.	270	550
299.	332	550
300.	254	550
301.	267	550
302.	289	550
303.	256	550
304.	287	550
305.	334	550
306.	309	550
307.	287	550
308.	309	550
309.	299	550
310.	267	550
311.	289	550
312.	254	550
313.	334	550
314.	265	550
315.	287	550
316.	409	550
317.	334	550
318.	332	550

319.	356	550
320.	287	550
321.	409	550
322.	278	550
323.	356	550
324.	278	550
325.	287	550
326.	265	550
327.	254	550
328.	355	550
329.	254	550
330.	364	550
331.	354	550
332.	254	550
333.	343	550
334.	332	550
335.	254	550
336.	265	550
337.	256	550
338.	298	550
339.	309	550
340.	287	550
341.	256	550

342.	254	550
343.	343	550
344.	332	550
345.	285	550
346.	365	550
347.	267	550
348.	287	550
349.	289	550
350.	267	550
351.	356	550
352.	254	550
353.	343	550
354.	332	550
355.	344	550
356.	412	550
357.	334	550
358.	286	550
359.	356	550
360.	267	550
361.	358	550
362.	299	550
363.	278	550
364.	289	550

365.	409	550
366.	289	550
367.	287	550
368.	267	550
369.	332	550
370.	254	550
371.	312	550
372.	256	550
373.	254	550
374.	298	550
375.	277	550
376.	286	550
377.	356	550
378.	334	550
379.	288	550
380.	289	550
381.	287	550
382.	332	550
383.	289	550
384.	309	550
385.	332	550
386.	254	550
387.	412	550

388.	280	550
389.	267	550
390.	254	550
391.	334	550
392.	332	550
393.	275	550
394.	286	550
395.	387	550
396.	267	550
397.	367	550
398.	365	550
399.	390	550
400.	403	550