

RELATIONSHIPS BETWEEN PSYCHOLOGICAL WELL-BEING, THE LEVEL OF LIFE SATISFACTION, AND THEIR PREDICTIVE VALUE OF ACADEMIC SUCCESS IN THE CONTEXT OF A SPECIFIC EDUCATIONAL ENVIRONMENT OF SECONDARY VOCATIONAL SCHOOLS IN SLOVAKIA

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Abstract: The objective of the presented paper is to find out if there are correlations between psychological well-being of secondary vocational school students, their life satisfaction, and academic success. The research file consisted of 880 secondary vocational school students from Slovakia, where we determined the level of these variables and the correlations between them using quantitative research (Psychological Well-Being Scale, Satisfaction with Life Scale, GPA values, descriptive statistical analysis). We found that there is a moderately strong and statistically significant correlation between psychological well-being and life satisfaction, there is a weak correlation between psychological well-being and academic success, and the same is relevant for the correlation between life satisfaction and academic success.

Keywords: psychological well-being; life satisfaction; academic success; school performance.

1 Introduction

In today's society, there is a lot of emphasis on performance, and schools are no exception. Children and young people often assume that their grades and performance at school are more important than how they feel, than the quality of their interpersonal relationships, than their life satisfaction. The feeling of psychological well-being of students is influenced by many factors, such as, for example, their ability to cope with stress, their level of resilience, that is, psychological resistance, and what coping strategies they have adopted. In the school environment, students create new interpersonal relationships with their classmates and teachers, which also affect how they feel at school. If a person experiences an unfavourable or even traumatic situation (at school, in the family, or somewhere else), if she/he does not receive enough love, support, and understanding in her/his life, then this affects her/his level of psychological well-being and life satisfaction. In the same way, her/his school performance and the associated academic success rate may be low as a result of the given person's potential.

The well-being of secondary school students is a complex and multifaceted issue that encompasses various aspects of their physical, mental, emotional, and social health. Research on the well-being of secondary school students, for example, Mubiala and Mwenzi (2024) or Saxer et al. (2024) has highlighted the importance of addressing both internal and external factors that can impact their overall well-being.

One key factor that influences the well-being of secondary school students is their mental health. Bartholomew et al. (2024), Kuyken et al. (2024) and Cuppen (2024) have shown that high levels of stress, anxiety, depression, and other mental health problems are common among secondary school students. Schools must provide adequate mental health support and resources, such as counselling services and mental health education, to help students cope with these challenges.

Physical health is another important aspect of well-being for secondary school students (Denny et al., 2014). Encouraging healthy habits such as regular exercise, balanced nutrition, and adequate sleep can enhance students' overall well-being (Luzano, 2024). Williams and Smith (2018) examined the relationship between physical activity and the well-being of secondary school students. The authors found that regular physical activity has a positive impact on the overall well-being of students and can reduce levels of stress and anxiety.

Schools definitely play an important role in promoting physical health by providing access to sports and recreational activities, as well as nutritious meals options.

Social and emotional well-being are also critical for secondary school students (Barry et al., 2017). Building positive relationships with peers and adults, developing emotional intelligence, and cultivating resilience are all important factors that contribute to overall student well-being (Strahan et al. 2019). Schools can support students in these areas by fostering a positive and inclusive school culture, providing social and emotional learning programmes, and offering opportunities for students to participate in extracurricular activities and community service.

Rappleye et al. (2024) explored the relationship between the school environment and the well-being of secondary school students. They found that a positive and supportive school environment significantly influences the well-being and mental health of students. Jones et al. (2020) focused on identifying factors that influence the well-being of secondary school students. They found that factors such as socioeconomic status, family relationships, and peer support can have a significant impact on overall well-being of students.

Studies on the well-being of secondary school students are important to understand and improve the overall health and happiness of these students. These studies highlight the importance and complexity of the well-being of secondary school students and underscore the need for further research and interventions aimed at supporting their overall health and happiness. Promoting the well-being of secondary school students requires a holistic approach that addresses their physical, mental, emotional, and social needs. By creating a supportive and nurturing environment that prioritises student well-being, schools can help students thrive academically, socially, and personally.

The issue of well-being appears to be relatively well researched and described, even in the context of secondary vocational school students. An example could be the scientific publications from the last three years, of which there are countless, with the most interesting findings in the context of our research being brought, for example, by Putri and Dewi (2023), Gierczyk et al. (2022), Tommasi et al. (2020), Yam (2022), Özhan and Yüksel (2021), Farnicka et al. (2023), Nováková and Orosová (2023), Skura and Steinhagen (2022), Pavicevic and Zivkovic (2021), Careemdeen et al. (2021), Gałazka and Jarosz (2021), Farooq Shah et al. (2021), Bhat (2021).

Life satisfaction of secondary school students refers to their subjective evaluation of their general well-being and happiness in various areas of their lives (Yáñez-Cancino et al., 2024). It reflects how contented and fulfilled students feel about their academic, social, emotional, and personal experiences during their time in secondary education (Motal-Garcia, 2021). Life satisfaction encompasses factors such as academic achievement, social relationships, extracurricular activities, mental health, self-esteem, and overall quality of life (Wahlström et al., 2021). Higher levels of life satisfaction are often associated with positive experiences, feelings of belonging and connection, a sense of purpose and achievement, and overall well-being (Lodi et al., 2019).

The issue of satisfaction with life of the secondary vocational school students presents the same detail of the research outputs as well-being research; these studies are especially worth mentioning, for example Wu and Becker (2023), Wahlström et al. (2021), de Matos et al. (2023), Đuricová (2020), Pidbutska

and Shapolova (2021), Markiewicz et al. (2022), Kariková and Valent (2020). Next, for example Fonberg and Smith (2020) found that secondary vocational school students reported lower levels of life satisfaction compared to their peers in traditional academic settings. This could be attributed to a variety of factors, such as perceived lack of opportunities to advance, lower self-esteem, and increased stress levels due to the demands of vocational training. Furthermore, Mosley-Johnson et al. (2019) highlighted the importance of social support and mentorship in improving the life satisfaction of secondary vocational school students. This suggests that interventions aimed at providing students with the necessary support systems could potentially improve their overall well-being and life satisfaction.

Understanding and promoting life satisfaction among secondary school students is important for their academic success, mental health, and overall development. It plays a significant role in shaping students' motivation, engagement, and resilience during their first years of school (Bajtoš et al., 2020). Educators, parents, and policy makers can help students improve their life satisfaction by creating a positive and inclusive school environment, providing mental health resources, promoting healthy relationships, and fostering opportunities for personal growth and fulfilment (Pasternáková et al., 2023).

However, not as many scientists have yet identified the mutual correlation of at least two of the parameters mentioned above, let alone all three of the parameters we analysed. These are rather older studies, for example Diseth and Samdal (2014), Shek and Li (2016), Ng et al. (2015). In addition, in the Slovak environment, the correlations between students' life satisfaction and academic success, which would be based on the theory of self-determination, have not yet been investigated, i.e., how students' life satisfaction is influenced by their school results. Data from the PISA 2018 survey (OECD, 2018) only allow one to compare the correlations of the comprehensive test and individual results with the average school or the grade obtained in the given subject, as this is the indicator that students probably perceive most intensively as an indicator of the success achieved at school.

In our research, we are based on the understanding of psychological well-being of Ryff and Keyes on the Psychological Well-Being Scale (PWBS) published in Ryff and Keyes (1995), which distinguishes the dimensions of self-acceptance, independence, coping with the environment, personal growth, meaning of life, and positive relationships with others.

Furthermore, we are based on the understanding of life satisfaction according to Diener et al. on the Satisfaction with Life Scale (SWLS) published in Diener et al. (1985) and on the GPA values, i.e. the grade point average on the end-of-year assessment through the secondary vocational school students report certification.

The objective of the research is to find out if there are correlations between mental well-being of secondary vocational school students (positive relationships with others, self-acceptance, independence, personal growth, coping with the environment, meaning in life), life satisfaction and academic success.

We perceive the correlation between life satisfaction, well-being, and academic success among secondary school students as a complex and multidimensional relationship that involves various interrelated factors. Here is a breakdown of how these aspects are related:

- Life satisfaction and well-being: Cavarvalho et al. (2024) has shown that there is a positive correlation between life satisfaction, overall well-being, and academic success among secondary school students. Higher levels of happiness and well-being are associated with greater motivation, engagement, and resilience, which can positively impact students' academic performance. When

students feel happy, content, and fulfilled in different aspects of their lives, they are more likely to approach their academic studies with a positive mindset and a sense of purpose.

- Academic success and well-being: Academic success, such as high grades, academic engagement, and achievement, can also contribute to students' overall well-being and life satisfaction. When students feel competent, recognised for their efforts, and successful in their academic pursuits, they can increase their self-esteem, motivation, and sense of achievement, leading to increased well-being and life satisfaction (Widlund et al., 2018).
- Life satisfaction, well-being, and academic success as a positive cycle: The relationship between life satisfaction, well-being, and academic success can form a positive cycle. When students experience high levels of life satisfaction and well-being, they are more likely to perform well academically. In turn, academic success can further enhance their well-being and life satisfaction, creating a strengthening cycle of positive outcomes (Izaguirre et al., 2023), (Khaleghinezhad et al., 2016).
- Factors influencing the relationship: Various factors, such as social support, mental health, extracurricular activities, and a positive school environment, can influence the correlation between life satisfaction, well-being, and academic success among secondary school students (Mark and Lajčin, 2017). Interventions that promote well-being, such as mental health programmes, stress management techniques, and positive school climate initiatives, can improve student overall satisfaction with life and contribute to their academic success (Lajčin, 2021).

In connection with the above-mentioned facts and the stated objective of the research, we formulate the following assumptions:

- Assumption A1: We assume that there is a correlation between psychological well-being and life satisfaction of secondary vocational school students (Guney, 2009), (Mehmood and Shaukat, 2014).
- Assumption A2: We assume that there is a correlation between psychological well-being and academic success of secondary vocational school students (Duncan et al., 2021).
- Assumption A3: We assume that there is a correlation between life satisfaction and academic success of secondary vocational school students (Ng et al., 2019), (Rode et al., 2005).

It is our research that can narrow this gap in the theory of a secondary vocational school students well-being, life satisfaction, and academic success correlations. And we are also convinced that the results of our research can help to better create and adapt the school psychologists' programmes for managing the challenging situations for secondary vocational school students that result from their school failure, life dissatisfaction, or experienced trauma; they can inform university students of pedagogy and psychology in the form of educational case studies about the pitfalls of the profession of pedagogue or school psychologist.

2 Materials and Methods

2.1 Research File

880 students between the ages of 16 and 18 ($M=16.8$; $SD=0.67$) participated in the research, of which 558 boys (63% of the research group) and 322 girls (37% of the research group) of 10 Slovakian secondary vocational schools, these were schools focused on teaching technical subjects. They were second- and third-year students.

The data collection was intentional and was carried out in October 2023 always in the premises of the analysed secondary vocational schools. Data collection took 2 days in each school.

In the research, we investigated sociodemographic characteristics: age and gender.

2.2 Instruments and Procedures

The indicator of psychological well-being is the summation index of positive relationships with others, the summation index of self-acceptance, another indicator of psychological well-being is the summation index of independence, the summation index of personal growth, also the summation index of coping with the environment and the summation index of the meaning of life on the Psychological Well-Being Scale (Ryff, 1989).

The indicator of life satisfaction is the summation index of life satisfaction in the Satisfaction with Life Scale (SWLS) (Diener et al., 1985).

The indicator of academic success is the GPA value, that is, the average grades in the end-of-year evaluation through report certifications.

Psychological well-being was analysed using the Psychological Well-Being Scale described in Ryff (1989). It is a scale consisting of 18 items with six indicators or six subscales:

- positive relationships with others,
- self-acceptance,
- independence,
- personal growth,
- coping with the environment,
- meaning of life.

The participants had the opportunity to answer the items using a Likert scale on a scale from 1 to 7, where 1=strongly disagree, 2=disagree, 3=rather disagree, 4=cannot decide, 5=rather agree, 6=agree, 7=strongly agree. The theoretical range of the scale is a total score of minimum 18, maximum 126, while the higher the score, the higher the level of psychological well-being.

The original study with 20 items reports the value of Cronbach's alpha coefficient for the indicator of self-acceptance indicator $\alpha = .93$; for positive relationships with others $\alpha = .91$; for independence $\alpha = .86$; for coping with the environment $\alpha = .90$; for the meaning of life $\alpha = .90$; and for personality growth $\alpha = .87$ (Ryff, 1989).

The test-retest reliability value for self-acceptance was $r = .85$; for positive relationships with others $r = .83$; for autonomy $r = .88$; for managing the environment $r = .81$; for the meaning of life $r = .82$ and for personal growth $r = .81$ (Ryff, 1989).

In our research, we used the shortest version of the questionnaire, which contains a total of 18 items, each of the dimensions, or each indicator is loaded with three items (Ryff, Keyes, 1995).

We used the Satisfaction with Life Scale described by Diener et al. in Diener et al. (1985) to measure life satisfaction.

The Satisfaction with Life Scale is made up of five items, to which the participants answer using a seven-point Likert scale, where they indicate how much they agree with the item, 1=strongly disagree, 2=disagree, 3=rather disagree, 4=can't decide, 5 = substantially agree, 6=agree, 7=strongly agree.

The theoretical range of the scale is a minimum total score of 5 and a maximum of 35, while the higher the score, the higher the level of life satisfaction.

The original study notes that the reliability value of the test-retest was $r = .82$ and the internal consistency was Cronbach's alpha $\alpha = .87$ (Diener et al., 1985).

We determined the academic success of the participants using GPA values, that is, the average of the grades the participants

received in the end-of-year evaluation through report certifications. The academic average of each participant was provided by the class teachers, while they were anonymously assigned to the individual questionnaires.

2.3 Data Analysis

The research had a quantitative, non-experimental, verification design, is correlational. Data collected were evaluated and processed using the SPSS statistical program SPSS and the JMP Pro 14.3. First, we determined the frequency of participants' responses to individual scales items, then we calculated the mode, median, quartiles, IQR interquartile range, coefficient of skewness and kurtosis, empirical range, variation range and standard deviation as a part of univariate analysis.

As part of the bivariate analysis, we determined the strength of the correlations between the variables using the Pearson's correlation coefficient (that is, the product correlation coefficient) and the Spearman correlation coefficient, while it is true that if $r = 0-0.3$, the correlation is weak, if $r = 0.3-0.5$, the correlation is moderately strong, and if $r = 0.5-1$, it is a strong correlation. The same rules also apply to negative values of r , which express a negative correlation, i.e. indirect correlation. However, a positive or negative correlation does not mean that it is a causal correlation, that is, an influence cannot be established. The internal consistency of the scales was determined using the Cronbach's alpha coefficient, where the coefficient should have a value of at least $\alpha > .7$.

3 Results

3.1 Psychological Well-being

In the psychological well-being scale, 43.2% of the participants stated that they rather agree that they like most of their personality traits and abilities, only 1.1% of the participants strongly disagreed with this statement. The most prominent indicator in the subscale of positive relationships with others was the item expressing a feeling of frustration about maintaining close relationships, where 43.2% of the participants strongly agreed with this item.

In the self-acceptance subscale, the most significant indicator was the item in which 43.2% of the participants stated that they agree that they like most of their personality traits. However, 30.7% of the participants also said that they agree that they are disappointed in several ways with what they have achieved in their lives so far.

A significant indicator on the independence subscale was the item that expressed that a person trusts his opinions even when they differ from the opinions of the other people, and 38.6% of the participants strongly agreed with this item.

Within personal growth, 61.4% of participants strongly agreed with the item that expresses that it is important to have new experiences, because of which a person thinks about himself and the world around him.

The value of the Cronbach's alpha coefficient of internal consistency for the Psychological Well-Being Scale was $\alpha = .78$, on the basis of which it can be considered reliable.

In the subscale, positive relationships with others, self-acceptance, and coping with the environment, there were no outlier or extreme values.

There was an outlier in the independence subscale, where the participant scored lower than the rest of the research group, the same situation is replicated in the personal growth and the meaning of life subscale.

In the positive relationships with others, the independence and self-acceptance subscale, the data distribution was non-Gaussian,

left-skewed, and platykurtic. The other subscales show signs of a normal data distribution.

The statistical description of the individual dimensions of the psychological well-being scale is shown in Table 1.

Table 1. Descriptive statistics of the subscales of the Psychological Well-being Scale (own processing).

	positive relations	self-acceptance	independence	personal growth	coping with the environment	meaning of life
E	14,6	15,0	15,5	17,5	13,3	15,2
Median	15	16	16	18	14	15
Modus	14	16	16	21	16	15
Standard deviation	3,67	3,94	3,72	3,04	3,71	3,39
Variance	13,49	15,56	13,82	9,26	13,75	11,50
Kurtosis	-0,42	0,11	0,23	-0,02	-0,70	-0,09
Skewness	-0,44	-0,79	-0,60	-0,84	-0,23	-0,26
Minimum	6	3	5	9	5	5
Maximum	21	21	21	21	21	21
Variability	15	18	16	12	16	16
Percentiles	25	12	12	13	16	10,75
	50	15	16	16	18	14
	75	17,25	18	18	20	16
IQR	5,25	6	5	4	5,25	5

The correlation between the positive relationships with others and the self-acceptance subscale is positive, moderately strong, and statistically significant ($r_s=.45$; $p<.01$), between the positive relationships with others and the independence subscale there is a positive, weak, and statistically significant correlation ($r_s=.24$; $p<.05$).

The correlation between personal growth and the positive relationships with others subscale is positive, moderately strong, and statistically significant ($r_s=.37$; $p<.01$), between the environment and the positive relationships with others subscale there is a positive, moderately strong, and statistically significant correlation ($r_s=.44$; $p<.01$). There is a positive and negligible correlation between positive relationships with others and the meaning of life subscale, which is not statistically significant ($r_s=.07$).

There is a positive, weak and statistically significant correlation between self-acceptance and the independence subscale ($r_s=.28$; $p<.01$), and a strong and statistically significant positive correlation between the self-acceptance and the personal growth subscale ($r_s=.50$; $p<.01$).

There is a positive, strong and statistically significant correlation between self-acceptance and coping with the environment subscale ($r_s=.54$; $p<.01$). The correlation between self-acceptance and the meaning of life subscale is positive, weak, and statistically significant ($r_s=.23$; $p<.05$).

The correlation between independence and the personal growth subscale is positive and weak ($r_s=.20$), there is a weak positive correlation between the independence and the coping with the environment subscale ($r_s=.12$).

There is a positive, moderately strong and statistically significant correlation between personal growth and the coping with the environment subscale ($r_s=.43$; $p<.01$), there is a positive, weak and statistically significant correlation between the personal growth and the meaning of life subscale ($r_s=.27$; $p<.05$).

There is a positive, weak and statistically significant correlation between the coping with the environment and the meaning of life subscale ($r_s=.30$; $p<.01$).

3.2 Life Satisfaction

The most prominent indicator in the Satisfaction with Life Scale is the item that expresses satisfaction with one's life, where 44.3% of participants agree with this statement. The second most prominent indicator is the item that contains the statement that the participant's living conditions are excellent, with which 37.5% of the participants agreed.

Strong disagreement with the statement that the participant would not change anything in his life if he could live it over again, said 21.6% of the participants. 19.3% of the participants disagreed with the fact that the participant's life almost completely matches his ideal.

The value of Cronbach's alpha, which expresses the internal consistency of the Satisfaction with Life Scale, acquired a value of $\alpha=.75$, which means that the Satisfaction with Life Scale proved to be reliable.

In the satisfaction with life scale there is one outlier who had a lower score than the rest of the participants in the research file.

The data in the Satisfaction with Life Scale were distributed normally, respectively, they had a Gaussian distribution. The normal distribution of the data was also confirmed by the Shapiro-Wilk normality test, where the values are $W=.98$; $p=.12$. The statistical description of the Satisfaction with Life Scale is shown in Table 2.

Table 2. Descriptive statistics of Satisfaction with Life Scale (own processing).

E	22,2
Median	23
Modus	26
Standard deviation	5,59
Variance	31,22
Kurtosis	-0,20
Skewness	-0,43
Minimum	6
Maximum	33
Variability	27
Percentiles	19
	25
	50
	75
IQR	7

3.3 Academic Success

Academic success was represented by GPA values, that is, academic average, or average values of marks on the end-of-year report certification of the participants.

There were no outliers or extreme values in the case of GPA in the research file. The distribution of the data within the GPA values was Gaussian, so it had a normal distribution. The normal distribution of the data was also confirmed by the Shapiro-Wilk normality test, where the values are $W=.97$; $p=.06$. The statistical description of the GPA values is shown in Table 3.

Table 3. Descriptive statistics of GPA (own processing).

E	2,0
Median	2,07
Modus	2,07
Standard deviation	0,553
Variance	0,306
Kurtosis	-0,828
Skewness	0,126
Minimum	1
Maximum	3,31
Variability	2,31
Percentiles	25
	50
	75
IQR	0,86

4 Discussion

4.1 Psychological well-being and Life Satisfaction

There is a positive, moderately strong, and statistically significant correlation between positive relationships with others and life satisfaction ($r_s=.36$; $p<.01$), we found a positive, strong and statistically significant correlation between the self-acceptance and life satisfaction ($r_s=.66$; $p<.01$). Independence

was positively correlated with life satisfaction, when it was a moderately strong and statistically significant correlation ($r_s=30$; $p<.01$). We found a positive, weak, and statistically significant correlation between personal growth and life satisfaction ($r_s=.26$; $p<.05$), we found a moderately strong, positive, and statistically significant correlation between the coping with the environment and life satisfaction ($r=.45$; $p<.01$). We found a positive and negligible correlation between the meaning of life and life satisfaction ($r=.05$).

4.2 Psychological Well-being and Academic Success

In our research, we also focused on determining the relationship between the psychological well-being and the academic success expressed by GPA values.

We found a weak negative correlation between the positive relationships with others and the academic success ($r_s=-.03$), between the self-acceptance and the academic success we found a positive weak relationship ($r_s=.09$), correlation between the independence and the academic success we found a positively weak ($r_s=.11$).

Personal growth was negatively and weakly with the academic success ($r_s=-.04$), we found a negligible positive negligible correlation between coping with the environment and academic success ($r=.01$). The correlation between the meaning of life and academic success was also negligible ($r=.14$).

4.3 Life Satisfaction and School Success

We also focused on the correlation between life satisfaction and the academic success. In our investigation, the correlation between life satisfaction as a one-dimensional construct and academic success was weak and not statistically significant ($r=.09$).

5 Conclusions

In our research, we examined the correlations between various variables and discovered that the correlations between academic success and psychological well-being, as well as academic success and life satisfaction, were predominantly negligible or weak. However, a notable finding was the significant correlation ranging from weak to strong between psychological well-being and life satisfaction, with the exception of the meaning of life subscale which did not show a significant correlation.

Additionally, we observed weak correlations between psychological well-being and academic success, as well as between life satisfaction and academic success. It is crucial to emphasize that while these correlations exist, they do not establish a causal relationship. Therefore, further research is imperative to delve deeper into the underlying mechanisms that drive these correlations.

Our study underscores the correlation between academic success, psychological well-being, and life satisfaction, emphasizing the need to address all dimensions of an individual's well-being to enhance overall success and happiness. It is evident that a holistic approach to well-being, encompassing academic achievements, mental health, and life satisfaction, is essential for promoting a fulfilling and prosperous life.

As we navigate the complexities of human experiences and well-being, it becomes increasingly clear that a comprehensive understanding of these factors is paramount in cultivating a harmonious and thriving society.

The findings of our research serve as a reminder of the interconnectedness of various aspects of well-being, urging us to prioritize a holistic approach towards personal growth and fulfilment.

5.1 Assumption evaluation

In assumption A1, we assumed that there were the secondary vocational school students' psychological well-being and life satisfaction correlations (positive relationships with others, self-acceptance, independence, personal growth, coping with the environment, meaning in life). This assumption was confirmed, with the strongest correlation being a positive and strong correlation between the self-acceptance subscale and life satisfaction.

The relationship between self-acceptance and life satisfaction is a vital aspect of overall well-being. Numerous studies, e.g. G81 et al. (2022) or Wilson and Somhlaba (2016) have emphasized the importance of self-acceptance in promoting positive mental health and satisfaction with life. Research consistently shows that individuals who possess higher levels of self-acceptance tend to experience greater life satisfaction and happiness.

In exploring the correlation between the self-acceptance subscale and life satisfaction, studies by Zipagan and Galvez Tan (2023) or by Sharbafshaer (2019) have consistently revealed a positive and strong association. This suggests that individuals who have a healthy self-concept, are comfortable with themselves, and accept their strengths and weaknesses tend to report higher levels of satisfaction with their lives. Self-acceptance plays a crucial role in fostering resilience, building positive relationships, and enhancing overall psychological well-being.

Understanding the strength of this correlation underscores the significance of promoting self-acceptance as a key component of interventions aimed at enhancing life satisfaction and overall well-being. Encouraging individuals to cultivate self-acceptance can have far-reaching benefits for their mental and emotional health, leading to a more fulfilling and satisfying life.

Based on the results, it can be said that students who like most of their personality traits are satisfied with their lives. It can also be argued that if students perceive their own control over the situations in which they find themselves, then they feel that their way of life matches their ideal. If the students feel that they are managing their daily responsibilities well, they express greater satisfaction with their lives.

The results of our research coincide with the results of Mehmood and Shaukat (2014), where they also found that self-esteem as a component of psychological well-being is strongly related to life satisfaction, or students with higher levels of self-esteem and low levels of depression had higher life satisfaction. Based on the results, the authors of the research claim that high self-esteem is a strong predictor of life satisfaction among young people, especially among women, who were the focus of their research.

Within the assumption A2, in examining the correlations between secondary vocational school students' psychological well-being and academic success, it was observed that correlations existed, although they were weak and lacked statistical significance. However, the most prominent correlation identified in the study was a weak relationship between the meaning in life subscale and academic success.

This correlation suggests that students who possess a clear sense of purpose and direction in life, as reflected in the meaning they derive from their experiences, tend to perform better academically. Those who are able to navigate the daily challenges of school and maintain a sense of purpose are more likely to achieve higher levels of academic success.

The findings underscore the importance of intrinsic motivation and personal meaning in driving academic achievement among secondary vocational school students. Having a goal or sense of purpose can provide students with the drive and determination needed to excel in their academic endeavours. By fostering a strong sense of purpose and meaning, educators and policymakers can potentially enhance students' academic

performance and overall well-being within the educational setting. Further research is warranted to explore the underlying mechanisms and implications of these correlations in the context of secondary vocational school education.

The correlation between psychological well-being and academic success has been a topic of interest in research and literature. Studies by Alarcon et al. (2016) and Suldo and Shaffer (2008) have shown that there is a significant relationship between these two factors, with psychological well-being playing a crucial role in determining academic performance.

Amholt et al. (2020) indicates that individuals with higher levels of psychological well-being, including aspects such as positive emotions, self-esteem, resilience, and a sense of purpose, are more likely to achieve academic success. Students who experience lower levels of stress, anxiety, and depression tend to perform better in school, as they can focus their attention and energy on learning and academic tasks.

Additionally, psychological well-being has been linked to factors such as motivation, self-regulation, and cognitive functioning, all of which are important contributors to academic success. Students who have a positive mindset, good emotional health, and effective coping strategies are better equipped to handle the demands of school and achieve their academic goals.

Overall, the correlation between psychological well-being and academic success is complex and multifaceted, with various psychological factors influencing educational outcomes. By prioritizing mental health and well-being, students can enhance their academic performance and overall success in school.

In comparison to the findings from our own research, a study by Droppa et al. (2018) highlighted that the correlation between psychological well-being and academic success can evolve as a child matures. This suggests that the relationship between these factors may vary over time, potentially influenced by factors such as changes in a child's school environment, transition from primary to secondary school, and increased academic expectations.

As children progress in their academic journey, they may shift their focus towards academic achievements, dedicating more time to studying, completing homework, and striving to excel in their educational pursuits, particularly during crucial transitions like preparing for high school. The intensification of academic competition among classmates during this period could result in divergent developments in psychological well-being and academic success.

The evolving nature of this relationship underscores the dynamic interplay between psychological well-being and academic outcomes, emphasizing the importance of considering developmental stages and transitions when exploring the impact of mental health on educational achievement. Further research is needed to comprehensively understand how these factors interact over time and influence a child's overall well-being and academic performance.

In assessing Assumption A3 regarding correlations between life satisfaction and academic success among secondary vocational school students, our research revealed a weak correlation between these variables, as measured by grade point average (GPA). Although this correlation did not reach statistical significance, it confirmed the presence of a relationship between life satisfaction and academic success, albeit weak.

Contrastingly, a study by Rode et al. (2005) and Droppa et al. (2018) identified a significant association between life satisfaction and academic achievement. Its findings indicated that individuals with higher life satisfaction levels tended to perform better academically, achieving higher school results compared to those with lower life satisfaction levels.

Moreover, other studies by Birknerová et al. (2013) and Ng. et al. (2015) highlighted a reciprocal relationship between academic success and life satisfaction. It suggested that academic achievements can influence future life satisfaction levels, while higher life satisfaction can positively impact subsequent academic success.

The contrasting results from various studies emphasize the complex and dynamic nature of the relationship between life satisfaction and academic success among students. While our research demonstrated a weak correlation, other studies have shown significant associations and bidirectional influences between these variables, underscoring the importance of considering multiple factors when exploring the interplay between well-being and educational outcomes.

Further research is necessary to elucidate the mechanisms driving these relationships and their implications for student well-being and academic performance.

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Primary Paper Section: A

Secondary Paper Section: AN, AO, AM