

A Study On Subjective Well-Being In School-Going Children Of West- Bengal

**Krishna Sarkar, Mallika Mondal, Suraj Bhattacharjee,
Md Sajjad Hossain Ansari**

Research Fellow, Department of Education, Jadavpur University, Kolkata

Abstract:

The present study investigated that subjective well-being (SWB) is crucial for students' personal development, academic success, and long-term life outcomes. It impacts motivation, focus, stress management, and emotional stability. Schools are increasingly integrating mental health support, social-emotional learning, and physical activity to improve students' overall well-being. A cross-sectional survey design was used, and 276 respondents were selected through a simple random sampling technique. The results revealed that the study found no significant differences in students' subjective well-being between male and female students in West Bengal schools, suggesting that financial level, family support, and educational institution quality are more important determinants. Further research is needed to explore other potential factors that may contribute to subjective Well-being.

Keywords: *Subjective Well-being, School Going Children, Joy of Learning, Academic Efficiency, School Connectedness*

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I. Introduction:

Subjective well-being (SWB) is rooted in comprehensive comprehension and comprehensive enhancement of the whole quality of human existence. Subjective well-being pertains to individuals' subjective evaluations of their levels of pleasure, contentment & general emotional condition with life, for students (SWB) matters significantly because it impacts various aspects of their personal development, academic success, and long-term life outcomes. Students who feel good about their lives are more motivated, focused, and engaged in their studies. A positive sense of well-being can lead to better concentration, problem-solving skills, and overall academic performance. High SWB helps students manage stress better, reducing the negative impact of academic pressure, exams, and deadlines.

This contributes to positive learning environments and improved cognitive functioning. (Diener, 2002). Students with higher subjective well-being are generally better equipped to handle challenges like social pressures, academic setbacks, or personal difficulties. This resilience fosters long-term emotional stability. (Tugade, 2004). Positive well-being encourages students to communicate more effectively, which can improve teamwork, group projects, and their overall sense of belonging at school. (Keyes, 1998). A growing recognition of the importance of subjective well-being in school-going children. With a more holistic approach to education, integrating mental health support, social-emotional learning, and physical activity, schools are increasingly focused on improving students' overall well-being. However, challenges such as academic pressure and social media influences on the pandemic remain concerning areas requiring ongoing attention. Therefore, doing study in this particular field.

Statement of the problem:

The researcher conducted a thorough literature review on the significance, existence, and frequency of subjective well-being among students in India. The study aimed to explore methodologies for assessing subjective well-being using various criteria. However, the researcher faced challenges in finding a study that provided significant insights into subjective well-being among secondary and higher secondary students in West Bengal. Despite theoretical arguments about its prevalence in emerging nations, there is a lack of empirical research on this topic. Cross-sectional survey research on subjective well-being among students across various educational levels in India, particularly in West Bengal, was infrequent. This research gap highlights a significant gap in

understanding the theoretical and practical dimensions of subjective well-being among secondary and higher secondary students in West Bengal-

- i) How do teenagers in West Bengal perceive their subjective well-being in educational settings?
- ii) How do various socioeconomic factors influence the subjective well-being of school-going adolescents in West Bengal?

Hence, to find out the answers to the above-identified research questions and knowledge gaps, the problem of the present study can be stated as - **“Students’ Subjective Wellbeing in School Setup: A Study on West Bengal”**

Objectives:

- 1. To understand and assess students’ subjective wellbeing in school setup.
- 2. To check for variations in subjective wellbeing of students with respect to their demographic characteristics.

Hypothesis:

H₀₁ There exists no significant mean score difference on subjective wellbeing of school going students concerning gender.

H₀₂ There exists no significant mean score difference on subjective wellbeing of school going students concerning Caste.

H₀₃ There exists no significant mean score difference on subjective wellbeing of school-going students concerning habitat.

Method and procedure:

The purpose of this research has been achieved through the use of a Cross-sectional design. All of the participants were students from Kolkata, Nadia, South 24 pargana, North 24 Pargana in West Bengal, who were enrolled in secondary and higher secondary schools. During this study, a representative sample of 276 students from different schools was chosen at random. The dependent variables of the research were school-going children's subjective well-being, and the connections between these variables and a variety of socio-economic parameters, such as gender, caste, and habitat, were examined.

Instrument for Data Collection

To measure the key dependent variable, of subjective Well-being, the researchers used one highly reliable and standardized bilingual instrument. Renshaw, T.L Long, A.C& Cook assessed the Subjective Well-being of the students. This scale includes sixteen items, with an equal mix of four phrased questions. For evaluating Subjective well-being, this questionnaire consists of 16 items, divided into four core dimensions joy of learning, School of Connectedness, Educational Purpose, and Academic Efficacy. Additionally, a basic demographic information schedule was included to gather data on the Subjective Well-being of the school-going students in West Bengal.

II. Results

Table 1: Descriptive statistics regarding Subjective well-being of adolescent students

	I.V	Mean	Std	Std error
Gender	Male(136)	44.2868	7.88520	.67615
	Female(140)	44.0357	7.61616	.64368
Habitat	Rural(109)	44.6972	7.95532	.76198
	Urban (167)	43.8084	7.59433	.58767
Social category	Gen(142)	44.1972	7.61879	.63935
	SC(59)	44.4068	8.84370	1.15135
	ST(75)	43.8933	7.73680	.81993

Descriptive Analysis

The study investigated Subjective Well-being among School-going Students in West Bengal and how various socioeconomic factors influence subjective Well-being. The mean I.V. scores for males (44.29) and females (44.04) are nearly identical, suggesting minimal gender-based differences in the variable. Both groups exhibit similar standard deviations, indicating comparable variability in their scores. The slightly higher standard error in males (.67615) than in females (.64368) suggests that the sample variability may be marginally more pronounced among males. The mean scores for individuals in rural habitats (44.70) are slightly higher than those in urban areas (43.81). This difference indicates that habitat may influence the variable under consideration. The standard deviations suggest slightly greater variability in rural participants (7.96) than in urban participants (7.59). However, the standard error is lower in urban settings (.58767) than in rural (.76198), reflecting more consistent data in the urban sample. Among the social categories, individuals in the SC (Scheduled Caste) group have the

highest mean score (44.41), followed by those in the General category (44.20), and ST (Scheduled Tribe) group (43.89). The standard deviation for the SC group (8.84) is notably higher, indicating greater variability within this subgroup. The General and ST groups show relatively lower standard deviations, suggesting more homogeneity. The standard error is highest for the SC group (1.15135), reflecting the variability in the data.

H01 There exists no significant mean score difference on the subjective wellbeing of school-going students concerning genderS

I.V.	D.V	T	DF	P-VALUE	REMARKS
	JOY OF LEARNING	.264	274	.806	NS
	SCHOOL CONNECTEDNESS	.231	274	.817	NS
GENDER	EDUCATION PURPOSE	-.160	274	.873	NS
	ACADEMIC EFFICACY	.548	274	.584	NS
	SWQ	.269	274	.788	NS

Independent samples t-tests were computed by taking each of the four dimensions of emotion separately to find any significant mean differences between male and female Students. Joy of learning's (276) = .264, p = .806 is significantly different from gender. No significant differences were found [School Connectedness: t (276) = 0.231, p = .817, Education purpose : t(276) = -.160, p = .873, Academic Efficacy's (276) = .548, p = .584, No Significant difference in Subjective Well-being at any dimensions between male and female Students.

H02 There exists no significant mean score difference on subjective wellbeing of school going students concerning habitat.

I.V.	D.V	T	DF	P-VALUE	REMARKS
	JOY OF LEARNING	1.452	274	.148	NS
	SCHOOL CONNECTEDNESS	.592	274	.555	NS
HABITAT	EDUCATION PURPOSE	1.363	274	.174	NS
	ACADEMIC EFFICACY	-.139	274	.890	NS
	SWQ	.936	274	.352	NS

Independent samples t-tests were computed by taking each of the four dimensions of emotion separately to find any significant mean differences between urban & rural Students. Joy of learning: t(276) = 1.425, p = .148 is significantly different from gender significant differences were found [School Connectedness: t (276) = .592, p = .555, Education purpose: t(276) = 1.363, p = .174, Academic Efficacy's (276) = -.139, p = .890, No Significant difference in Subjective Well-being at any dimension between urban and rural Students.

H03 There exists no significant mean score difference on subjective well-being of school-going students concerning Caste.

I.V.	D.V	T	DF	P-VALUE	REMARKS
	JOY OF LEARNING	1.452	274	.148	NS
	SCHOOL CONNECTEDNESS	.592	274	.555	NS
CASTE	EDUCATION PURPOSE	1.363	274	.174	NS
	ACADEMIC EFFICACY	-.139	274	.890	NS
	SWQ	.936	274	.352	NS

The study found no significant relationship between the independent variable and students' joy of learning, school connectedness, caste, academic efficacy, or social well-being (SWQ). The t-value (1.452) indicates a slight positive association, while the p-value (.148) exceeds the significance threshold. This suggests that the independent variable does not significantly influence students' sense of joy in their learning experiences. The relationship between caste and education purpose is also non-significant, suggesting that factors beyond caste, such as socio-economic status, family support, or school quality, play a more significant role in shaping students' educational goals. Academic efficacy, which reflects students' confidence in their ability to perform academic tasks, has no significant relationship with the independent variable, suggesting that other factors, such as personal motivation or institutional support, might be more influential. The relationship between the independent variable and SWQ is also not statistically significant, suggesting that the independent variable does not substantially affect students' social well-being within the study's scope.

III. Discussion-

- There were no significant gender-based differences in subjective well-being or its dimensions (joy of learning, school connectedness, educational purpose, and academic efficacy). The nearly identical mean scores for males (44.29) and females (44.04) and comparable standard deviations support this finding.
- Students from rural areas showed slightly higher mean scores (44.70) compared to urban students (43.81), but the differences were not statistically significant across any dimension of subjective well-being. The marginally higher variability observed in rural settings (as indicated by standard deviations and standard errors) reflects greater diversity in responses but does not point to a significant impact of habitat on well-being.
- Among social categories, Scheduled Caste (SC) students had the highest mean scores (44.41), followed by General category (44.20) and Scheduled Tribe (ST) students (43.89). However, the variability within the SC group was notably higher, as reflected in their standard deviation (8.84) and standard error (1.15135). These findings indicate no significant influence of caste on any dimensions of subjective well-being.
- The study found no significant relationship between the independent variable and subjective well-being or its dimensions (joy of learning, school connectedness, academic efficacy, and social well-being). This lack of statistical significance (p-values exceeding the threshold) suggests that other factors, such as socioeconomic status, family support, or institutional quality, may play more critical roles in shaping students' well-being.
- There was no statistically significant difference in subjective well-being based on gender or habitat.
- Caste showed no significant impact on educational purpose, joy of learning, or other dimensions of subjective well-being.
- Academic efficacy and social well-being were not influenced significantly by the independent variable, indicating that personal or institutional factors may hold more importance.

IV. Conclusion:

The study aimed to explore demographic differences in students' subjective well-being in West Bengal schools. It found no significant differences between male and female students in terms of subjective well-being or its characteristics, such as the pleasure of learning, school connection, educational purpose, and academic effectiveness. Gender did not significantly influence students' subjective well-being, with almost the same mean scores and comparable variability in responses. Rural students scored slightly higher than urban students, but there was no statistically significant difference between the two groups on any measure of subjective well-being. On average, students from the Scheduled Caste (SC) group scored 44.41, while those from the General category scored 44.20, and those from the Scheduled Tribe (ST) category scored 43.89. However, caste did not seem to be a significant factor in determining students' well-being. The research suggests that students' financial level, family support, and the quality of their educational institution are more important determinants of their well-being.

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