

A Study on Mental and Social Well-Being Among Secondary School Students

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Abstract:

Mental well-being describes the mental state of how one feels and how well one can cope with day-to-day life. If one has good mental well-being they are able to feel confident and have positive self-esteem, feel and express a range of emotions. It is something sought by just about everyone, because it includes so many positive things feeling happy, healthy, socially connected and purposeful. It also helps to determine how to handle stress, relate to others and make choices. Social well-being is how one interacts with others and a sense of belongingness to the society. The higher secondary period is a combination of biological, psychological and social forces that influence in their development. This stage is linked with many aspects of psychological problems like anxiety, adjustment, insecurity and emotional instability as well. This study aims to investigate mental and social well-being among higher secondary students in regards to boys and girls. Thus, the results of this study contribute to fulfilling a balanced life, helping individuals to navigate challenges, build strong connections and achieve personal growth and happiness and also aid in determining the reasons behind the poor mental and social wellness of secondary school students.

Keywords:

Mental well-being, social well-being, higher secondary students.

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Introduction

Well-being is the experience of health, happiness and prosperity. It includes having good mental health, high life satisfaction, a sense of meaningful purpose and the ability to manage stress. The mental and social well-being of the secondary-level students is the very crucial. Mental well-being means the ability to cope up with stress, anxiety and depression and living a peaceful life. World Health Organization (2014) stated that the well-being of an individual is encompassed in the realization of their abilities, coping with normal stresses of life, productive work and contribution to their community, however, cultural differences, subjective assessments and competing professional theories all affect how “mental health” is defined. Social well-being is an end state in which basic human needs are met and people are able to coexist peacefully in the society. Social well-being defines the person with social adjustment skills, socially healthy and a better communication with others. Socially healthy depends on how positively and effectively a person is able to interact with others in the society. Social well-being allows us to build and maintain healthy relationships.

Family, peer relations as well as teachers have a great impact on the mental health of secondary students. The parents should talk freely with the child so that they can easily share their feelings, thoughts and also what they are going through. In the same way the teacher should be free and frank with the students so that they can share their problems and the teacher can guide them whenever needed it. The teacher should encourage them with their goals capability, and attitude and motivate them to face some challenges in their life. In mental health peer relations have a great impact because when a student socializes and has a good friend circle then he/she enjoys the classroom environment and gets interested in coming to school and will have a good mental health.

Objectives of the Study

1. To find out the level of mental well-being of secondary school students.
2. To find out the level of social well-being of secondary school students.
3. To study the differences between boys and girls of secondary school students in their mental wellbeing.
4. To study the differences between boys and girls of secondary school students in their social well-being.
5. To study the impact of various socio-economic triggers on mental and social well-being.

Delimitations of the Study

1. The study is delimited to only Class IX and X students only.
2. The study is delimited to the high schools under Secondary Education Board of Assam (SEBA)

3. The study is delimited to Hala Kura block, Dhubri district of Assam.
4. The study is delimited to boys' and girls' students only.

Research gap

The review of related literature shows that a few research studies have been done in the state of Assam. A similar research study was conducted by **Dutta Dipankar & Dewri Deepjyoti (2022)** on Stress and its impact on academic achievement among higher secondary students. In that study it has been found that male students have more stress than female students. Accordingly, very few research studies have been done in the Dhubri district of Assam. So, there is an extreme need for research on the mental and social well-being of secondary students in the Halakura area.

Methodology

On the basis of the objectives, the descriptive survey method has been selected in the present study. It is the one of the most common methods in social research. This involves an organized description, analysis, interpretation and reporting of the present status of a social situation, a group or an area.

Analysis and Interpretation of Data

Objective 1: To find out the level of mental well-being of secondary school students.

Level of Mental wellbeing	Positive phrased Responses	%	Level of Mental wellbeing	Negative phrased Responses	%
High (75-50)	68	85%	High (65-50)	47	58.75%
Moderate (50-20)	8	10%	Moderate (50-20)	23	28.75%
Low (20-0)	4	5%	Low20-0	10	12.5%
Total	80	100%	Total	80	100%

Table no. 1.1

Graphical Representation of Mental well-being

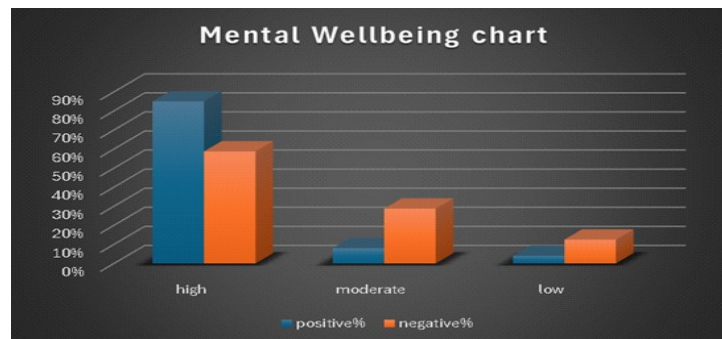


Figure 1.1

Interpretation:

Table no. 1.1 and figure no. 1.1 shows that the mental well-being of secondary students. 85% of secondary students have high mental well-being, 10% of them have the moderate mental well-being and the rest 4% of students have the low mental well-being. In this study it has been found that the mental well-being of secondary students is quite good.

Objective 2: To find out the level of social well-being of secondary students

Level of Social Well-being	Positive phrased responses	%	Level of Social Well-being	Negative phrased responses	%
High (50-30)	35	43.75%	High (20-10)	38	47.5%
Moderate (30-10)	28	35%	Moderate (10-5)	27	33.75%
Low (10-0)	17	21.25%	Low (5-0)	15	18.75%
	80	100%	Total	80	100%

Table no. 1.2

Graphical Representation of Social Well-Being

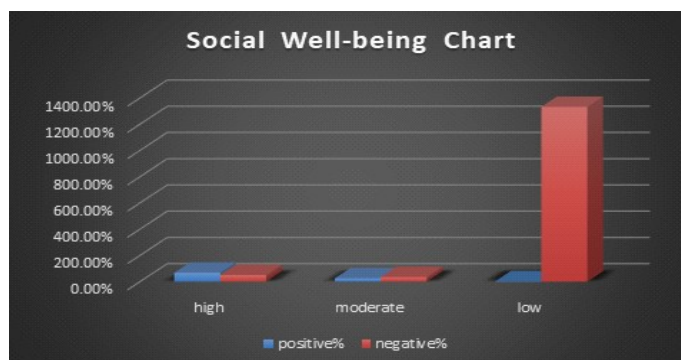


Figure no. 1.2

Interpretation:

Table no. 1.2 and the figure 1.2 shows that the 43.74 % of secondary students have the high social well-being, 35% of students have moderate social well-being and the rest of the 21.25 % of students have low social well-being. It has been found that the social well-being of the secondary students is quite moderate.

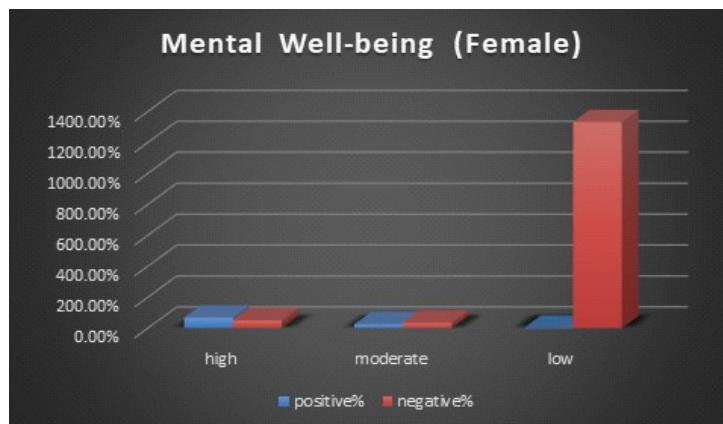
Objective 3: To study the differences between boys and girls of secondary school students in their mental well-being.

Research Question 1: Are there any differences between boys and girls of secondary school students in their mental well-being?

Level of Mental wellbeing	Positive phrased responses (Female)	%	Negative phrased responses (Female)	%
High (50-30)	29	64.44%	22	48.88%
Moderate (30-10)	11	24.44%	19	42.22%
Low (10-0)	5	11.11%	4	8.88%
Total	45	100%	45	100%

Table no. 1.3

Graphical Representation of Mental Well-Being of Female Higher Secondary Students



Interpretation:

Table no. 1.3 and the figure no.1.3 shows that 64.44% of the female students have the good mental health. 24.44% of the moderate mental well-being and the rest of the 11.11% of the female students have the low mental health.

Level of Mental Wellbeing	Positive phrased responses(male)	%	Negative phrased responses (male)	%
High (50-30)	20	57.14%	23	65.71%
Moderate (30-10)	11	31.42%	7	20%
Low (10-0)	4	11.42	5	14.28%
Total	35	100%	35	100%

Table no.: 1.4

Graphical Representation of Mental Well-Being of Male Higher Secondary Students:

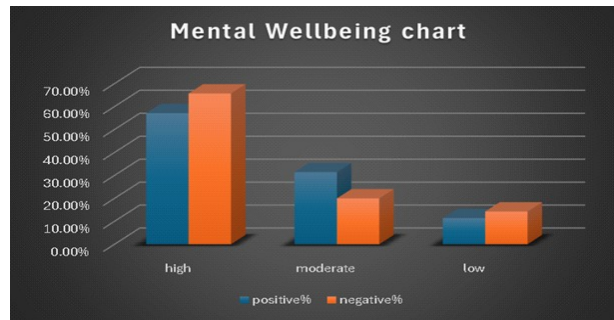


Figure no.: 1.4

Interpretation:

On computing the analysis, it has been found that there is a significant difference in mental well-being between male and female higher secondary students. Female students have significantly higher mental well-being than the male students.

Objective 4: To study the differences between boys and girls of secondary school students in their social well-being.

Level of Social wellbeing	Positive phrased responses (Female)	%	Level of Social Well-being	Negative phrased responses (Female)	%
High (50-30)	31	68.88%	High (20-10)	23	51.11%
Moderate (30-10)	12	26.66%	Moderate (10-5)	16	35.55%
Low (10-0)	2	4.44%	Low (5-0)	6	13.33%
Total	45	100%	Total	45	100%

Table no. 1.5

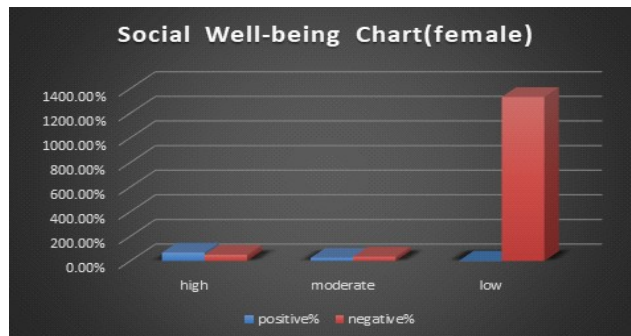


Figure No. 1.5

Interpretation :

In table no 1.5 and figure no. 1.5 shows that 68.88% of the female students have the high social well-being and 26.66% of the female students have the moderate and the rest of the 4.44% have the low social well-being. 51.11% of the female students have negative response to high social well-being and 35.55% of the female students have negative response in moderate and the rest of the 13.33% of the female students have negative response in low to high social well-being.

Level of Social wellbeing	Positive phrased responses (Male)	%	Level of Social Well-being	Negative phrased responses (Male)	%
High (50-30)	17	48.57%	High (20-10)	19	54.28%
Moderate (30-10)	8	22.85%	Moderate (10-5)	11	31.42%
Low (10-0)	10	28.57%	Low (5-0)	5	14.28%
Total	35	100%	Total	35	100%

Table no. 1.6

Graphical Representation of Social Well-Being of Male Higher Secondary Students:

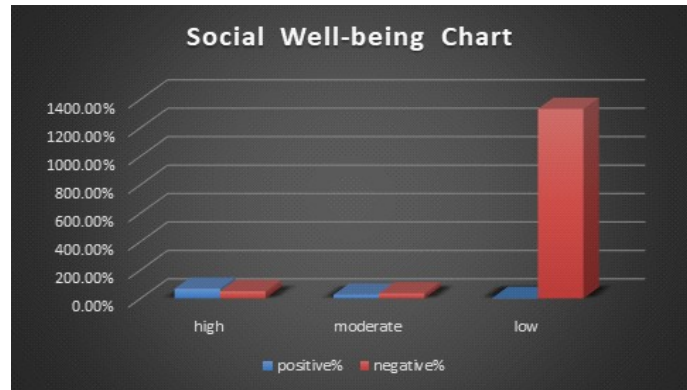


Figure no. 1.6

Interpretation:

Table 1.6 and Figure 1.6 show that 48.57% of male higher secondary students have the high mental well-being. The 22.85% of them have moderate social well-being and the rest 28.57% students have low social well-being.

Objective 5: To study the impact of various socio-economic triggers on mental and social well-being.

The position of a person or group within a hierarchical social system, which reflects the social class and status of various groups, is known as their socio-economic

status. It is a thorough indicator of the wealth of parents, career position, income level, and level of education and with these resources; children may be able to meet their objectives. It is also a crucial signal for gauging and forecasting student behavior. The impact of socioeconomic status (SES) on mental health has expanded in recent years to include lifestyle choices. In recent years, the influence of SES on mental well-being has been extended to lifestyle factors, social-psychological factors, and other aspects. Lower SES students are less independent in their work, which results in more pressure and unpleasant feelings. Adverse SES students are more likely to experience stress, unpleasant emotions, and unfavorable environments, all of which are detrimental to their social and mental health. Social well-being is also impacted by SES through the interaction of several factors including exposure to environmental toxins, air and water pollution, or poor nutrition, as well as adverse health behaviors such as smoking, excessive alcohol intake, sleeping patterns, and physical inactivity.

Suggestions:

1. In educational institutions the teachers should be more frank with the students just because the students feel comfortable sharing their feelings, opinions and problems.
2. The investigators suggest that the students should increase co-curricular activities for their social and mental health.
3. The parents play a vital role in the students mental health so the parents should be friendly and share their weaknesses, strengths, ups and downs etc. So the students can feel supported by their family.
4. Society the individual students define the nature, behavior, foods, culture and the lifestyle, that's why the teacher should understand the individual differences of each and every student.
5. In the curriculum the mental health practices, and social knowledges should be there so that students can learn how to overcome with the problems and develop themselves as a person.
6. The students should choose their friends wisely so that they can cooperate with their work and individually help each other to build good mental and social health.
7. As per the study the students mental and social health depends upon the circumstances and environment they have grown up. Parents should nurture their children in a healthy and peaceful environment.
8. Schools should arrange some workshops, interactive sessions, guidance and counseling sessions for students.

Conclusion:

Well-being has been defined as the combination of feeling good and functioning well; the experience of positive emotions such as happiness and contentment as well as the development of one's potential, having some control over one's life, having a sense of purpose, and experiencing positive relationships. From the above discussion and analysis, it is found that the mentally healthy students have the good social well-being. A healthy mental state is essential for all learners to thrive in school and in their daily lives. Positive mental well-being lies on a continuum along which individuals shift in relation to life stressors and biological and psychological factors. Specifically, the definition of Social Wellbeing is viewed as a combination of the perception of individual life conditions, their quality of relationship with others, and the conditions of society they live in (Koo et al. 2016).

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