

INFLUENCE OF READING BOOKS ON PSYCHOLOGICAL WELLBEING AND DECISION MAKING AMONG HIGHER SECONDARY STUDENTS

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Abstract

The study aims to find out the influence of books reading on Psychological Wellbeing and Decision Making of higher secondary students. Convenient random sampling technique is used for the selection of the sample. A total of 1269 higher secondary students are selected from the city of Chennai. Scale of Psychological wellbeing and Decision Making Scale were administered for the present study to collect data. Results are statistically analyzed through Critical ratio and correlation. Present research concludes that books reading enhances Psychological Wellbeing and decisions making skills among higher secondary students.

Keywords: *Reading Books, Psychological Wellbeing, Decision Making.*

Introduction

Adolescence is the crucial period where physical, cognitive, social, and emotional growth and change occur every day. Adolescents face lot of problems during the process of decision making. They have lack of choices, insufficient knowledge, experience. Few students have lack of self-control in the process of finding solution to the problems. Due to lack of ability misjudgment may happen to tackle hard situations. Sometimes the thoughts about negative consequences might hamper adolescent in the process of decision making. Students who are in the end of schooling might be carried away by their own emotions and that may cause confusion in his decision making. Jacobs & Potenza (1991) says that "adolescents may favour their own experience over probabilistic evidence when determining the livelihood of consequences of their actions". Wellbeing quality is affected much during these age of shifting from adolescent to adult. Huppert, (2009) says that psychological wellbeing is compromised by extreme or enduring negative emotions which interfere with everyday functioning. Higher psychological well-being is more likely to live healthier and longer lives. Better psychological well-being also is associated with fewer social problems and more likely to enjoy a better quality of life said by Kubzansky LD et al. (2018). Psychological well-being improves, positive thinking and feeling towards overall goodness. Hence these two important variables are well connected with the life of adolescent children. The media, television, radio, movies, music videos are part of the social environment in which today's young people grow up, and form new social norms. Exposure to various fields, interaction with people and other stimuli in an environment make a person competitive and winner. Text books, other study materials, devices used for reading are

efficient teaching devices and make students' academic life easier. This research clarifies the prominence of psychological wellbeing, decision making, reading books and medium of learning in the adolescent life.

Review of Related Literature

Carmen, et al. (2018) administered a study on adolescents' Psychological well-being with 1590 Andalusian adolescents. The results express that well-being not only represents a key indicator of positive development, but it can also serve to ensure optimal mental health.

Brouzos A et al. (2016) explored on adolescents' subjective and psychological well-being. The results revealed that adolescents have significant correlation between meaning in life and psychological well-being.

Junancy Shiny (2012) carried out a study on decision making of high school students in relation to intelligence and home environment. Results also pointed out a significant relationship between decision making and home environment of high school students.

Wilkinson, K. et al. (2020) explored adolescents' reasons for reading or not reading books. 39 adolescents (ages 15 and 16) in the United Kingdom, reported that reading books offered an opportunity to relax, learn, escape the real world, and become immersed.

Duncan, L. G. et al. (2016) found that students who read more books have better general knowledge, verbal abilities, reading comprehension, speed, accuracy, spelling skill, and school achievement.

Need for the Study

Youngsters of developing countries face a wide range of challenges in economic, social, political, environmental and educational contexts while switching from adolescents to adulthood. Wellbeing is multifaceted thought, very indispensable for happy and peaceful life. Everyone thrive to have a good life which is well-adjusted. So studying about psychological wellbeing and the reading habits become crucial for effective and efficient life. In the other part, students are struggling to make right decisions in their day today life. So the researchers decided to analyse the relation between decision making, Psychological wellbeing and the habit of reading books.

Objectives of the Study

- To find out whether there is any significant difference in the psychological wellbeing and decision making of higher secondary students based on gender, Spending hours in Reading other than text books and medium of learning.
- To find out whether there is significant relationship between different factors of Psychological Wellbeing and Decision Making among higher secondary students.

Hypotheses of the Study

Hypothesis 1: Gender has no impact on the factors of Psychological Wellbeing among higher secondary students.

Hypothesis 2: Gender has no impact on the factors of Decision Making among higher secondary students.

Hypothesis 3: The factors of Psychological Wellbeing among higher secondary students are not influenced by the spending hours in Reading other than Text books.

Hypothesis 4: The factors of Decision Making among higher secondary students are not influenced by the spending hours in Reading other than Text books.

Hypothesis 5: There exists no significant difference in the factors of Psychological Wellbeing among higher secondary students in terms of their medium of learning.

Hypothesis 6: There exists no significant difference in the factors of Decision Making among higher secondary students in terms of their medium of learning.

Hypothesis 7: There is no significant relationship between different factors of Psychological Wellbeing and Decision Making among higher secondary students.

Methods of the Study

A convenient random sampling technique was adapted for the selection of sample.

Tools Used

Psychological Wellbeing of adolescent students were calculated, using Scale of Psychological wellbeing by Ryff, C.D. et al. (1995). This scale measures six aspects of well-being based on autonomy, environmental mastery, personal growth, positive relationship with others, purpose in life and self-acceptance. This PWB Scale has 42 items. Respondents were rated by six-point scale. The maximum score of this scale is 252 whereas the minimum is 42.

Decision Making of the adolescent students were measured by using a Decision-Making Scale prepared by RanjithKumar .T and Selvaraju .R (2014). This scale has five dimensions (Nature of persons) namely, righteous, unbiased, acceptability, instinctive and efficient. 5- point scale was used to assess the students. In this scale there were no negative items. The scores obtained from the scale were distributed from 36 (Minimum) to 180 (Maximum).

Sample of the Study

1269 students who are in eleventh standard of higher secondary schools of Chennai city were chosen as the sample.

Analysis and Interpretation of the Data

The collected data were subjected to statistical analysis by using SPSS package. The mean, standard deviation, 't' tests and correlation were computed for the entire sample. The following are the results and inferences of the research.

Table 1 Differentiation of Different Factors of Psychological Wellbeing among Boys and Girls

Factors of Psychological Wellbeing	Gender				'CR' value
	Boys (634)		Girls (635)		
	Mean	SD	Mean	SD	
Autonomy	29.36	4.43	26.78	5.12	3.038**
Environmental Mastery	29.81	5.88	26.90	4.09	3.240**
Personal Growth	26.44	4.16	30.25	4.53	15.743**
Positive Relationship	26.08	4.85	31.04	5.00	18.036**
Purpose in Life	26.69	4.48	31.00	5.59	15.283**
Self-Acceptance	26.98	4.36	30.61	4.90	14.179**
Overall Psychological Wellbeing	165.36	16.99	176.58	18.74	11.186**

** = P < 0.01

Gender has impact on the factors Autonomy, Environmental Mastery, Personal Growth, Positive Relationship, Purpose in Life, Self-Acceptance and Overall Psychological Wellbeing. So the hypothesis 1 is rejected. Girls' psychological well-being data are slightly higher (= 176.58) than boys (= 165.36). In turn, both genders obtain very similar scores on the six factors that comprise psychological well-being (Table 1), with boys' outcome slightly higher in the factors of Autonomy and Environmental Mastery, whereas, Girls results are higher in the remaining factors such as Personal Growth, Positive Relationship, Purpose in Life and Self-Acceptance. Nevertheless, the differences between them are minimal. Mihaela Chraif and Daniela Dumitru (2014) research also pointed out that there are significant gender differences on the psychological wellbeing. Mental health of the girls is more than that of boys. That is why in most of the factors girls score higher than boys (Matud P Met.al., 2019) in Psychological Wellbeing.

Table 2 Differentiation of Different Factors of Decision Making among Boys and Girls

Factors of Decision Making	Gender				'CR' value
	Boys (634)		Girls (635)		
	Mean	SD	Mean	SD	
Righteousness	33.11	4.65	30.08	5.48	10.669**
Unbiased	28.13	4.43	24.39	4.10	15.847**

Acceptability	25.43	4.50	28.07	4.57	10.560**
Instinctive	28.72	4.43	25.47	4.96	12.50**
Efficiency	27.73	4.89	23.98	4.46	14.423**
Overall Decision Making	143.12	19.39	132.99	19.10	9.379**

** = $P < 0.01$

Table 3 Differentiation of Different Factors of Psychological Wellbeing among Higher Secondary Students based on their Spending Hours in Reading Other than Text Books

Factors of Psychological Wellbeing	Spending hours in Reading other than text books						F ratio	Groups Differed
	1) No Reading (453)		(2) Less than One hour (606)		(3) More than One hour (210)			
	Mean	SD	Mean	SD	Mean	SD		
Autonomy	26.09	4.73	26.01	4.69	27.11	5.78	4.194*	(1,3) (2,3)
Environmental Mastery	27.36	5.68	26.60	4.34	26.56	4.33	3.681*	(1,2)
Personal Growth	26.47	4.48	26.90	4.24	28.04	4.55	9.281**	(1,3) (2,3)
Positive Relationship	26.85	5.03	27.36	4.94	27.89	5.23	3.223*	(1,3)
Purpose in Life	27.40	4.89	27.12	5.29	28.69	5.57	7.110**	(1,3) (2,3)
Self-Acceptance	27.34	4.41	27.18	4.63	27.96	5.47	2.146 ^{NS}	None
Overall Psychological Wellbeing	161.52	18.20	161.18	17.70	166.24	19.83	6.413**	(1,3) (2,3)

NS = Not Significant ($p > 0.05$), * = $P < 0.05$ ** = $P < 0.01$

From the table no.2, it is clear that the calculated CR values are significantly ($p < 0.01$) greater than that of table CR values. Hence, the hypothesis 2 is rejected. Boys have higher mean score in the Righteousness, Unbiased, Instinctive, Efficiency factors and Overall Decision Making than the girls. But girls have higher mean score in the Acceptability factor of Decision making than the boys. This finding go along with the work of Cenkseven-Önder, F. (2012), who identified some gender differences regarding satisfaction with various life domains and decision-making styles among early adolescents who were students at a school

in a city in southern Turkey. Here in this research, except acceptability factor boys have high decision making than girls.

The table 3 shows that the calculated F values, are significantly ($p < 0.05$ for Autonomy, Environmental Mastery, Positive Relationship and $p < 0.01$ for Personal growth, Purpose in Life and Overall Psychological Wellbeing) greater than the table values. Hence hypothesis3 is accepted and it is inferred that the factors, Autonomy, Environmental Mastery, Personal growth, Positive Relationship, Purpose in Life and Overall Psychological Wellbeing among higher secondary students are influenced by the spending hours in Reading other than Text books. But in the factor, Self-Acceptance the calculated F value is less than that of table value. The mean scores of the factors, Autonomy, Personal Growth, Purpose in Life and Overall Psychological Wellbeing of students who are spending more than one hour in Reading other than Text books (27.11, 28.04, 28.69 and 166.83 respectively) are better than the students who are not at all Reading other than Text books and students who are Reading other than Text books less than one hour.

In the case of Environmental Mastery of Psychological Wellbeing (27.36), the mean scores of students who do not spend time in Reading other than Text books are greater than students who spend less than one hour in Reading other than Text books. In the factor, Positive Relationship of Psychological Wellbeing (27.89), the mean scores of students who spend more than one hour in reading other than text books are better than the students who do not spend time in Reading other than Text books.

Table 4 Differentiation of different factors of Decision Making among Higher Secondary Students based on their Spending Hours in Reading Other than Text Books

Factors of Decision Making	Spending hours in Reading other than text Books						F ratio	Groups Differed
	1) No Reading (453)		(2) Less than One hour (606)		(3) More than One hour (210)			
	Mean	SD	Mean	SD	Mean	SD		
Righteousness	27.84	4.54	29.78	5.20	29.39	6.10	10.629**	(1,2) (1,3)
Unbiased	24.81	4.30	24.62	4.09	24.56	4.59	0.345 ^{NS}	None
Acceptability	25.65	4.75	25.05	4.32	27.73	4.69	14.778**	(1,3) (2,3)
Instinctive	25.74	5.10	25.50	4.48	25.49	4.78	0.255 ^{NS}	None
Efficiency	22.02	5.02	24.03	4.43	23.37	4.20	7.286**	(1,2) (1,3)
Overall Decision Making	126.01	20.21	128.99	18.09	130.53	19.89	6.130**	(1,2) (1,3)

NS = Not Significant ($p > 0.05$), ** = $P < 0.01$

The Table 4 shows that the calculated F values are significantly ($p < 0.01$ for Righteousness, Acceptability, Efficiency and Overall Decision Making) greater than the table

values. Hence the hypothesis 4 is rejected and inferred that the factors, Righteousness, Acceptability, Efficiency and Overall Decision Making among higher secondary students are influenced by the spending hours in Reading other than Text books. But in the factors, Unbiased and Instinctive of Decision Making among higher secondary students are not influenced by spending hours in Reading other than Text books. Kidd, D. C., & Castano, E. (2013) pointed clearly that people who read literary fiction stories (other than text books) explore the inner lives of characters and show a heightened ability to understand the feelings and beliefs of others. By active reading, persons explore several aspects of life which develop thoughts and express opinions. While making decisions new ideas and thoughts pop up in mind by active reading, which stimulates and develops thinking and gives new perspective and successful future.

Table 5 Differentiation of Different Factors of Psychological Wellbeing among English and Tamil Medium Students

Factors of Psychological Wellbeing	Medium of Learning				'CR' value
	English (637)		Tamil (632)		
	Mean	SD	Mean	SD	
Autonomy	25.99	4.88	30.29	4.90	15.808**
Environmental Mastery	26.87	4.97	29.87	4.41	11.538**
Personal Growth	30.14	4.47	26.01	4.00	17.50**
Positive Relationship	27.36	5.12	29.86	4.61	9.191**
Purpose in Life	27.55	5.24	30.17	5.16	9.003**
Self-Acceptance	27.36	4.78	30.38	4.39	11.889**
Overall Psychological Wellbeing	165.26	18.12	176.57	19.25	10.781**

NS = Not Significant ($p > 0.05$), ** = $P < 0.01$

From the table no.5, it is clear that the calculated CR values are significantly ($p < 0.01$) greater than that of table CR values. Hence, the hypothesis 5 is rejected and proved that there exists difference in all the factors of Psychological Wellbeing in terms of their medium of learning. Tamil medium students have more psychological wellbeing than English medium students, which is supported by several psychological, social and educational experiments and proved that learning through the mother tongue is deeper, faster and more effective Noormohamadi, R. (2008). In the same way influence of mother tongue in wellbeing is expressed in incomplete first language skills often make learning other languages more difficult (Cummins. J, 1991).

Table 6 Differentiation of Different Factors of Decision Making among English and Tamil Medium Students

Factors of Decision Making	Medium of Learning				'CR' value
	English (637)		Tamil (632)		
	Mean	SD	Mean	SD	
Righteousness	30.49	5.06	32.31	5.29	6.297**
Unbiased	24.82	4.33	27.06	3.83	9.824**
Acceptability	28.41	4.54	24.34	4.50	16.150**
Instinctive	28.91	4.89	24.01	3.71	20.416**
Efficiency	24.36	4.68	27.90	4.51	13.828**
Overall Decision Making	136.99	19.69	134.62	16.05	2.353*

* = $P < 0.05$ ** = $P < 0.01$

Table 7 Relationship of Different Factors of Psychological Wellbeing and Decision Making among Higher Secondary Students

Factors of Psychological Wellbeing	Decision Making
Autonomy	0.070*
Environmental Mastery	0.164**
Personal Growth	0.199**
Positive Relationship	0.086**
Purpose in Life	0.251**
Self-Acceptance	0.271**

From the table no. 6, it is clear that the calculated CR values are significantly greater than that of table CR values in all factors of Decision Making. Hence, the hypothesis 6 is rejected and proved that there exists difference in the factors, Righteousness, Unbiased, Instinctive, Acceptability and Overall Decision Making among higher secondary students in terms of their medium of learning. Righteous, unbiased and efficiency factors of decision making are higher to Tamil medium students.

From the table 7, the correlation values given by the sample to factors of psychological well-being show statistical significance in all combinations with the decision-making style. Healthy and high Psychological Wellbeing will enhance the decision making skills of adolescents. Furthermore, the correlation is positive, which shows that greater use of decision-making strategies is directly related to greater psychological well-being. This result is in line with Pincham et al. (2019) hypotheses on adolescents at risk, which states that improving adolescents' psychological well-being would also mean improving their decision-making skills and the feedback process.

Páez-Gallego Javier et.al. (2020) also concluded as adolescents with a higher level of wellbeing show a marked preference for adaptive decision-making strategies. Hence teacher community can develop psychological wellbeing of students through various activities to make the future generation sharp, accurate and bold in decision making.

Conclusion

Psychological wellbeing and decision making are influenced much by the reading habit and the mother tongue. The research results also go line with the work of Ballesteros et al., (2006), present the result of research which points out that psychological well-being is considered as personal endeavor to continually improve oneself, with the clear objective of self-realization in positive terms. In the same way making decision correctly is also leads to happy and healthy life. Popescu, G. H. (2016) denoted in the research that psychological well-being has been associated with the terms quality of life and mental health. Result of this research shows that decision-making has been identified as one of the life developing skill which has a direct impact on psychological well-being. Parents should help their wards to read more books to have higher righteous decision making in their day to day life. Visits to Government libraries and other lending libraries will enhance the habit of reading. In the same way reading and learning can be done in mother tongue, which uplift the psychological wellbeing nature of adolescents. Reading hours can be increased in the schools and separate facilities could be given for loud reading. Schools should encourage girl students to decide boldly in various activities, which enhance their problem solving skills. Teachers and parents are also responsible to bring the changes in the effective psychological wellbeing and decision making process. Reading books enhances the learning and achievement, so that the habit of reading other than text books should be inculcated in the life of adolescent students to be a problem solver in the future. In the 21st century devices like mobile, reading devices, Apps for reading are like third hand, they are inevitable, so let us train our future generation in the right way to flourish in psychological wellbeing and taking good decisions.

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