

A Study On Psychological Well-Being And Mental Health Of Senior Secondary School Students

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Abstract:

The present study examines the psychological well-being and mental health of senior secondary school students with special reference to gender. A descriptive survey method was adopted, and data were collected from 80 students selected through multistage stratified random sampling from Mainpuri district. The Psychological Well-being Scale and Mental Health Scale were used for data collection, and the data were analysed using SPSS with descriptive statistics, stepwise linear regression, and t-test. The findings revealed that emotional stability, self-esteem, and social adjustment significantly contribute to students' psychological well-being and mental health. The study also found a significant relationship between psychological well-being and mental health, along with gender differences. The findings highlight the need for school-based counselling, mental health awareness programmes, and supportive educational environments to promote students' overall well-being.

Keywords: Psychological Well-being, Mental Health, Senior Secondary School Students, Emotional Stability, Self-esteem, Social Adjustment.

INTRODUCTION

Adolescence, specifically during the senior secondary school years, is a critical stage of development marked by intense physiological, emotional, and social transformations. Often, these periods are marked by increased academic stress, social challenges, and self-identity formation. In such challenging times, Psychological Well-being and mental health become critical factors in deciding how students navigate and cope with the situation. Well-being, according to (Wang et al., 2024), the presence of positive emotions, involvement, connections, significance, and achievements. On the other hand, Mental health refers to an individual's emotional, psychological, and social well-being. It influences how students think, feel, behave, cope with stress, make decisions, and maintain healthy relationships with others. Interplay between Psychological Well-being and mental health has been lately very much discussed in educational psychology as it is an important part of student's academic success along with the overall life satisfaction. Good mental health enables students to manage stress effectively, maintain emotional balance, and achieve better academic and personal outcomes. For senior secondary students, maintaining Psychological Well-being and mental health are crucial not only for the current academic performance but also for setting the framework for future success in life and work (Bhat, 2021). Despite the increasing awareness of these constructs, few studies have focused on the specific dynamics of Psychological Well-being and mental health among senior secondary school students, especially in diverse socio-economic and cultural settings. This study aims to bridge this gap by examining the levels of Psychological Well-being and mental health in senior secondary students.

identifying key demographic influences, and exploring their interrelationship. The findings are expected to help in the development of targeted interventions and strategies that may be helpful for educators, parents, and policymakers in guiding the students toward holistic development

Mental health is a fundamental component of overall health and refers to an individual's emotional, psychological, and social well-being. It influences how people think, feel, and behave in daily life and determines how effectively they cope with stress, relate to others, and make decisions. Good mental health enables students to maintain emotional balance, perform better academically, and develop healthy social relationships. However, poor mental health may lead to stress, anxiety, depression, emotional distress, and reduced academic performance. Therefore, promoting positive mental health among adolescents has become an important concern for educators, parents, and policymakers.

1.1 Overview of Psychological Well-being and Mental Health as Critical Factors in Adolescent

Psychological well-being and mental health are important variables in adolescent development, determining their mental, emotional, and social health. Psychological Well-being encompasses the holistic view of health: physical, psychological, and social (Ropret et al., 2023). To adolescents, a robust sense of Psychological Well-being indicates positive self-esteem, healthy relations, and effective coping mechanisms, all skills needed to navigate the intricacies of this developmental period. Mental health refers to an individual's emotional, psychological, and social well-being and reflects the ability to manage emotions, cope with stress, and function effectively in daily life.

Interplay between Psychological Well-being and mental health is very significant; high levels of Psychological Well-being have been often found to increase mental health during adversity, while mental health may help to better manage stress and maintain well-being (Pascoe et al., 2020). Some factors contribute both to Psychological Well-being resilience and mental health, such as supportive family environments, positive peer relationships, and access to emotional support resources (Monika & Shikha, 2018). The development of coping strategies, emotional regulation, and social skills can increase an adolescent's ability to cope with failure. The importance of Psychological Well-being and mental health needs to be understood by educators, parents, and mental health professionals working to support adolescents through this critical period of growth. Promoting these factors can lead to better academic outcomes, healthier relationships, and overall improved quality of life, paving the way for successful transitions into adulthood (Au et al., 2023).

1.2 Main Principles for Promoting Mental Health among Adolescents

Key Principles for Promoting Mental Health
Helping to understand mental health issues and their role in the development of adolescents and supporting mental wellness during school-based events and through support systems is one of the approaches.
Self-awareness, emotional regulation and empathy are being fostered to promote effective coping strategies for dealing with both educational and everyday challenges.
Creating a trustful and supportive atmosphere in school allows students to express their feelings and concerns without any fear and keep good mental health.

LITERATURE REVIEW

2.1 INTRODUCTION

The literature review section examines current research and concepts of theory relevant to the theme overall Psychological Well-being and mental health across senior secondary school students. Here's what we will observe and include in this section (Liang et al., 2023):

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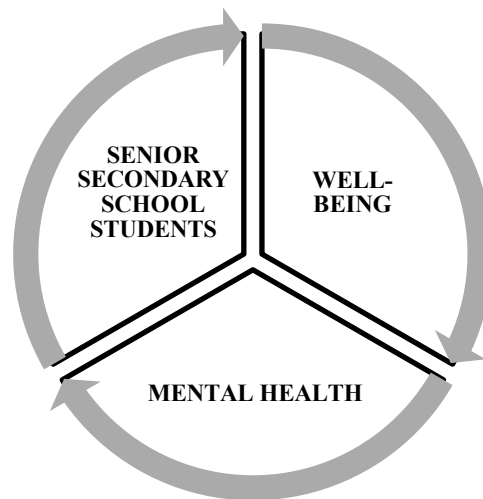


Figure 2. Conceptual framework

Sr. No	Author(s)	Year	Findings	Conclusion
1	Elisabetta Sagone	2013	The study examined the relationship between psychological well-being and mental health among adolescents and found that better mental health was associated with higher psychological well-being.	Psychological well-being and mental health are closely related and together contribute to healthy adolescent development.
2	Ka Ming Chow	2018	The research reported that students with better mental health demonstrated higher psychological well-being and improved academic adjustment.	Promoting positive mental health can significantly improve students' psychological well-being.
3	Dr. Monika	2018	The study highlighted that family support, self-esteem, and coping skills positively influence students' mental health and overall well-being.	A supportive environment is essential for maintaining good mental health among school students.
4	Dr. Bilal Ahmad Bhat	2021	The study found significant differences in psychological well-being among senior secondary students based on gender and academic achievement.	Gender and academic performance influence students' psychological well-being and mental health.
5	Laura Elena Năstasă	2022	The research found that emotional intelligence positively predicts psychological well-being and better mental health among students.	Emotional intelligence plays an important role in maintaining good mental health.
6	Agnes Au	2023	The study showed that social support, belongingness, and time management positively influence students' mental health and well-being.	Positive social relationships improve both psychological well-being and mental health.
7	Ye Liang	2023	The study reported that supportive family relationships improve adolescents' mental health and psychological well-being.	Family support is an important determinant of students' mental health.

8	Samuel Ken-En Gan	2023	The study found that perceived social support and positive life attitudes were associated with better mental health among university students.	Social support plays a vital role in promoting students' mental health.
9	Teena Bharti	2023	The research revealed that mindfulness significantly improves mental health and subjective well-being among students.	Mindfulness-based interventions can enhance students' mental health.
10	Xiaochen Wang	2024	The study indicated that teaching satisfaction and self-efficacy positively influence teachers' mental health and psychological well-being.	Improving self-efficacy and job satisfaction enhances mental health and overall well-being.

2.2 RESEARCH GAP

The research done in the past has researched mental health and psychological well-being separately quite thoroughly. But this relationship among higher secondary school students has rarely been researched. Most of the existing research is dedicated to school performance, resilience, emotional intelligence, or social support. However, there are not so many works covering how mental health and psychological well-being interrelate in the educational setting. There is still a lack of empirical studies connected to senior secondary school students from different socio-economic or educational backgrounds. The current research aims to fill this gap in the literature. The study will examine the relationship between psychological well-being and mental health among senior secondary school students and also find out what the effect of such demographic factors as sex and Academic background is.

METHODOLOGY

The research employed a survey type of study, which is categorized under the broad descriptive method. This strategy was used to collect the essential data for analysis. The target population over the research was all senior high school students from the Mainpuri city (Bharti et al., 2023). Multistage stratified random sampling was the chosen method of sampling. Gender was the differentiation criteria. Mainpuri, educational zones, schools, and, lastly, students who met the criteria for C due to their gender were the many steps in the sample selection process.

Data collection Tool

Researchers in this study used the Psychological Well-being Scale (PWBS), which was created by (Yogita solanki , Dr. neha sharma, 2024). Satisfaction, efficiency, sociability, mental health, and interpersonal interactions were the five characteristics addressed by the fifty-item survey.

Mental health

Mental health was assessed using the Mental Health Scale developed by Jagadish and A.K. Srivastava (1983). The scale is a standardized self-report instrument designed to measure the mental health status of students across different dimensions. It has been widely used in educational and psychological research and has demonstrated satisfactory reliability and validity.

3.1 Objective

To study the difference in the psychological well-being and mental health of senior secondary students based on gender.

To examine the relationship between gender and the psychological well-being and mental health of senior secondary school students.

Sample size

N=500 (population size, adjust as needed)

Z=1.96Z = (95% confidence level)

p=0.5p = (maximum variability assumption)

e=0.1e = (10% margin of error)

$$\text{Sample size} = \left(\frac{N \cdot Z^2 \cdot p \cdot (1-p)}{e^2 \cdot (N-1) + Z^2 \cdot p \cdot (1-p)} \right)$$

$$\text{Sample size} = \frac{500 \cdot (1.96)^2 \cdot 0.5 \cdot (1-0.5)}{(0.1)^2 \cdot (500-1) + (1.96)^2 \cdot 0.5 \cdot (1-0.5)}$$

$$500 \cdot (1.96)^2 \cdot 0.5 \cdot 0.5 = 500 \cdot 3.8416 \cdot 0.25 = 480.2$$

$$(0.1)^2 \cdot (500-1) + (1.96)^2 \cdot 0.5 \cdot 0.5$$

$$= 0.01 \cdot 499 + 3.8416 \cdot 0.25 = 4.99 + 0.9604 = 5.9504$$

$$\text{Sample size} = \frac{480.2}{5.9504} \approx 80.7$$

The sample size is approximately **80**.

3.2 Participants

The sample consisted of 80 teenagers (42 males and 38 females) selected at random from secondary schools and separated into age groups (below 15 years, late teens: 17-18 years to 19 years and older). Adolescents participated in this research with their parents' agreement. Participants judge themselves on a Likert scale (Cronbach's $\alpha=.60$) to the Psychological Well-being Scale and Mental Health Scale using standardized, self-report questionnaire, where 1 indicates strong disagreement and 6 indicates strong agreement. All the senior secondary school students of Mainpuri for the study.

DATA ANALYSIS

4.1 Descriptive Statistics

Statistical analyses were done using SPSS 15, employing linear regressions using the stepwise procedure as well as t-tests. Participants' gender and age were weighed as independent factors, while psychological well-being and mental health evaluations were recorded as dependent variables. Based on the demographic data acquired from the sample of 80 participants, the age distribution showed a substantial percentage of teenagers, with 37.5% across the 17-18 years age group and 25% aged 19 years or older. The gender distribution is relatively balanced, with 52.5% male and 47.5% female participants. Most respondents have completed their Secondary School Certificate (62.5%), while 37.5% have attained their Higher Secondary Certificate. In terms of family structure, the majority belong to nuclear families (56.3%), followed by extended families (31.3%) and single-parent families (12.5%). Participation in extracurricular activities is notably high, with 81.3% of respondents indicating involvement, and access to mental health resources is reported by 62.5% of participants.

Table 1 Demographic Questions

Demographic Questions	Frequency (n=80)	Percent (%)
Age		
Below 15 years	10	12.5
15-16 years	20	25
17-18 years	30	37.5
19 years and above	20	25
Gender		
Male	42	52.5
Female	38	47.5
Education Level		
Secondary School Certificate	50	62.5
Higher Secondary Certificate	30	37.5
Family Structure		

Nuclear Family	45	56.3
Extended Family	25	31.3
Single Parent Family	10	12.5
Participation in Extracurricular Activities		
Yes	65	81.3
No	15	18.8
Access to Mental Health Resources		
Yes	50	62.5
No	30	37.5

Linear Regression Analysis of Psychological Well-being and Mental Health

A statistical study was conducted using stepwise linear regression better to understand the relationship between psychological well-being and mental health. The results showed that the greatest predictors were general Emotional Stability, Self-esteem, and Social Adjustment (Table 1). Students with higher levels of self-acceptance, personal growth, and environmental mastery demonstrated better mental health and psychological well-being.

Table 2. Stepwise Linear Regression Analysis of Psychological Well-being and Mental Health – Total Sample (n=80)

Models Considering Total Sample (Mental Health)	R	Adjusted R²	Beta	t	Sig.	F	Sig.
Emotional Stability	0.432	0.181	0.432	6.214	0.000	49.281	0.000
Emotional Stability, Self-esteem	0.517	0.254	0.316	4.891	0.000	37.642	0.000
			0.294	4.376	0.000		
Emotional Stability, Self-esteem, Social Adjustment	0.586	0.327	0.248	3.642	0.001	33.915	0.001
			0.276	4.051	0.000		
			0.221	3.486	0.001		

Table 2 Shows the results of the stepwise linear regression analysis aimed at identifying the predictors of mental health and well-being among high school students. The first model illustrates emotional stability as a significant predictor of well-being, explaining 18.1 % of variance (Adjusted R² = 0.181). The inclusion of self-esteem raised the explanatory power of the model up to 25.4% (Adjusted R² = 0.254). Finally, the addition of social adjustment led to further improvement of the model (Adjusted R² = 0.327). The findings suggest that emotional stability, self-esteem, and social adjustment have a positive impact on student well-being and mental health.

Table 3 Linear Regression Analysis of Mental Health among Male Students (n = 42)

Models for Male	R	Adjusted R²	Beta	t	Sig.	F	Sig.
Emotional Stability, Self-esteem, Social Adjustment	0.571	0.301	0.391	4.284	0.000	16.942	0.000
			0.315	3.426	0.001		
			0.207	2.218	0.032		

Table 3 presents the results of the linear regression analysis for male students. The model explains 30.1% of the variation in psychological well-being and mental health (Adjusted $R^2 = 0.301$). Emotional Stability was identified as the strongest predictor ($\beta = 0.391$, $t = 4.284$, $p < 0.001$), followed by Self-esteem ($\beta = 0.315$, $t = 3.426$, $p = 0.001$). Social Adjustment also showed a significant positive contribution ($\beta = 0.207$, $t = 2.218$, $p = 0.032$). These findings indicate that male students with higher emotional stability, better self-esteem, and positive social adjustment are more likely to experience better psychological well-being and mental health.

Table 4. Linear Regression Analysis of Mental Health among Female Students (n = 38)

Models for Female	R	Adjusted R^2	Beta	t	Sig.	F	Sig.
Emotional Stability, Self-esteem, Social Adjustment	0.603	0.341	0.334	4.965	0.000	19.274	0.000
			0.276	3.978	0.000		
			0.241	3.184	0.003		

The findings from the linear regression analysis involving female students are presented in Table 4. The data shows that the model can account for 34.1% of variations in terms of psychological well-being and mental health (Adjusted $R^2 = 0.341$). Emotional Stability was identified as the key predictor ($\beta = 0.334$, $t = 4.965$, $p < 0.001$), with Self-esteem ($\beta = 0.276$, $t = 3.978$, $p < 0.001$) and Social Adjustment ($\beta = 0.241$, $t = 3.184$, $p = 0.003$) being the next most important predictors. Thus, the results show that all three variables are statistically significant and that the better emotional stability, healthy self-esteem, and positive social adjustment are, the better is psychological well-being and mental health as far as female students are concerned.

Hypothesis Testing

Table 5: Hypothesis Testing Results

Hypothesis	Output	Status
H1: Gender does not significantly affect the psychological well-being and mental health of senior secondary school students.	0.000	Rejected
H2: There is no significant relationship between psychological well-being and mental health among senior secondary school students.	0.001	Rejected

The findings of the hypothesis testing show that both null hypotheses were rejected. This is because the significance values for hypotheses H1 ($p = 0.000$) and H2 ($p = 0.001$) were lower than the significance level of 0.05 which is statistically significant. This indicates the strong influence of gender on psychological well-being and mental health of senior secondary school children. It also confirms that psychological well-being and mental health are positively related among the study participants.

Differences between ages and gender groups in WB as well as mental health

The results reveal substantial distinctions in psychological well-being and mental wellness among male and female students in senior secondary education. Males displayed higher emotional stability and self-regard than females, positively impacting their mental wellness. Females exhibit equally positive mental health status, especially in the areas of emotional stability, self-regard, and social adaptation. In general, correlation has been established between psychological well-being and mental wellness in both groups of students; however, there are differences in the factors influencing these correlations. These findings imply that schools need to promote gender-sensitive counseling programs, mental health awareness programs, as well as life skill development initiatives.

CONCLUSION

Employing relevant theories and previous research, in the current paper, we attempt to explain the factors contributing to the psychological well-being of students in high school during adolescence, which is one of the crucial periods of their lives. The findings suggest that the major variables responsible for the psychological well-being of students during this time include emotional stability, self-esteem, and ability to adapt socially. Furthermore, students with better psychological health are likely capable of coping with academic challenges and forming healthy relationships. The study points out that not only gender varies the psychological well-being of students but also implies the necessity of introducing gender-sensitive interventions among students suffering from psychological discomfort.

FUTURE SCOPE OF THE STUDY

This study presents some options or suggestions for further inquiries. Researchers can also broaden their samples by utilizing more considerable numbers of participants from various schools or states to attain more generalizable outcomes. Additionally, a longitudinal approach of studying how mental health and psychological well-being evolves through different periods could be another type of a study in this field. In addition to that, future studies can also connect school counseling programs, mental health promotion initiatives, mindfulness techniques, and life skills training to students' mental well-being. Finally, comparisons of rural vs. urban and government vs. private schools can elucidate the issues concerning students' mental health and well-being.

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