

A study of mental health of M.Ed. scholars of IASE, Kunjaban, Tripura

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Abstract:

This study investigates students' emotional and philosophical viewpoints on life, family dynamics, self-perception and social interactions. Responses from both male and female students were assessed using a thorough questionnaire to determine their views on happiness, failure, success and life's challenges. The results show that many students believe life is full of hardships and devoid of charm and that a sizable portion of them view it as a burden and a punishment. Emotions like emotions of failure, low self-esteem and inferiority are common and signify psychological difficulties and emotional anguish. Family relationship attitudes include sentiments of disregard, undervaluation, and discontent with parental assistance. In order to foster resilience, mental health and positive life attitudes, the findings emphasize the significance of attending to students' emotional and philosophical outlooks. In order to promote students' optimism, self-worth and healthy emotional development, the study highlights the necessity of educational and psychological interventions.

Keywords: Emotional and philosophical viewpoints, students' self-perception, mental health, family relationships.

1. Introduction

It is common knowledge that the three learner domains cognitive, emotional, and psychomotor are interrelated, and that a person's whole personality is determined by how well each of these domains develops. Our educational system attempts a lot of new concepts and experiments in an attempt to develop all of these learning areas. Regardless of whether they are in

elementary, secondary, senior secondary, or university education, a learner's mental health is one of the most important cognitive characteristics of their personality. It affects their capacity to concentrate, work well, and maintain energy levels. It would be true to say that a person's life goals are greatly influenced by their mental health. If someone's mental health is in good shape, they can cope with

challenging situations and find peace in their life. Even if those people suffer from mental illness, they constantly escape reality or blame others for their situation. As a result, having good mental health is essential for coping with life's various challenges.

Every school in the world strives for the holistic growth of its pupils. According to the school's distinctive ethos, they support a healthy school climate, impart moral principles, and work with parents to further their children's social, spiritual, and personal growth. Academic success is one of the primary goals of schools, but there are a number of variables that affect this. Numerous elements, including peer groups, social backgrounds, parental involvement, school and home environments, and more, significantly influence students' academic and co-academic performance. To meet the high expectations established by parents and teachers, students must be in good physical and mental health. A student's ability to concentrate and accomplish their personal and professional objectives is greatly influenced by their mental health.

The best way to characterize mental health is as the impact that a teen's ideas, feelings, and actions make on their lives. A student must consequently have good

mental health in order to succeed in all facets of life. Teachers and educational institutions have an obligation to comprehend the ways in which a student's mental health affects their academic achievement. Thus, mental health is the most significant factor influencing academic success that administrators and school leaders cannot overlook. Researchers were forced to look at the relationship between the academic achievement of secondary school students and their mental health. They also sought to compare the mental health of pupils by gender.

The performance of students in our educational system is influenced by learning outcomes; a student who performs well on an exam is viewed as more successful than their peers who are falling behind. During the COVID-19 pandemic, every family worldwide faced direct or indirect health and quality of life problems. The researchers are interested in investigating the mental health along with educational outcomes of M.Ed. students in the Institute of Advanced Studies in Education (IASE) of the state of Tripura because the COVID pandemic has an impact on students' mental health and may also have an impact on their academic performance.

2. Statement of the problem

The study's statement, which normally includes its objective, scope, and importance, is located in the introductory section. Students' philosophical beliefs and emotional attitudes about life, their relationships with peers, professors, and family, as well as their perceptions of themselves and their degree of confidence, are all to be examined and analyzed in this study. It looks at the mental and emotional health of students, highlighting the main obstacles they encounter and the things that affect their perspective on life. According

to the research, creating comprehensive support networks is crucial for encouraging students' healthy psychological development. With an emphasis on understanding students' mental health, self-image, and interpersonal connections, the study aims to explore their philosophical and emotional perspectives on life in order to guide interventions that can improve their emotional well-being. Therefore, the statement of the problem is “*A study of mental health of M.Ed. scholars of IASE, Kunjaban, Tripura*”.

3. Review of literature

In 2020, M. C. Pascoe, S. E. Hetrick and Parker, A. G. did a narrative evaluation of research papers that focused on the impact of academic stress on secondary and tertiary students [1]. The findings of the review showed that academic stress has a range of negative effects on students' learning capacity, academic performance, physical health, and overall mental health. The study suggested that educational institutions put in place intervention programs to enhance young people's ability to manage stress.

Dar and Deb (2021) [2] made an effort to look into how armed violence affects the mental health of young adults in Kashmir. 95.4% of participants reported psychological distress, 60.3% reported

physical illness, 99.7% reported having been exposed to conflict, 91.2% reported that the conflict in Kashmir had a negative effect on other people's mental health, and 99.3% reported that the conflict had a significant negative impact on their education, according to the results.

The goal of a study by Pandia et al. (2021) [3] is to determine how teenage sociodemographic characteristics and mental health problems are related. The results indicated that junior high school students who resided in a district area had a higher likelihood of mental health problems. Both home area and educational attainment were associated with mental health problems among adolescents.

In 2021, War and Ramanathan assessed the mental health of college

students in Kashmir, India [4]. 480 students between the ages of 18 and 24 took part in the cross-sectional study. The findings also demonstrated a favorable correlation between self-efficacy and mental wellness. The recent study also confirmed the significance of self-efficacy in enhancing mental wellness. Therefore, the findings suggest that enhancing self-efficacy is essential to promoting the mental health of college students.

The Mental Health Scale (MHS), developed by Dr. Talesara and Bano, was utilized by Thapliyal (2022) [5] to assess students' mental health and look into the relationship between mental health and academic performance in senior secondary school students. The study's findings showed a significant beneficial relationship between students' mental health and academic achievement.

In 2022, Ranjit Kumar Singh and Sarita Goswami conducted research on the connection between the academic achievement and mental health of

secondary school pupils from the Schedule Tribe. The students' mental health was assessed using the Mental Health Battery (MHB) [6], which was developed and standardized by Kumar and Gupta. The MHB evaluates the mental health of individuals' aged 13 to 22 using 130 items. Students' academic success was measured by the grades they obtained on their most recent yearly exams. The findings demonstrated a statistically significant favorable relationship between the academic success and mental health of Schedule Tribe secondary school students.

In 2023, Ravi Babu M conducted a study on the mental health of secondary school students in relation to gender and socioeconomic status [7]. The current study involved 600 secondary school students from the Medchal Malkajgiri district of Telangana State. The findings showed that there were substantial differences in the mental health behaviors of secondary school students based on their gender and socioeconomic class.

4. Significance of the study

In order to emphasize the significance and ramifications of the research findings, the study's significance is usually addressed. Notwithstanding the study's precise language, the larger context indicates that its importance stems from its capacity to: Deepen knowledge of students'

philosophical and affective perspectives on life, which are vital to their general mental health and welfare. Teachers, psychologists, and legislators should be made aware of the common mental health problems that students encounter, such as poor self-esteem, feelings of failure, and frustration. Emphasize how supportive

interventions are necessary in learning environments to help children develop better attitudes, stronger bonds and emotional fortitude. Give insightful contributions about the psychological and emotional needs of students, supporting the creation of programs and curricula that emphasize mental health and emotional

5. Objective of the study

The study has the following objectives;

- (a) To study the mental health of the M.Ed. students under IASE.
- (b) To compare the mental health of male and female students.

6. Methodology of the study

6.1. Design of the Study

Only primary data were used in the present investigation. A carefully constructed and implemented questionnaire has been prepared to achieve the goals stated above. The questionnaire has been prepared with the help of a standardized questionnaire, Mental Health Scale (MHS) developed by Dr. Sushma Talesara and Dr Akhtar Bano only as a tool for collecting a

intelligence. The study's significance lies in its potential to improve students' mental health and life satisfaction by providing a deeper understanding of their philosophical and emotional perspectives, thereby guiding targeted interventions and support systems.

data. A five-point Likert scale with options for SA-Strongly Agree, A-Agree, UD-Undecided, DA-Disagree, and SD-Strongly Disagree was used to analyze each response.

6.2. Population

Students under the Institute of Advanced Studies in Education, Govt. of Tripura, have been considered as population.

6.3. Sample

Using the random sample technique, 80 students (including 40 Males and 40 Female) of the educational institutes from Institute of Advanced Studies in Education, Govt. of Tripura were chosen for this study.

7. Analysis and Interpretations of data

Understanding the importance of demographic traits is essential to understanding how people perceive mental health. These attributes, which include

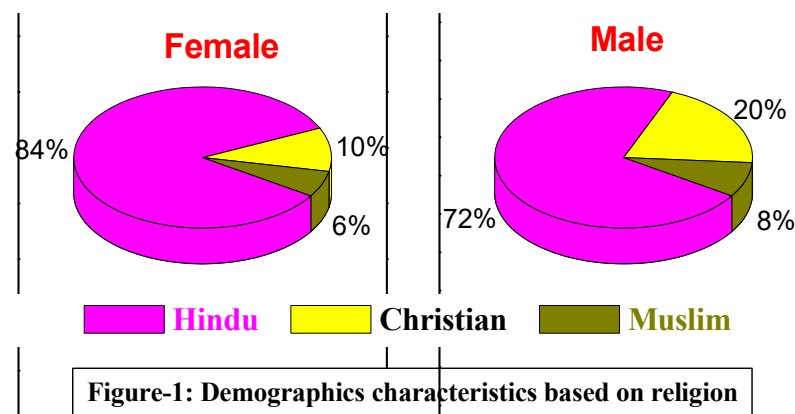
financial position, gender, religion and place of residence, might affect how people view and react to mental health problems. The four main demographic factors are socioeconomic status, gender and religion.

Table 1: Demographics characteristics

Variables		Male= 50 (%)	Female = 50 (%)
Religion	Hindu	36 (72)	42 (84)
	Muslim	4 (8)	3 (6)
	Christian	10 (20)	5 (10)
Domicile	Urban	12 (24)	18 (36)
	Rural	38 (76)	32 (64)
Socioeconomic status	Upper	08 (16)	05 (10)
	Middle	02 (4)	07 (14)
	Lower	40 (80)	38 (76)

The discussion can be summed up as follows using Table 1 & Figure 1: The demographic distribution by religion, broken down by gender, is depicted in the figure. It reveals that 72% of men identify as Hindu, 20% as Christian and 8% as Muslim. Similarly, 84% of women identify

as Hindu, 10% as Christian and 6% as Muslim. This suggests that the majority of participants are Hindus in both sexes, with a marginally higher percentage of Muslims and Christians among men than among women.



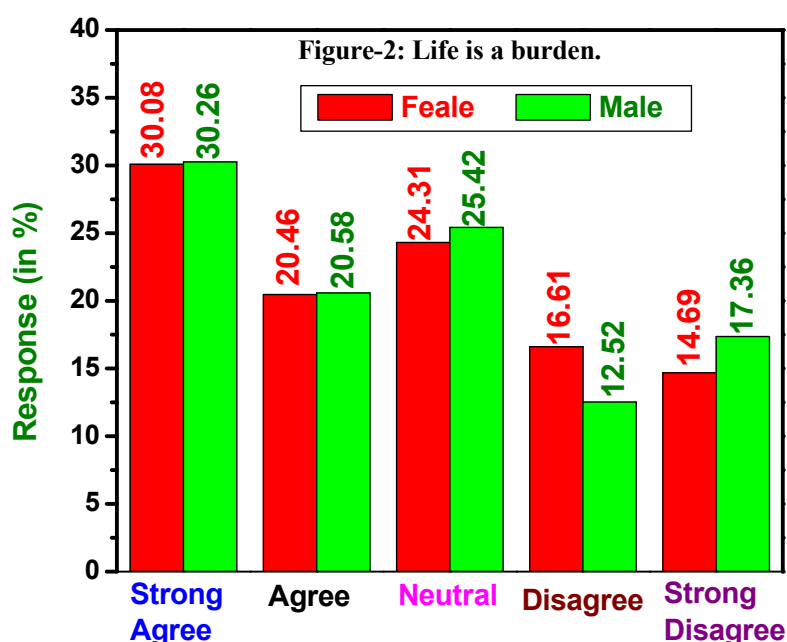
Additional demographic information is shown in the adjacent table, which indicates that a sizable percentage of participants are from rural areas (76% of males and 64% of females), indicating a

rural predominance. According to data on socioeconomic status, the majority of participants come from lower socioeconomic groups; 76% of females and 80% of males are categorized as such. The

middle and upper classes make up a lesser portion.

The importance of these demographics comes from knowing the makeup of the sample, which may have an impact on the study's findings regarding social, cultural, or health-related factors. Any study findings pertaining to cultural traditions, health literacy, or resource accessibility may be impacted by the large percentage of participants who are from

rural areas and are from lower socioeconomic backgrounds. The demographic profile, taken as a whole, shows significant representation from lower socioeconomic, rural groups that are predominantly Hindu, with notable minority groupings of Muslims and Christians. It also offers context for evaluating the study's findings in light of these groups.



Students' answers about their philosophical and emotional views of human life are shown in Table 2, with a focus on sentiments of burden, curse and unhappiness. Many students, whether male and female, tend to agree that "Life is a burden," with roughly 24–30% strongly agreeing or agreeing and a noteworthy

percentage is remaining neutral or opposing, as seen in Figure 2. Responses to phrases such as "Life is a curse" and "This life is a sort of punishment," where significant percentages of students express agreement or ambivalence, reflect similar feelings.

Table 2: Opinion on "Human Life: An Emotional and Philosophical Perspective" from participants".

Sl. No	Items	Male students (in %)					Female students (in %)				
		SA	A	UD	D	SD	SA	A	UD	D	SD
1.	Life is a burden.	30.26	20.58	25.42	12.52	17.36	30.08	20.46	24.31	16.61	14.69
2.	Life is a curse.	25.42	23.81	18.97	15.75	22.2	26.23	24.31	18.54	14.69	22.38
3.	This life is a sort of punishment.	23.81	22.2	18.97	25.42	15.75	24.31	22.38	18.54	26.23	14.69
4.	Life always hangs heavy on me.	28.65	22.2	15.75	17.36	22.2	32	20.46	12.77	16.61	24.31
5.	There is no charm in life.	22.2	18.97	25.42	15.75	23.81	20.46	18.54	24.31	16.61	26.23
6.	I am a failure in life.	27.04	17.36	25.42	22.2	14.13	24.31	16.61	33.92	18.54	12.77
7.	I suffer from inferiority complex.	23.81	12.52	27.04	25.42	17.36	24.31	10.85	26.23	28.15	16.61
8.	I find myself uneasy at studies.	33.49	17.36	23.81	14.13	17.36	35.85	16.61	24.31	12.77	16.61
9.	There is no charm in life.	22.2	18.97	25.42	15.75	23.81	20.46	18.54	24.31	16.61	26.23
10.	Half-hearted efforts are bound to fail anywhere.	15.75	27.04	23.81	27.04	12.52	16.61	20.46	24.31	32	12.77
11.	Human life is full of miseries.	30.26	18.97	20.58	23.81	12.52	32	18.54	20.46	24.31	10.85
12.	This life is a sort of punishment.	23.81	22.2	18.97	25.42	15.75	24.31	22.38	18.54	26.23	14.69
13.	Mine is life without any specific purpose.	20.58	28.65	17.36	12.52	27.04	20.46	30.08	16.61	10.85	28.15

According to the research, a large number of students view life as difficult or burdensome, which could be a sign of existential discontent or hopelessness. There are minor differences in the responses between male and female students; for instance, somewhat more female students strongly agree that "Life is a burden" than male students. Overall, these answers point to a widespread propensity among students to see the world

through a philosophical or pessimistic prism that is marked by suffering or meaninglessness.

Students' emotional and philosophical challenges are highlighted by the thorough discussion in Table 2 and Figure 2, underscoring the significance of addressing mental health and offering support systems in educational settings. Teachers and counselors can use these insights to better understand students'

emotional states and create plans to help them adopt a more positive attitude on life.

Using the information in Table 3 and Figure 3, this study looks at how male and female students respond to statements that gauge their sense of self and confidence. When it comes to confidence and self-worth, male and female students

show comparable tendencies. Students in both groups, for example, agree with statements such as "I am an unlucky fellow" (~17-30%) and "I easily get myself confused" (~20-30%), showing that they have had similar feelings of self-doubt or perceived misfortune.

Table 3: Participants' answers on "Self-Perception and Self-Confidence."

Sl. No	Items	Male students (in %)					Female students (in %)				
		SA	A	UD	D	SD	SA	A	UD	D	SD
1.	I shirk work.	17.36	25.42	22.2	17.36	23.81	12.77	28.15	24.31	16.61	24.31
2.	I easily get myself confused.	30.26	20.58	25.42	12.52	17.36	30.08	20.46	24.31	16.61	14.69
3.	I am an unlucky fellow.	28.65	17.36	22.2	17.36	20.58	30.08	16.61	22.38	16.61	20.46
4.	I am child of self-confidence.	17.36	27.04	22.2	20.58	18.97	16.61	28.15	22.38	20.46	18.54
5.	More or less, I am good for nothing.	17.36	27.04	30.26	10.91	20.58	12.77	28.15	32	8.92	24.31
6.	I consider my character is my life.	22.2	25.42	14.13	17.36	27.04	22.38	26.23	12.77	16.61	28.15
7.	I can be reasonably happy over my achievements.	28.65	22.2	15.75	17.36	22.2	32	20.46	12.77	16.61	24.31

Students' replies to the statement "I shirk work" indicate that between 12 and 17 percent strongly agree with it, while a significant part are neutral or disagree. This suggests that unwillingness to work is evident but not prominent. With 16.61% strongly agreeing that "I am a child of self-confidence," compared to 17.36% of male students, female students tend to indicate slightly greater levels of confidence.

Similarly, the percentages for agreement on "I consider my character is my life" are similar but slightly higher for male students. Men are somewhat more likely than women to agree that they feel "more or less good for nothing" (17.36%), which may be a sign of a minor decline in self-esteem.

A similar pattern emerges when happiness is weighed against

accomplishments: between 20 and 28 percent of both sexes say they are reasonably pleased, with a somewhat higher percentage of men agreeing. Though they are not significant, males typically score slightly higher on questions about self-doubt or negative self-perceptions, such as feeling "more or less good for

nothing," which may indicate gender-specific differences in self-confidence levels. According to the graphical representation (Figure 3), responses from both genders range widely, with significant percentages expressing strong agreement or disagreement on a number of subjects.

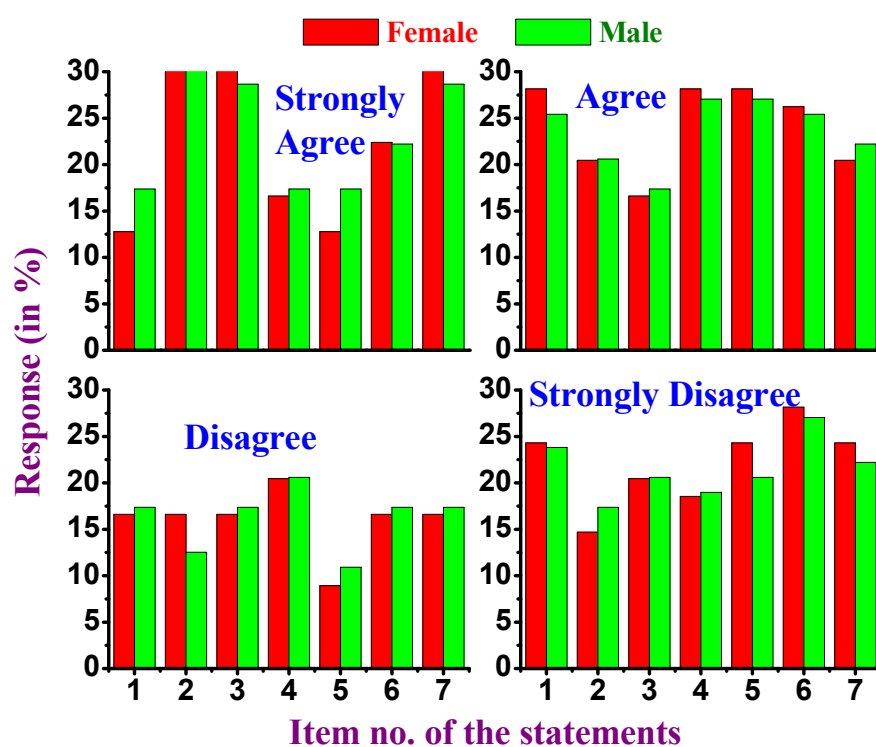


Figure-3: Self-Perception and Self-Confidence.

According to the statistics, a significant amount of students—regardless of gender—have conflicting opinions about themselves, ranging from confidence to skepticism. According to the responses, students of both sexes have a variety of self-perceptions, with a sizable percentage voicing concerns about their value and skills. Although general self-confidence levels are quite similar, tiny gender

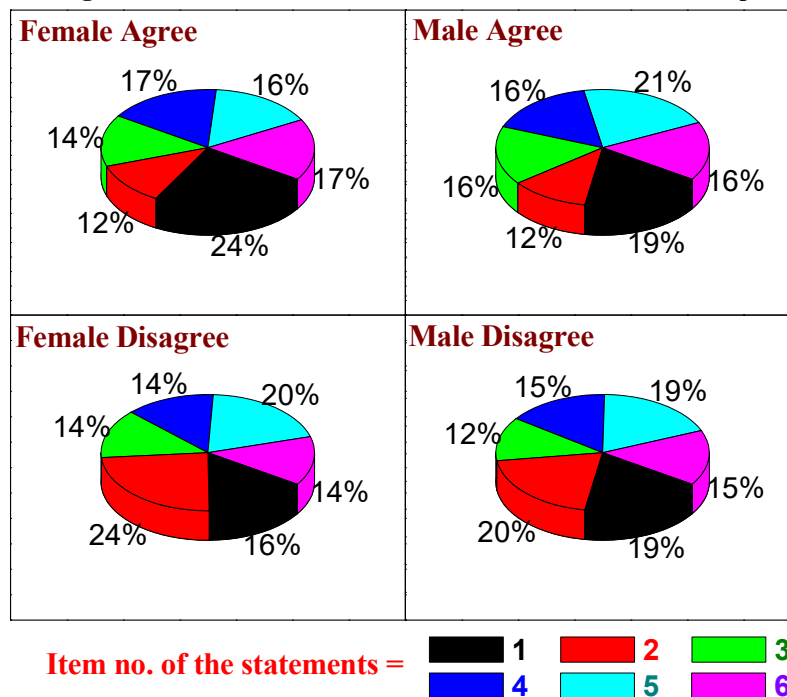
discrepancies point to the need for specialized support to boost self-esteem, particularly for female students who express slightly more negative views.

Male and female students' answers to the question "Family Relationships and Parental Views" are shown in Table 4. The table evaluates how students feel and perceive their family environment, parental expectations, and the emotional support

they receive from their parents—all of which have a big impact on their general attitude on life and well-being. A significant portion of pupils, both male (30.26%) and female (43.54%), believe that

their parents have high expectations for them ("My parents have high hopes on me"), which suggests that they are being pressured or encouraged by their parents.

Figure-4: Need for Student, School and Teacher Relationships



On the other hand, 20–22% of students believe that their parents are still frequently displeased with them, and roughly 24–28% of students believe they do not receive enough affection ("I don't receive desired love from my parents"). Approximately 35–36% of male and female students agree or strongly agree that their lives have been a "great misfortune" or that they have had a "miserable" experience. These emotions underline feelings of anguish or unhappiness within their familial situations.

According to responses, some pupils feel unappreciated or ignored; approximately 39–40% of students identify as "ignored children at home." Approximately 43% of students, both male and female, say that "My work usually proves to be fruitless endeavor," which reflects sentiments of failure or inadequacy.

The majority of students 12.77% of female students and comparable percentages of male students feel that their parents are not the best role models for them ("Parents are in no way ideals for

me"). Although opinions on getting praise for being polite vary, most students feel

undervalued and have a generally negative reaction.

Table 4: Participants' comments on "Family Relationships and Parental Views"

Sl. No	Items	Male students (in %)					Female students (in %)				
		SA	A	UD	D	SD	SA	A	UD	D	SD
1.	My parents have high hopes on me.	30.26	14.13	17.36	18.97	25.42	43.54	8.92	12.77	16.61	24.31
2.	My life is a great misfortune for me.	28.65	30.26	12.52	18.97	15.75	35.85	22.38	16.61	18.54	12.77
3.	I am blessed with my loving parents.	22.2	25.42	14.13	17.36	27.04	22.38	26.23	12.77	16.61	28.15
4.	My parents remain unhappy with me so very often.	18.97	20.58	30.26	20.58	15.75	18.54	20.46	32	20.46	14.69
5.	To be frank, I don't receive a desired love from my parents.	18.97	20.58	14.13	28.65	23.81	18.54	20.46	12.77	30.08	24.31
6.	My parents hesitate to rely upon me.	33.49	15.75	22.2	12.52	22.2	24.31	16.61	24.31	16.61	24.31
7.	I am an ignored child in my house.	35.1	18.97	12.52	25.42	14.13	39.69	16.61	12.77	20.46	16.61
8.	My work usually proves to be fruitless endeavour.	30.26	14.13	17.36	18.97	25.42	43.54	8.92	12.77	16.61	24.31
9.	Parents are in no way ideals for me.	14.13	27.04	23.81	18.97	22.2	12.77	33.92	26.23	14.69	18.54
10.	I am appreciated for my good manners.	18.97	23.81	30.26	22.2	10.91	18.54	24.31	32	22.38	8.92

According to the research, a large number of students struggle emotionally as a result of their familial surroundings, including feelings of neglect or failure, excessive parental expectations, and a lack of appreciation. As demonstrated by their answers regarding life being a burden or a curse, as well as sentiments of tragedy, these familial problems probably contribute

to negative emotional states, low self-esteem, and feelings of life discontent.

This Table-5 examines how students feel about themselves, how confident they are, and how they view their own skills and traits. A significant percentage of students report having a tendency to avoid work; approximately 12.77% of female students and 17.36% of

male students "Shirk work" strongly or agree with such thoughts.

Many students also feel confused or think they are "more or less, good for

nothing," which is a sign of low confidence or self-esteem; between 10–20% of male students and 12–16% of female students strongly agree or agree with these claims.

Table 5: Participants' comments on the "need for Student, School and Teacher Relationships"

Sl. No	Items	Male students (in %)					Female students (in %)				
		SA	A	UD	D	SD	SA	A	UD	D	SD
1.	I have pleasure of having good teachers.	14.13	27.04	23.81	18.97	22.2	12.77	33.92	26.23	14.69	18.54
2.	My teachers are not happy to assign me any duty.	15.75	17.36	25.42	20.58	27.04	14.69	16.61	28.15	22.38	24.31
3.	I have a hard time adjusting to my teachers.	22.2	23.81	25.42	12.52	22.2	20.46	20.46	32	12.77	20.46
4.	Teachers like a child like me.	14.13	23.81	31.88	15.75	20.58	12.77	24.31	35.85	12.77	20.46
5.	I make a mess of my school matters.	28.65	30.26	12.52	18.97	15.75	35.85	22.38	16.61	18.54	12.77
6.	I often have the headache of adjusting to school life.	14.13	23.81	31.88	15.75	20.58	12.77	24.31	35.85	12.77	20.46

According to responses, 16–30% of students feel "unlucky" or that their character defines their life, which may indicate that they have internalized unfavorable self-perceptions.

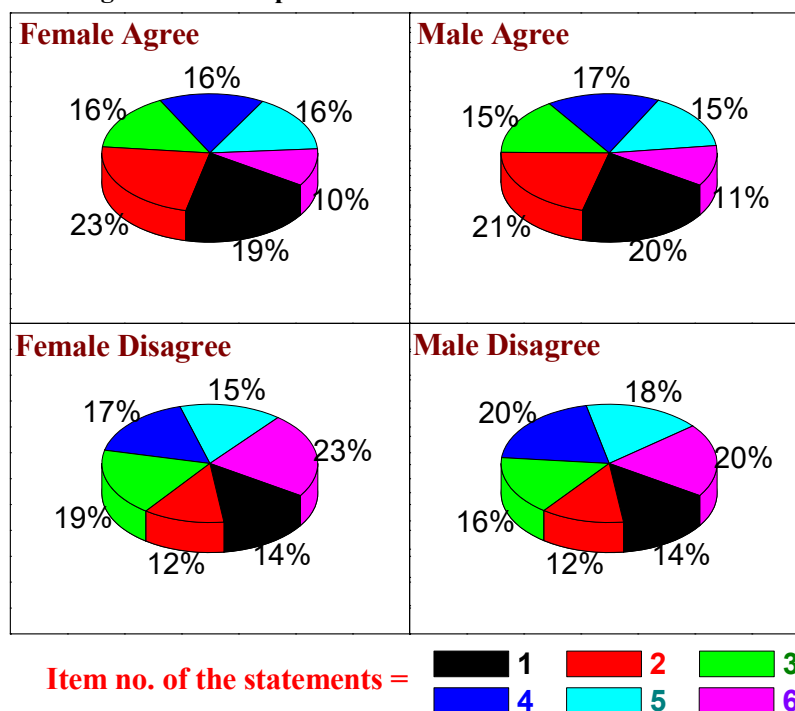
Numerous students identify as "children of self-confidence" or think they "can be reasonably happy over their achievements," but these are not the most common answers; rather, there is a mix of consensus and disagreement, suggesting that different students have different levels of self-confidence.

For instance, roughly 32% of women and 28–29% of men strongly or agree that they can feel glad about their accomplishments, suggesting a moderate degree of satisfaction but not agreement. According to the responses, students generally have a moderate to low opinion of themselves, with some inclinations toward self-doubt, feelings of inadequacy, and uncertainty about their skills. According to the data, a large number of students have self-doubts regarding their abilities and value. Negative self-perceptions, such as bewilderment,

inadequacy, and even inferiority, are prevalent and may have an effect on their mental health, academic achievement, and motivation. Nonetheless, a variety of self-

perceptions can be seen in the positive outlooks and self-confidence of certain students.

Figure-5: Philosophical views and Attitudes towards life



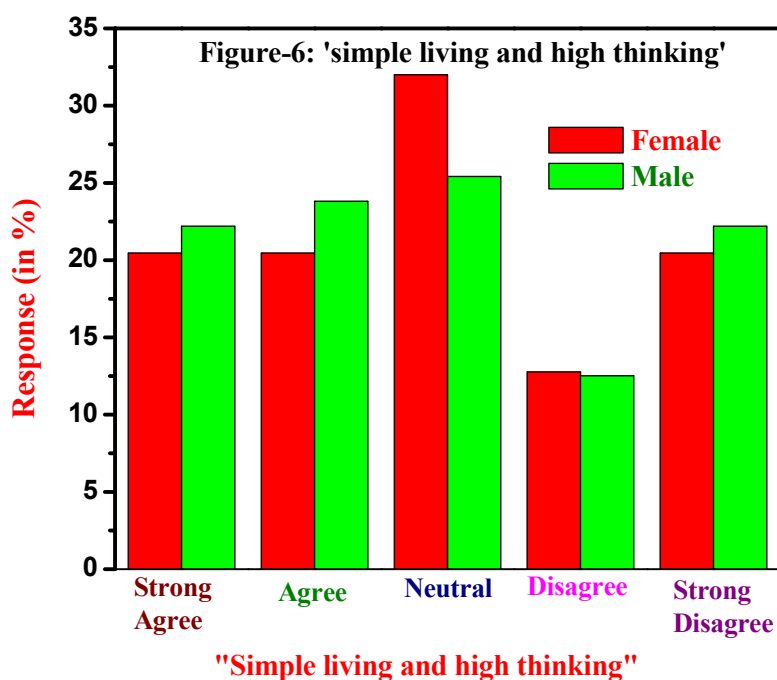
Important data visualizations and replies about students' philosophical opinions, outlooks on life and particular statements that represent their perspectives and beliefs may be found in Table 6. "Life always hangs heavy on me" is something that many students agree or strongly agree with (between 52 and 53%), indicating a common sense of emotional burden. Similar opinions are reflected in beliefs like "Life is a burden" (around 52–55%), indicating that a significant percentage of

students have a gloomy, potentially pessimistic outlook on life.

Although the responses to "Life is to be enjoyed together" are more varied, they generally tilt toward agreement (between 49 and 51%), suggesting some receptivity to a happy, social perspective. About 30% of respondents agreed with the statement, "Human life is the best form of life," while a similar percentage were unsure or disagreed. This suggests that opinions on the importance of human life vary.

Table 6: Participants' answers about "Philosophical views and attitudes towards life"

Sl. No	Items	Male students (in %)					Female students (in %)				
		SA	A	UD	D	SD	SA	A	UD	D	SD
1.	Life always hangs heavy on me.	28.65	22.2	15.75	17.36	22.2	32	20.46	12.77	16.61	24.31
2.	Life is to be enjoyed together.	25.42	23.81	18.97	15.75	22.2	26.23	24.31	18.54	14.69	22.38
3.	Human life is the best form of life.	15.75	17.36	25.42	20.58	27.04	14.69	16.61	28.15	22.38	24.31
4.	There is a pleasure to live the life I have.	35.1	18.97	12.52	25.42	14.13	39.69	16.61	12.77	20.46	16.61
5.	Luck is entirely to be blamed for our failures.	27.04	17.36	25.42	22.2	14.13	24.31	16.61	33.92	18.54	12.77
6.	Our success lies in making the best use of our circumstances.	23.81	12.52	27.04	25.42	17.36	24.31	10.85	26.23	28.15	16.61
7.	I consider, 'simple living and high thinking' merely a slogan.	22.2	23.81	25.42	12.52	22.2	20.46	20.46	32	12.77	20.46



Many students hold views that are consistent with pragmatic or internal locus

of control, such as "Luck is entirely blameworthy for failures" (approximately

40–44%) or that success depends on making the most of the situation (about 33–35%). Students' reactions to the phrase "simple living and high thinking" are mixed; some may view it as a motto, while others may view it as a guiding concept. The response distribution detailed in Table 6 is probably visualized in Figures 5 and 6 (mentioned in the data but not shown visually here), which highlight how students' opinions toward life are shared in percentages with disparities between male and female students.

The degree of agreement among students about this philosophical phrase is

8. Findings of the study

The following is a summary of the study's main conclusions based on the data presented:

(a) Participant Demographics:

There were an equal number of male and female students in the sample. The majority of participants was from rural areas (64–76%) and had lower socioeconomic status (76–80%). Hindus made up the majority, with only a minor percentage of Muslims and Christians.

(b) Attitudes and Philosophical Views on Life: More than 52% of students concur that "Life always hangs heavy on me," supporting the idea that life is oppressive or heavy. There is a range of opinions about the worth of human

illustrated by the graphical representation of replies (Figure 6) related to "simple living and high thinking." The percentages support the text's inclusion of a range of viewpoints and imply differing degrees of support. A sizable percentage of pupils perceive life as heavy or worrying and feel overwhelmed by it. They believe that internal control, not just luck, determines success or failure. Diverse attitudes are demonstrated by the range of viewpoints on philosophical principles such as elevated thinking and simple life.

existence and how to enjoy it, which suggests different philosophical perspectives. Many people think that success is mostly the result of making the most of the situation, yet a sizable portion think that luck plays a role in success or failure. The phrase "simple living and high thinking" has mixed reactions among students; some see it as an ideal, while others see it as nothing more than a slogan.

(c) Parental perspectives and family relationships: Students frequently believe that their parents have great aspirations but occasionally are dissatisfied or fail to show the love they wish. Many students think their efforts at home are in vain or feel disregarded. Quite a few express dissatisfaction or a lack of gratitude from their parents.

(d) Student-School-Teacher

Relationships: According to responses, many students enjoy having good teachers, but they also struggle to adjust and deal with the hassles of school life. Some pupils believe that they are not valued or that their teachers are anxious to assign them tasks.

(e) Self-Confidence and Self-

Perception: A lot of students have poor opinions of them and feel incapable, confused, or unfortunate. A significant percentage of students acknowledge that they avoid employment because they are feeling comfortable about their own abilities and questioning their morals. This implies that students have poor levels of self-esteem and confidence.

The combined results show that students frequently experience existential heaviness, low self-esteem, and unhappiness. Some pupils exhibit sentiments of load, inadequacy, and philosophical pessimism, while others have optimistic or pragmatic attitudes. According to the study, students' varied philosophical and affective stances are greatly impacted by their demographic backgrounds. These revelations highlight the necessity of focused psychological and emotional assistance as well as educational initiatives meant to increase resilience, self-assurance, and optimistic thinking. Resolving these problems may enhance

kids' general wellbeing, academic performance, and mental health.

9. Conclusion

The study's main finding, as deduced from the data, is that students typically have emotional and philosophical attitudes on life, themselves, and their relationships that are primarily negative. They frequently view life as a burden, marked by emotions of unhappiness, failure, and purposelessness. They also suffer from mental anguish brought on by interactions in their families and schools, which lowers their self-esteem and confidence. According to the findings, there is a pressing need for psychological and emotional support systems in the classroom to help children improve their self-perception, cultivate better relationships with their families, and cultivate a more optimistic attitude on life. The study's overall findings emphasize how critical it is to treat emotional well-being in order to enhance students' mental health and sense of fulfillment in life.

The study's main finding is that “*students primarily have unfavorable philosophical and emotional attitudes about life, which suggests that intervention is necessary to support improved mental health, self-assurance and optimistic outlooks on life*”.

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