

# A Study of Secondary School Students' Attitudes Toward their Mental Health in the Gomati District in the State of Tripura

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**Abstract:** This study explores the philosophical attitudes and emotional perspectives of students regarding life, family relationships, self-perception, and social interactions. Using a comprehensive questionnaire, responses from male and female students were analyzed to assess their beliefs about life's hardships, success, failure, and happiness. The findings reveal that a significant proportion of students perceive life as a burden and a punishment, with many feeling that life is full of misery and lacks charm. Emotions such as inferiority, low self-confidence, and feelings of failure are prevalent, indicating emotional distress and psychological challenges. Attitudes towards family relationships suggest feelings of neglect, unappreciation and dissatisfaction with parental support. The results highlight the importance of addressing students' emotional and philosophical outlooks to promote mental health, resilience, and positive life attitudes. The study emphasizes the need for educational and psychological interventions to foster optimism, self-esteem, and healthy emotional development among students.

**Keywords:** Philosophical attitudes, students' self-perception, mental health, family relationships, self-confidence, emotional distress, educational interventions.

## 1. Introduction:

As is well known, the three learner domains cognitive, emotional and psychomotor are interconnected, and the appropriate development of each of these domains leads to an individual's total personality. In an effort to effectively develop all of these areas of learning, our educational system tries a lot of new ideas and experiments. One of the key cognitive aspects of a learner's personality is their mental health, which influences their ability to focus, work efficiently, and have energy levels, regardless of whether they are in primary, secondary, senior secondary, or university school. It would be accurate to state that a person's mental health has a significant impact on their life's pursuits.

An individual can deal with difficult conditions and find tranquility in their life if their mental health is in good condition. Despite the fact that those people are mentally ill, they are always avoiding reality or placing the blame for their predicament on others. Therefore, excellent mental health is vital or crucial for a person to manage with the different situations in life.

All schools across the globe aim for their students' overall development. As per the school's unique ethos, they advocate a positive school culture and teach moral values along with developing students' spiritual, social, and personal development in consultation with their parents. Although one of the main missions of schools is for students to excel academically, this is subject to a range of factors. Students' co-academic and academic performance is largely determined by a variety of factors, such as their school and home settings, peer groups, social backgrounds, parental engagement, and so forth. Students need to be physically and mentally healthy in order to achieve high standards set by parents and educators. The capacity of a student to focus and achieve their individual and professional goals relies significantly on their mental well-being.

The best way to define mental health is as the influence that the thoughts, feelings, and behaviors of a teenager have on his or her life. The mental health of a student therefore has to be adequate for them to excel in every aspect of life. It is the responsibility of teachers and schools to understand how the mental health of a student

impacts their academic performance. Therefore, the most important determinant of academic performance that school leaders and administrators cannot ignore is mental health. The study's researchers were compelled to investigate secondary school pupils' mental health in connection to their academic performance. Additionally, they aimed to compare students' mental health by gender as well.

Learning outcomes influence a student's performance in our educational system; a student who does well on an exam is considered more successful than their colleagues who are lagging behind. Every family in the world experienced direct or indirect health and well-being issues during the COVID-19 epidemic. The researchers aim to investigate the mental health and learning outcomes of secondary level students in the Gomati District 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. Problem Statement

The statement of the study, typically outlining its purpose, scope and significance, is usually found in the introduction section of the study. The study aims to explore and analyze the philosophical views and emotional attitudes of students towards life, their relationships with family, teachers, and peers, and their self-perception and confidence levels. It seeks to understand the mental and emotional well-being of students, identifying key challenges they face and the factors influencing their outlook on life. The research emphasizes the importance of developing holistic support systems to promote positive psychological growth among students. The purpose of the study is to investigate students' philosophical and emotional perspectives on life, with a focus on understanding their mental health, self-image, and interpersonal relationships, to inform interventions that can enhance their emotional well-being. Therefore, the statement of the problem is "A study of secondary school students' attitudes toward their mental health in the Gomati district in the state of Tripura".

## 3. Review of Literature

A narrative review of research studies focusing on the effects of academic stress on students at the secondary and tertiary levels was conducted by M. C. Pascoe, S. E. Hetrick and Parker, A. G. (2020) [1]. The review's conclusions demonstrated a number of detrimental impacts of academic stress on students' ability to learn, academic achievement, physical health, and general mental health. In order to improve young people's capacity for effective stress management, the study recommended that educational institutions implement intervention programs.

Dar and Deb (2021) [2] attempted to investigate how Kashmiri young adults' mental health is affected by armed conflict. Results showed that 99.7% of participants said they had been exposed to conflict, 95.4% reported psychological distress, 60.3% reported physical illness, 91.2% reported that the conflict in Kashmir had a negative impact on others' mental health, and 99.3% said that the conflict had a significant negative impact on their education.

A study by Pandia et al. (2021) [3], aims to ascertain the relationship between teenage sociodemographic factors and mental health issues. The findings showed that adolescents attending junior high school and living in a district area were more likely to experience mental health issues. Adolescent mental health issues were linked to both residence area and educational attainment.

In Kashmir, India, college students' mental health was evaluated by War and Ramanathan in 2021 [4]. 480 students in the 18–24 age range participated in a cross-sectional study. The results also showed a positive relationship between mental health and self-efficacy. Additionally, the current study verified the importance of self-efficacy in improving mental health. Thus, the results point to the necessity of improving self-efficacy in order to support college students' mental health.

Thapliyal (2022) [5] used the Mental HealthScale (MHS), created by Drs. Talesara and Bano, to measure the mental health of students and investigate the connection between academic achievement and mental health in senior secondary school pupils. The study's conclusions demonstrated a strong positive correlation between students' academic success and their mental health.

Research on the relationship between Schedule Tribe secondary school students' mental health and academic performance was done by Ranjit Kumar Singh and Sarita Goswami in 2022. The Mental Health Battery (MHB) [6], created and standardized by Kumar and Gupta, was used to evaluate the mental health of the students. With

130 items, the MHB assesses the mental health of people between the ages of 13 and 22. The grades that students received on their most recent annual exams served as a gauge of their academic performance. The results showed that there is a statistically significant positive correlation between Schedule Tribe secondary school students' academic achievement and their mental health.

A study on mental health among secondary school pupils in relation to social position and gender was carried out by Ravi Babu M in 2023 [7]. 600 secondary school pupils from Telangana State's Medchal Malkajgiri district participated in the current study. According to the results, secondary school pupils' mental health behavior varied significantly depending on their social class and gender.

#### 4. Significance of the Study

The significance of the study is typically discussed to highlight the importance and implications of the research findings. While the specific wording from the study, the broader context suggests that the study's significance lies in its potential to: Enhance understanding of students' philosophical and emotional attitudes toward life, which are critical for their overall mental health and well-being. Inform educators, psychologists, and policymakers about the prevalent mental health issues, such as feelings of failure, misery, and low self-confidence, which students face. Highlight the need for supportive interventions in educational settings to foster positive attitudes, better relationships, and emotional resilience among students. Contribute valuable insights into the emotional and psychological needs of students, aiding in the development of curriculums and programs focused on emotional intelligence and mental health. 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.

#### 5. Objective of the Study

The study has the following objectives:

1. To study the mental health of the secondary school students under Gomati district.
2. To compare the mental health of male and female students.
3. To study the attitude of secondary students towards mental health.
4. To compare the attitude of male and female towards mental health.

#### 6. References

##### 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 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 Department of School Education, Govt. of Tripura, government registered and non-government secondary educational institutes from Gomati district of the state of Tripura, have been considered as population.

##### 6.3. Sample

Using the random sample technique, 100 students (including 50 Males and 50 Female) of the government registered and non-government secondary educational institutes from Gomati district of the state of Tripura were chosen for this study.

#### 7. Analysis and Interpretations of data

Understanding the significance of demographic characteristics is crucial in comprehending mental health perceptions. These characteristics, including gender, religion, domicile and socioeconomic status, can influence

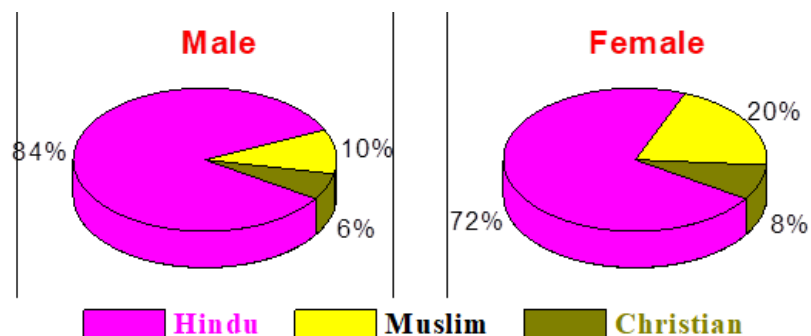
how individuals perceive and respond to mental health issues. The key Demographic Factors are Gender, Religion, Domicile and Socioeconomic Status.

**Table 1: Demographics characteristics**

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

Based on the Table-1 &Figure-1, the discussion can be summarized as follows: The figure illustrates the demographic distribution based on religion, segregated by gender. It shows that among males, 84% are Hindus, 10% Muslims, and 6% Christians. Similarly, among females, 72% are Hindus, 20% Muslims, and 8% Christians. This indicates that Hindu participants constitute the majority in both genders, with a slightly higher proportion of Muslims and Christians among females compared to males.

The accompanying table provides additional demographic details, revealing that a significant portion of the participants come from rural areas - 64% of males and 76% of females suggesting rural predominance. Socioeconomic status data show most participants are from lower classes, with 76% of males and 80% of females classified as lower socioeconomic status. A smaller percentage belongs to the middle and upper classes.



**Figure-1: Demographics characteristics based on religion**

The significance of these demographics lies in understanding the sample's composition, which could influence the study's outcomes related to cultural, social, or health-related variables. The high proportion of rural and lower socioeconomic participants might affect access to resources, health literacy, or cultural practices, potentially impacting any study findings related to these factors.

Overall, the demographic profile highlights considerable representation from rural, lower socioeconomic groups primarily belonging to the Hindu religion, with notable minority groups of Muslims and Christians, and provides context for interpreting the study's results in relation to these populations.

The Table-2 present's responses from students regarding their emotional and philosophical perceptions of human life, emphasizing feelings of burden, curse and misery. On based Figure-2 illustrates that a significant proportion

of students, both male and female, tend to agree that "Life is a burden," with approximately 24–30% strongly agreeing or agreeing, and a notable percentage remaining neutral or disagreeing. Similar sentiments are reflected in responses to statements like "Life is a curse" and "This life is a sort of punishment," where considerable percentages of students express agreement or neutrality.

**Table 2: Responses from participants regarding “Human Life: An Emotional and Philosophical Perspective”.**

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

The data reveal that many students perceive life as challenging or burdensome, which may indicate feelings of despair or existential dissatisfaction. The responses are divided between male and female students, with slight variations; for example, slightly more females strongly agree that "Life is a burden" compared to males. Overall, these responses suggest a pervasive tendency among students to view life through a pessimistic or philosophical lens characterized by suffering or lack of purpose.

The detailed discussion in the Table-2 & Figure-2 underscores the emotional and philosophical struggles faced by students, highlighting the importance of addressing mental health and providing support mechanisms within educational environments. These insights can help educators and counselors understand students' emotional states and develop strategies to foster a more optimistic outlook on life.

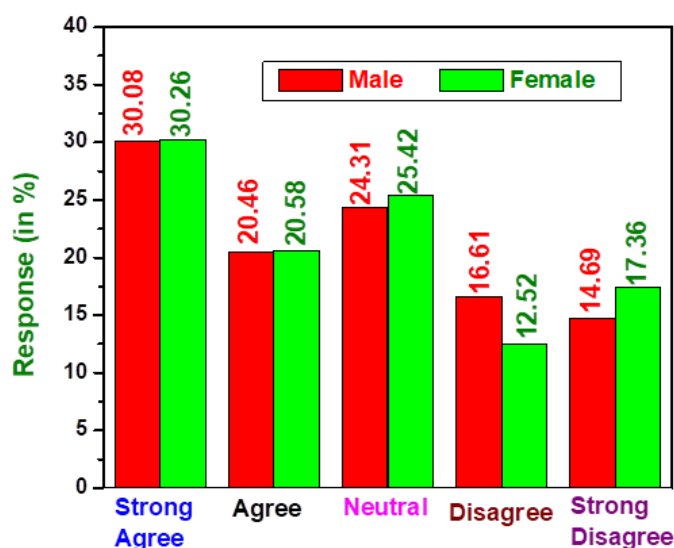


Figure-2: Life is a burden.

Based on the data presented in Table-3 & Figure-3, examines responses to statements assessing self-perception and self-confidence among male and female students. Both male and female students exhibit similar tendencies regarding feelings of self-worth and confidence. For instance, a significant proportion of students in both groups agree with statements like "I easily get myself confused" (~20-30%) and "I am an unlucky fellow" (~17-30%), indicating shared experiences of self-doubt or perceived misfortune.

The responses to the statement "I shirk work" show that approximately 12-17% of students strongly agree with this, with a sizable portion neutral or disagreeing, suggesting that reluctance towards work isn't predominant but present.

Male students tend to report slightly higher confidence, with 16.61% strongly agreeing that "I am a child of self-confidence," compared to 17.36% of females; similarly, the percentages for agreement on "I consider my character is my life" are close but slightly higher for males.

Females show marginally higher agreement on feelings of being "more or less good for nothing" (17.36%) compared to males (12.77%), possibly indicating a slight trend towards lower self-esteem.

Table 3: Responses from participants regarding "Self-Perception and Self-Confidence".

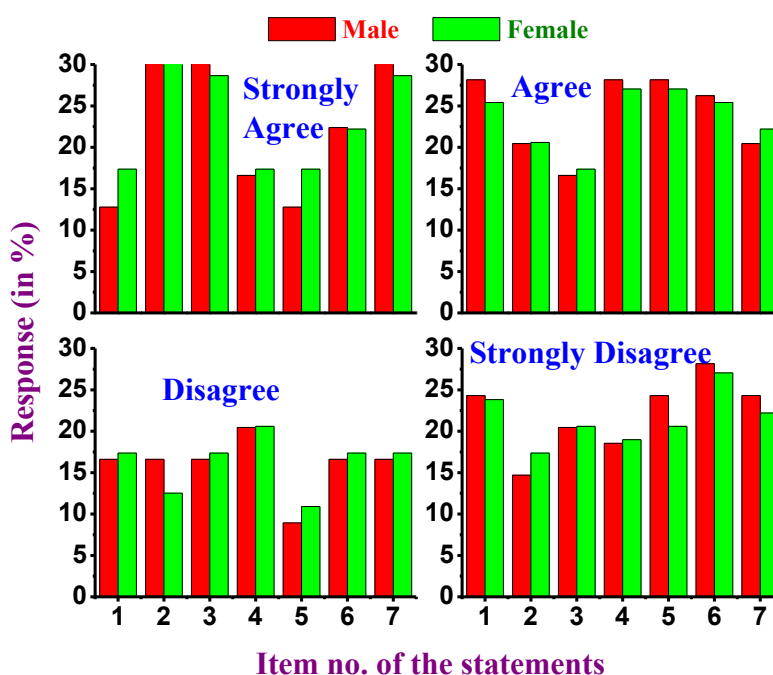
Sl. No	Items	Male students (in %)					Female students (in %)				
		SA	A	UD	D	SD	SA	A	UD	D	SD
1.	I shirk work.	12.77	28.15	24.31	16.61	24.31	17.36	25.42	22.2	17.36	23.81
2.	I easily get myself confused.	30.08	20.46	24.31	16.61	14.69	30.26	20.58	25.42	12.52	17.36
3.	I am an unlucky fellow.	30.08	16.61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

When considering happiness over achievements, a similar pattern exists around 20-28% of both genders report being reasonably happy, with females showing a slightly higher percentage in agreement.

Females tend to score marginally higher on responses indicating self-doubt or negative self-perceptions, such as feeling "more or less good for nothing," which could suggest gender-specific differences in self-confidence levels, though these are not drastic.

The graphical representation (Figure-3) shows that in both genders, responses are spread across the spectrum, with notable percentages expressing strong agreement or disagreement on various items.

The percentages indicate that a sizable proportion of students, regardless of gender, harbor mixed perceptions about themselves, fluctuating between confidence and doubt.



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

The responses indicate that both male and female students experience a range of self-perceptions, with a sizeable portion expressing doubts about their abilities and worth. While overall levels of self-confidence are somewhat comparable, minor gender differences suggest the need for tailored support to bolster self-esteem, especially among female students who report slightly more negative perceptions.

The Table 4, which presents the responses of male and female students regarding “Family Relationships and Parental Views.” The table assesses students’ perceptions and feelings about their family environment, parental expectations, and the emotional support they receive from their parents factors that significantly influence their overall well-being and outlook on life.

A high percentage of students both males (43.54%) and females (30.26%), feel that their parents have high hopes for them ("My parents have high hopes on me"), indicating parental pressure or encouragement.



**Table 4: Responses from participants regarding “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.	43.54	8.92	12.77	16.61	24.31	30.26	14.13	17.36	18.97	25.42
2.	My life is a great misfortune for me.	35.85	22.38	16.61	18.54	12.77	28.65	30.26	12.52	18.97	15.75
3.	I am blessed with my loving parents.	22.38	26.23	12.77	16.61	28.15	22.2	25.42	14.13	17.36	27.04
4.	My parents remain unhappy with me so very often.	18.54	20.46	32	20.46	14.69	18.97	20.58	30.26	20.58	15.75
5.	To be frank, I don't receive a desired love from my parents.	18.54	20.46	12.77	30.08	24.31	18.97	20.58	14.13	28.65	23.81
6.	My parents hesitate to rely upon me.	24.31	16.61	24.31	16.61	24.31	33.49	15.75	22.2	12.52	22.2
7.	I am an ignored child in my house.	39.69	16.61	12.77	20.46	16.61	35.1	18.97	12.52	25.42	14.13
8.	My work usually proves to be fruitless endeavour.	43.54	8.92	12.77	16.61	24.31	30.26	14.13	17.36	18.97	25.42
9.	Parents are in no way ideal for me.	12.77	33.92	26.23	14.69	18.54	14.13	27.04	23.81	18.97	22.2
10.	I appreciate my good manners.	18.54	24.31	32	22.38	8.92	18.97	23.81	30.26	22.2	10.91

Conversely, students also report feelings of being unappreciated or unloved: approximately 24-28% of students feel they do not receive enough love ("I don't receive desired love from my parents") and 20-22% feel that their parents remain frequently unhappy with them.

Many students consider their lives to be a "great misfortune" or label life as a "miserable" experience around 35-36% of males and females agree or strongly agree with these sentiments highlighting feelings of distress or dissatisfaction within their familial contexts.

Responses indicate that some students feel ignored or unvalued; around 39-40% of students consider themselves "ignored children at home". Feelings of failure are also expressed: approximately 43% of students (both genders) believe that "My work usually proves to be fruitless endeavor," reflecting feelings of inadequacy or failure.

A majority of students feel their parents are not ideal figures for them ("Parents are in no way ideals for me"), with 12.77% of males and similar percentages of females expressing this sentiment.

Reactions about receiving praise for good manners are mixed but tend toward dissatisfaction, with a substantial portion of students feeling underappreciated.

The data suggest that many students experience emotional challenges stemming from their family environments such as lack of appreciation, high parental expectations, feelings of neglect or failure. These familial issues likely contribute to negative emotional states, low self-esteem, and feelings of life dissatisfaction, as evidenced by their responses about life being a burden or curse, and feelings of misfortune.

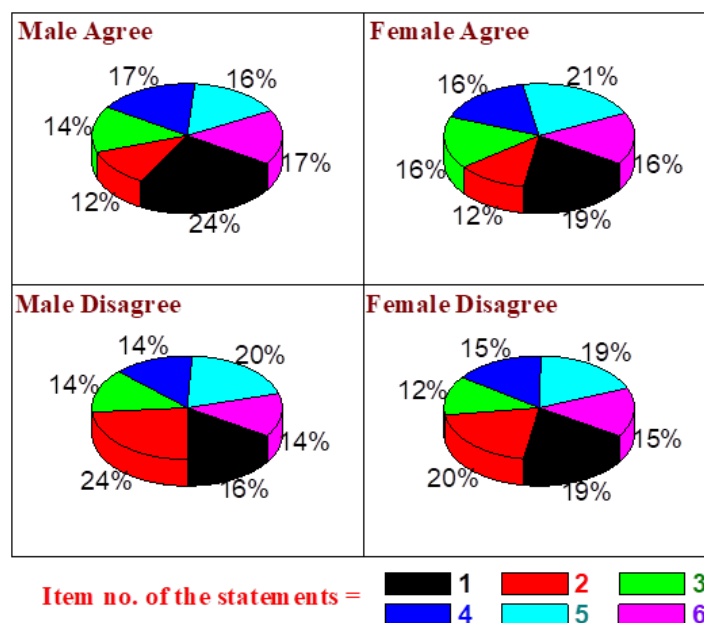


**Table 5: Responses from participants regarding “need for Student, School and Teacher Relationships”**

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

This table explores students' attitudes toward themselves, their confidence levels, and their perceptions of their own abilities and characteristics. A notable proportion of students report tendencies toward shying away from work around 12.77% of males and 17.36% of females "Shirk work" strongly or agree with such sentiments.

Many students also feel either confused or believe they are “more or less, good for nothing,” indicating low self-esteem or low confidence; approximately 12-16% of males and 10-20% of females agree strongly or agree with these statements.



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

Responses reveal a sense of vulnerability, with around 16-30% of students feeling "unlucky" or that their character is their life, which may suggest an internalization of negative self-perceptions.

Many students consider themselves "children of self-confidence" or believe they "can be reasonably happy over their achievements," but these are not dominant responses. There's a mix of agreement and disagreement, indicating variations in self-confidence.

For example, about 32% of males and 28-29% of females agree strongly or agree that they can be happy about their achievements, implying a moderate level of contentment but not unanimity.

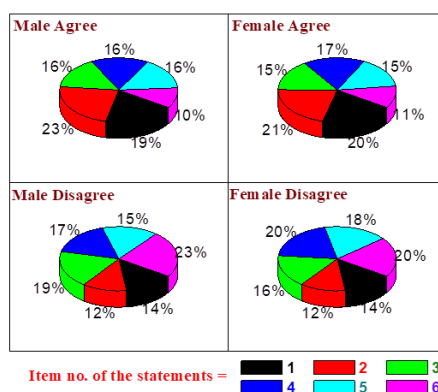
The responses suggest that students' self-perception is generally moderate to low, with some tendencies toward self-doubt, feelings of inadequacy, and uncertainty about their abilities.

The data indicate that many students harbor doubts about their self-worth and capabilities. There is a significant presence of negative self-perceptions, including feelings of confusion, inadequacy, and even inferiority, which could impact their motivation, academic performance, and mental health. However, some students possess self-confidence and positive outlooks, reflecting diversity in self-perception.

**Table 6: Responses from participants regarding “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.	32	20.46	12.77	16.61	24.31	28.65	22.2	15.75	17.36	22.2
2.	Life is to be enjoyed together.	26.23	24.31	18.54	14.69	22.38	25.42	23.81	18.97	15.75	22.2
3.	Human life is the best form of life.	14.69	16.61	28.15	22.38	24.31	15.75	17.36	25.42	20.58	27.04
4.	There is a pleasure to live the life I have.	39.69	16.61	12.77	20.46	16.61	35.1	18.97	12.52	25.42	14.13
5.	Luck is entirely to be blamed for our failures.	24.31	16.61	33.92	18.54	12.77	27.04	17.36	25.42	22.2	14.13
6.	Our success lies in making the best use of our circumstances.	24.31	10.85	26.23	28.15	16.61	23.81	12.52	27.04	25.42	17.36
7.	I consider simple living and high thinking' merely a slogan.	20.46	20.46	32	12.77	20.46	22.2	23.81	25.42	12.52	22.2

The Table 6 contains valuable data visualizations and responses related to students' philosophical views, attitudes towards life, and specific statements reflecting their beliefs and perceptions. Many students agree or strongly agree that "Life always hangs heavy on me" (around 52-53%), suggesting a prevalent feeling of emotional heaviness. Similar sentiments are reflected in beliefs like "Life is a burden" (approximately 52-55%), indicating a significant portion of students view life through a somber, perhaps pessimistic lens. Responses to "Life is to be enjoyed together" are more mixed but lean towards agreement (around 49-51%), indicating some openness towards a social, joyful outlook. For "Human life is the best form of life," responses are divided, with about 30% agreeing and similar proportions undecided or disagreeing, indicating diverse perceptions about the value of human life.



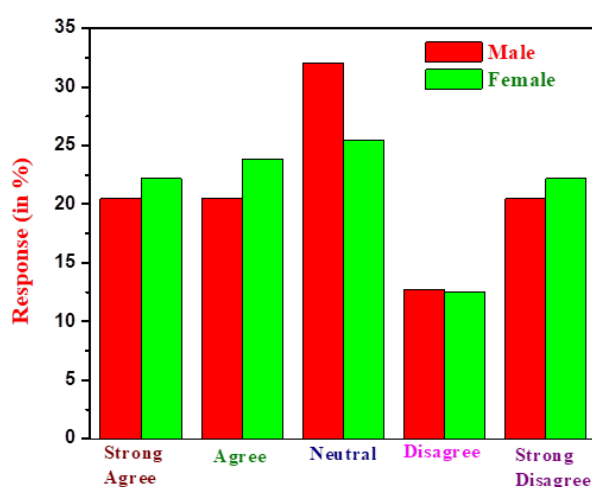
**Figure-5: Philosophical views and Attitudes towards life**

Many students feel that "Luck is entirely blameworthy for failures" (about 40-44%), or that success depends on making the best of circumstances (around 33-35%), aligning with pragmatic or internal locus of control perspectives.

Regarding the phrase "simple living and high thinking," responses are split; some students see it as a slogan, while others might hold it as a guiding principle.

Figures 5 and 6 (mentioned in the data but not visually provided here) likely visualize the response distribution elaborated in Table 6, emphasizing how students' attitudes toward life are shared in percentages, with differences between male and female students.

The graphical representation of responses (Figure-6) titled "'simple living and high thinking'" demonstrates the degree of agreement across students about this philosophical slogan. The percentages suggest varying levels of support and align with the text's inclusion of diverse perceptions.



**Figure-6: 'simple living and high thinking'**

A significant proportion of students feel burdened or burdened by life, perceiving it as heavy or worrisome. Their views towards success and failure hinge on internal control rather than luck alone. There's a variety of perspectives on philosophical ideals like simple living and high thinking, showing diverse attitudes.

## 8. Findings of the Study

Based on the data presented, the study's key findings can be summarized as follows:

- Demographic Profile of Participants:** The sample included equal numbers of male and female students. Participants predominantly belonged to the lower socioeconomic status (76-80%) and rural areas (64-76%). Majority were Hindus, with a small representation from Muslim and Christian communities.
- Philosophical Views and Attitudes towards Life:** Many students perceive life as heavy or burdensome, with over 52% agreeing that "Life always hangs heavy on me". There is a mix of attitudes regarding life's enjoyment and the value of human life, indicating diverse philosophical outlooks. A significant portion considers luck as a factor for success or failure, but many believe success is mainly due to making the best of circumstances. Attitudes towards the slogan "simple living and high thinking" are divided, with some students viewing it as an ideal and others as merely a slogan.
- Family Relationships and Parental Views:** Students often feel that their parents have high hopes but also sometimes remain unhappy or do not provide desired love. Many students feel ignored or believe their efforts at home are fruitless. A considerable number of mention feelings of disappointment or lack of appreciation from parents.

- d) **Student, School, and Teacher Relationships:** Responses indicate that many students find pleasure in having good teachers but also experience difficulties in adjusting and feel the headache of school life. Some students perceive their teachers as not willing to assign duties or do not feel appreciated.
- e) **Self-Perception and Self-Confidence:** Many students harbor negative self-perception, feeling confused, unlucky, or incapable. A notable proportion of students admit to shirk work, feeling more or less good for nothing, and doubting their character. This suggests low levels of self-confidence and self-esteem among the student population.
- f) **Human Life: An Emotional and Philosophical Perspective:** Many students view life as a burden, a curse, or a punishment, reflecting a generally somber philosophical attitude. Feelings of failure or despair are common, indicating a tendency towards negative emotional perspectives about life.

The collective findings highlight a prevalent sense of dissatisfaction, low self-esteem, and existential heaviness among students. While some students hold optimistic or pragmatic views, a significant number of display feelings of burden, inadequacy, and philosophical pessimism. The study reveals diverse philosophical and emotional attitudes among students, heavily influenced by their demographic backgrounds. These insights underscore the need for targeted psychological and emotional support, along with educational strategies aiming to bolster self-confidence, resilience, and positive outlooks. Addressing these issues could potentially improve students' mental health, academic engagement, and overall well-being.

## 9. Conclusion

The major conclusion of the study, as inferred from the data presented, is that students generally hold predominantly negative philosophical views and emotional attitudes towards life, self, and their relationships. They tend to perceive life as burdensome, characterized by feelings of failure, misery and lack of purpose. Additionally, they experience emotional distress stemming from familial and educational relationships, leading to low self-confidence and self-esteem. The findings suggest an urgent need for psychological and emotional support mechanisms in the educational environment to help students develop a more positive outlook on life, enhance their self-perception, and foster healthier relationships with family and teachers. Overall, the study highlights the importance of addressing emotional well-being to improve students' mental health and life satisfaction.

The major conclusion of the study is that *students' philosophical and emotional attitudes toward life are predominantly negative, indicating a significant need for intervention to promote better mental health, self-confidence, and positive life perspectives.*

## 10. References

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