

Intellectual and Environmental Correlates of Well-being among Students at the Secondary Level

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ABSTRACT

The present study investigates the relationship between intellectual and environmental correlates of well-being among students at the secondary level. A survey method and random sampling technique is used to select a sample of 902 school students. The research tools used are Mindfulness Assessment Scale and Well-being Assessment Scale developed by the investigators and Home Environment Scale developed by the (Mishra, 2004). The results of the statistical analyses show a significant correlation intellectual and environmental correlates of well-being among students at the secondary level. However, significant differences were observed among secondary school students pertaining to their intellectual and environmental correlates of well-being.

Keywords: Intellectual, Environment, Well-Being, Mindfulness, Home Environment

1. Introduction

The well-being of secondary school students is a broad and multi-dimensional concept that has received growing attention in recent years. Adolescence is a crucial stage marked by significant physical, emotional, and cognitive developments, as individuals begin transitioning from childhood to adulthood. During this phase, students are exposed to numerous challenges, including academic demands, social transitions, and the formation of personal identity. The way they manage these experiences can deeply influence their overall well-being, shaping their academic performance, social connections, and mental health.

Alongside these environmental influences, intellectual and cognitive factors also play a key role in shaping adolescent well-being. Abilities such as critical thinking, problem-solving, and academic competence can enable students to cope effectively with difficulties and work toward their goals, thereby improving their self-efficacy and emotional balance (Seligman et al., 2005). Moreover, emotional intelligence—which includes understanding and managing one's own emotions as well as those of others—is essential for navigating social interactions, reducing stress, and maintaining psychological well-being (Ryan and Deci, 2000).

2. Need for the Current Research

The interconnections between mindfulness, home environment, and well-being among secondary school students are deeply intertwined. A positive and supportive home environment serves as the foundational bedrock for a student's mental and emotional health. When students feel secure and understood at home, they have a solid emotional base that can buffer against external stressors. This supportive setting can also act as a powerful catalyst for mindfulness practices. For a student who learns mindfulness at school, a stable home life can reinforce these skills, making them more effective. A parent's understanding and encouragement can help integrate mindfulness into the student's daily routine, turning it from a simple exercise into a sustainable life skill that enhances communication, emotional regulation, and overall well-being.

However, the link between these variables is not unidirectional. For students in a less-than-ideal or turbulent home environment, mindfulness can function as a crucial coping mechanism. It provides an internal refuge and a sense of personal agency, allowing them to manage stress and emotional challenges that may arise from a difficult home life. By practicing mindfulness, they can develop resilience, navigate challenging family dynamics with greater composure, and prevent their home situation from completely undermining their

mental health. Therefore, the study of these variables together is essential, as it offers a holistic view of how internal resources (mindfulness) and external support systems (home environment) combine to shape an adolescent's well-being, providing valuable insights for creating more effective support systems in schools and communities.

3. Review of Related Literature

Studies reviewed pertaining to the present study have been compiled and presented below under appropriate headings.

3.1 Studies Related to Well-being

Well-being encompasses a holistic state of health, happiness, and prosperity, extending beyond the absence of illness to include emotional, mental, and social fulfillment. It reflects how individuals perceive their lives—how they feel day-to-day and how satisfied they are with their experiences and relationships.

Cenkseven and Çolakkadıoğlu (2013) investigated a study on Decision-making and problem-solving as a well-being indicator among adolescents and also examined subjective well-being with respect to problem solving, self-esteem in decision-making and decision-making styles in adolescents and administered Positive and Negative Affect Scale, Satisfaction with Life Scale, Adolescent Decision-Making Scale and Problem-Solving Inventory on sample of 377 adolescents. The data were analyzed through stepwise regression analysis. The results of the analysis showed that "problem solving" and "self-esteem in decision making" significantly predict subjective well-being and its dimensions and "vigilance style" is a significant predictor of subjective well-being and positive affect while 'panic style' is a significant predictor of negative effect. In contrast, "cop-out style" in decision making is found to be a non-significant predictor of subjective well-being and its dimensions. The most important predictors of life satisfaction have been respectively found to be "problem solving" and "self-esteem in decision making".

Saheera and Manikandan (2016) conducted a study on locus of control and psychological well-being of higher secondary school students to confirm whether there is any significant influence of locus of control on psychological well-being in higher secondary school students. In this study, data is collected from 138 higher secondary school students both from male and female students from plus two and vocational higher secondary schools. And the analysis of the data revealed no significant influence of locus of control on psychological well-being in higher secondary school students.

Evaluation

Although well-being has increasingly gained attention in educational and psychological research, there remains a considerable gap in the literature regarding its multidimensional understanding and practical applications in diverse contexts. Existing studies often emphasize either psychological well-being (Ryff, 2014) or subjective well-being (Diener et al., 2018), but few comprehensively integrate emotional, social, academic, and environmental factors that shape students' holistic well-being. Moreover, while well-being research is abundant in Western contexts, there is a scarcity of studies that address cultural, contextual, and socio-economic variations, particularly in Asian settings where family, community, and school environments play pivotal roles.

Another limitation lies in the methodological approaches—many studies rely heavily on self-reported surveys, which may not capture the dynamic and lived experiences of individuals (Pollard and Lee, 2003). Additionally, limited research has connected well-being with specific developmental stages, such as adolescence, where identity formation, academic stress, and peer relationships strongly influence well-being outcomes. This highlights the need for more longitudinal and context-specific studies that explore how school, home, and community environments intersect to foster or hinder well-being among secondary students.

3.2 Studies Related to Mindfulness and Well-being

Mindfulness, the practice of being fully present and aware in the moment, has emerged as a powerful tool for enhancing overall well-being. By encouraging individuals to observe their thoughts, emotions, and surroundings without judgment, mindfulness promotes emotional balance, mental clarity, and stress reduction. Practicing mindfulness regularly can help individuals respond to challenges with greater calm and resilience. As a result, it plays a significant role in fostering mental, emotional, and even physical well-being in everyday life.

In a study by Baer et al. (2008), a positive relationship between mindfulness and psychological well-being has been established. In a combined sample of experienced and inexperienced meditators, it was found that the relationship between meditation experience and psychological well-being was fully arbitrated by the mindfulness features: observing, describing, nonjudging and underactivity. Overall, it suggests that meditation is positively associated with mindfulness skills. However, differences have been found among facets in their relationship with meditation experience and psychological well-being.

Brockman et al. (2017) found that everyday mindfulness was associated with higher positive emotions and lesser negative emotions. Also, increased mindfulness was associated with cognitive reappraisal for regulating emotions, which had an impact on positive affect.

Modi (2018) explored the impact of mindfulness training on self-esteem, self-regulation, mindfulness and psychological wellbeing of school-going adolescents by using a matched controlled, pretest-posttest experimental study method on a sample of school going 100 “early adolescents” (50 in experimental, and 50 in control group), in the age range 10-14 years. The Results of this study showed that Mindfulness training was effective in bringing statistically significant improvement in all domains of self-regulation, psychological well-being, self-esteem and mindfulness. Moreover, the experimental group showed significant improvement in all domains compared to the control group from baseline scores to the post intervention assessment

Pal et al. (2022) revealed a study on Effects of a mindfulness based intervention on mental well-being and quality of life in Indian adults: an early attempt for integration into community clinical practice. The research paper investigates the effects of an eight-week mindfulness-based intervention on mental well-being in Indian adults, demonstrating significant improvements in anxiety, depression, and quality of life, suggesting mindfulness's potential for integration into community clinical practice in India.

Evaluation

Evaluating mindfulness and well-being involves assessing how present-moment awareness influences mental and emotional health. Mindfulness practices, such as meditation and conscious breathing, have been shown to reduce stress, anxiety, and depression while enhancing emotional regulation and focus. Studies suggest that individuals who regularly practice mindfulness report higher levels of life satisfaction, resilience, and overall well-being. Mindfulness fosters self-awareness and a non-judgmental attitude, which supports healthier relationships and decision-making. Despite its benefits, the effectiveness of mindfulness can vary depending on individual commitment and context. Nonetheless, it remains a valuable tool for promoting sustainable well-being and mental clarity in everyday life.

3.3 Studies Related to Home environment and Well-being

The home environment plays a crucial role in shaping an individual's overall well-being. As the primary space where people live, rest, and connect with others, the quality of the home environment can significantly impact physical health, mental stability, and emotional comfort. Factors such as cleanliness, safety, lighting, ventilation, noise levels, and personal space all contribute to a person's sense of comfort and security. A supportive and organized home fosters relaxation, reduces stress, and enhances daily functioning. In contrast, a chaotic or unhealthy home setting can lead to anxiety, poor health, and reduced life satisfaction, making it essential to prioritize healthy living spaces.

Choudhary (2013) investigated the relationship between family environment and mental health among school-going adolescents and found a significant relationship between family environment and mental health. It was also found that girls were mentally healthier than boys.

Khanna and Singh (2015) examined the perceived factors that affected wellbeing among urban Indian adolescents. The sample of the study consisted of 900 students aged 10 – 15 years and 17 teachers from urban Indian private and government schools. Results revealed that the influence of peers was a prominent factor in enhancing as well as disturbing adolescents' wellbeing. Home environment also played an important role in adolescents' wellbeing

Evaluation

Evaluating the relationship between the home environment and well-being involves examining how various physical, social, and psychological aspects of the home influence an individual's health and quality of life. A clean, well-ventilated, and organized living space is associated with lower stress levels, better sleep quality, and improved mental clarity. Adequate lighting, comfortable temperature, and noise control further enhance emotional stability and relaxation. Socially, a supportive and nurturing home atmosphere contributes to stronger relationships and a sense of belonging. Conversely, overcrowding, poor sanitation, and domestic conflict can lead to heightened stress, anxiety, and even chronic health issues. The presence or absence of personal space, privacy, and safety also significantly impacts psychological well-being. Studies have shown that individuals living in stable, aesthetically pleasing environments tend to report higher life satisfaction and reduced symptoms of depression or fatigue. Additionally, the ability to personalize one's living space has been linked to increased feelings of autonomy and control. Overall, the quality of the home environment plays a vital role in shaping physical health, emotional resilience, and general well-being, highlighting the need for thoughtful design, maintenance, and emotional support within domestic spaces.

4. Title of the Problem

The review done from the available relevant literature, relating to the present research area, led the investigators to conceptualize the problem in an attempt to fill in the lacunae found.

Thus, the problem is stated as here under:

Intellectual and Environmental Correlates of Well-being among Students at the Secondary Level

5. Objectives of the Study

- To ascertain the extent of influence of Intellectual and Environmental Correlates of Well-being among Students at the Secondary Level;
- To fulfill the objectives, to develop appropriate scales and inventories to assess the select variables of the study; and
- To compare secondary school students on the select variables of study using classifications of categories of schools.

6. Hypotheses

(i). There will be a significant and positive relationship between intellectual and environmental correlates of well-being among students at the secondary level in different categories of schools namely, government, government-aided, and private schools.

(i) There will be no significant difference in intellectual and environmental correlates of well-being among students at the secondary level in different categories of schools namely, government, government-aided and private schools.

7. Method of Investigation

The study involved multiple variables necessitating multiple permutations and combinations. The investigator took utmost care to establish a sound research methodology, designing the psychometric properties and executing the same to the sample. Normative survey was carried out and the samples were drawn through Random Sampling technique, which was followed by construction of tools.

7.1 Population and Sample Characteristics

The target population for the present study was the students at the secondary level. From the target population, a sample of 902 was chosen from the chosen schools. The sample comprised of 305 secondary school students from Government, 287 from government-aided schools and 310 from private schools. Accordingly, 457 boys and 445 girls from different categories of school were chosen for the study.

7.2 Tools used for the Study

The variables chosen for the present study necessitated construction of a tool by the researchers and selection of another relevant tool. The tools used for assessment are as follows:

- Well-being Assessment Scale (Developed by the investigators)
- Mindfulness Assessment Scale (Developed by the investigators)
- Home Environment Scale (Mishra, 2004)

The tools chosen/ developed were found to be suitable, workable, reliable and valid.

8. Analyses of Data

The result of the analyses of data collected are compiled and presented in tables below:

Statistical analyses were based on the hypotheses formulated for the present study. It is envisaged to be multivariate statistical analyses as the study includes multiple variables.

Table-1a: Simple Correlation Matrix between the Select Independent Variables and Well-being of Boys in Government Schools (N=146)

Variables	Mindfulness	Home Environment	Well-being
Mindfulness	1	0.22**	0.39**
Home Environment	X	1	0.52**
Well-being	X	X	1

****Significant at 0.01 level**

It is seen in the table above (Table-1a) that all independent variables, intellectual and environmental correlate significantly and positively with the dependent variable, well-being of the boys in government schools.

Table-1b: Simple Correlation Matrix between the Select Independent Variables and Well-being of Girls in Government Schools (N=159)

Variables	Mindfulness	Home Environment	Well-being
Mindfulness	X	0.43**	0.51**
Home Environment	X	1	0.79**
Well-being	X	X	1

****Significant at 0.01 level**

In the table above (Table-1b), it is seen that similar to the case of boys, in the case of the girls in the government schools also, all independent variables, mindfulness, home environment correlate significantly and positively with the dependent variable, well-being.

Table-1c: Simple Correlation Matrix between the Select Independent Variables and Well-being of Boys in Government-aided Schools (N=145)boys

Variables	Mindfulness	Home Environment	Well-being
Mindfulness	X	0.23**	0.28**
Home Environment	X	1	0.82**
Well-being	X	X	1

****Significant at 0.01 level**

It is seen in the table above (Table-1c), similar to the cases of boys and girls in government schools, all independent variables, mindfulness, home environment correlates significantly and positively with the dependent variable, well-being of the boys in the government-aided schools.

Table-1d: Simple Correlation Matrix between the Select Independent Variables and Well-being of Girls in Government-aided Schools (N=142)

Variables	Mindfulness	Home Environment	Well-being
Mindfulness	1	0.37**	0.39**
Home Environment	X	1	0.88**
Well-being	X	X	1

****Significant at 0.01 level**

In the above table (Table-1d), as in the previous case, all independent variables mindfulness, home environment correlate significantly and positively with the dependent variable, well-being of the girls in the government-aided schools.

Table-1e: Simple Correlation Matrix between the Select Independent Variables and Well-being of Boys in Private Schools (N=154)

Variables	Mindfulness	Home Environment	Well-being
Mindfulness	1	0.57**	0.70**
Home Environment	X	1	0.69**
Well-being	X	X	1

****Significant at 0.01 level**

In the above table (Table-1e), it is seen that all independent variables, mindfulness, home environment correlates significantly and positively with the dependent variable, well-being of the boys in the private schools.

Table-1f: Simple Correlation Matrix between the Select Independent Variables and Well-being of Girls in Private Schools (N=156)

Variables	Mindfulness	Home Environment	Well-being
Mindfulness	1	0.43**	0.51**
Home Environment	X	1	0.70**
Well-being	X	X	1

****Significant at 0.01 level**

It is seen in the table above (Table-1f), similar to the case of boys in government and government-aided schools, in the case of the girls in private schools, all independent variables, mindfulness, home environment correlate significantly and positively with the dependent variable, well-being of the girls in the private schools.

The table presented below has provided a comparison boys belonging to the three categories of school, namely, government, government-aided and private schools.

Table-2: One-way Analysis of Variance for the Three Groups of Boys belonging to Government, Government-aided and Private Schools N=146 (Government) + 145 (Government-aided) + 154 (Private) = 445

Variables	Source of Variation	Degrees of Freedom	Sum Squares	Mean Square	F value	Level of Significance
Mindfulness	Between Groups	2	27128.22	13564.11	96.71	0.001
	Within Groups	480	67323.41	140.26		
	Total	482	94451.63			
Home Environment	Between Groups	2	363396.76	181698.38	210.18	0.001
	Within Groups	480	414960.03	864.50		
	Total	482	778356.79			
Well-being	Between Groups	2	57117.69	28558.84	404.91	0.001
	Within Groups	480	33855.18	70.53		
	Total	482	90972.87			

****Significant at 0.01 level**

On comparing the boys in different categories of schools, government, government-aided and private schools, it is evident that there exists a significant difference between the boys pertaining to all independent variables, mindfulness, home environment and the dependent variable, well-being. The tables 2a, 2b and 2c have clearly given the nature and direction of difference for explanation of the difference.

Table-2a: Summary of Significance of Mean Difference between Boys in Government and Government-aided Schools

Variables	Groups	N	Mean	SD	SEM	SED	CR	Level of Significance
Mindfulness	Government	159	98.95	14.20	1.13	1.52	11.36	0.001
	Government-aided	160	116.28	13.03	1.03			
Home Environment	Government	159	256.31	36.73	2.91	3.62	18.12	0.001
	Government-aided	160	321.86	27.18	2.15			
Well-being	Government	159	62.64	7.44	0.59	0.92	28.39	0.001
	Government-aided	160	88.88	8.99	0.71			

****Significant at 0.01 level**

It is seen from Table-2a, that the boys in government-aided schools are significantly better than the boys in government school pertaining to all independent variables, mindfulness, home environment and the dependent variable, well-being. A similar comparison was made with the boys belonging to government and private schools and the results are presented below.

Table - 2b Summary of Significance of Mean Difference between Boys in Government and Private Schools

Variables	Groups	N	Mean	SD	SEM	SED	CR	Level of Significance
Mindfulness	Government	159	98.95	14.20	1.12	1.25	11.31	0.001
	Private	164	113.05	7.21	0.56			
Home Environment	Government	159	256.31	36.73	2.91	3.39	13.78	0.001
	Private	164	303.01	22.74	1.78			
Well-being	Government	159	62.64	7.44	0.59	0.90	19.65	0.001
	Private	164	80.34	8.68	0.68			

****Significant at 0.01 level**

On comparing the boys in government and private schools, it is seen that the boys in government schools are significantly better than the boys in private schools pertaining to all independent and dependent variables mindfulness, home environment and well-being.

A third comparison has been made with the boys in government-aided and private schools and the results are presented below.

Table-2c: Summary of Significance of Mean Difference between Boys in Government-aided and Private Schools

Variables	Groups	N	Mean	SD	SEM	SED	CR	Level of Significance
Mindfulness	Government-aided	160	116.3	13.03	1.03	1.17	2.77	0.001
	Private	164	113.0	7.21	0.56			
Home Environment	Government-aided	160	321.9	27.19	2.15	2.78	6.78	0.001
	Private	164	303.0	22.74	1.78			
Well-being	Government-aided	160	88.88	8.986	0.71	0.98	8.69	0.001
	Private	164	80.34	8.679	0.68			

****Significant at 0.01 level**

On comparing the boys in government-aided and private schools, the boys in government-aided are found to be significantly better than the boys in private schools pertaining to all variables, mindfulness, home environment and well-being.

The following analysis of variance was computed with a comparison of the three groups of girls belonging to government, government-aided and private schools.

Table-3: One-way Analysis of Variance for the Three Groups of Girls belonging to Government, Government-aided and Private Schools N = 159 (Government) + 142 (Government-aided) + 156 (Private) = 445

Variables	Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F value	Level of Significance
Mindfulness	Between Groups	2	19175.364	9587.682	70.90	0.001
	Within Groups	493	66662.821	135.219		
	Total	495	85838.185			
Home Environment	Between Groups	2	280034.675	140017.338	151.94	0.001
	Within Groups	493	454301.122	921.503		
	Total	495	734335.797			
Well-being	Between Groups	2	47195.142	23597.571	256.36	0.001
	Within Groups	493	45380.202	92.049		
	Total	495	92575.344			

****Significant at 0.01 level**

In the above table (Table-3), the girls in all categories of schools, government, government-aided and private are compared. It is seen that there exists a significant difference between the girls pertaining to mindfulness, home environment and well-being of students at the secondary level

The variables, manifesting differences among girls in the three different categories of schools necessitated further analysis using critical ratios. The results have been presented in tables (Table-3a, 3b and 3c).

Table - 3a Summary of Significance of Mean Difference between Girls in Government and Government-aided schools

Variables	Groups	N	Mean	SD	SEM	SED	CR	Level of Significance
Mindfulness	Government	166	105.10	13.48	1.05	1.44	9.34	0.599 ^{NS}
	Government-aided	166	118.56	12.76	0.99			
Home Environment	Government	166	279.08	30.22	2.35	3.74	14.97	0.001 ^{**}
	Government-aided	166	335.13	37.60	2.92			
Well-being	Government	166	70.55	10.82	0.84	1.20	18.09	0.954 ^{NS}
	Government-aided	166	92.27	11.05	0.86			

****Significant at 0.01 level**

In the above table (Table-3a), on comparing the girls in government and government-aided schools, it is observed that the girls in the government-aided schools are better than the girls in government schools pertaining to all independent variables, namely, mindfulness, home environment and thereby the dependent variable, well-being though the difference may not be significant pertaining to mindfulness and well-being. Table-3b has presented the comparison between the girls of government and private schools.

Table - 3b Summary of Significance of Mean Difference between Girls in Government and Private Schools

Variables	Groups	N	Mean	SD	SEM	SED	CR	Level of Significance
Mindfulness	Government	166	105.10	13.48	1.04	1.21	10.61	0.001
	Private	164	117.96	7.74	0.61			
Home Environment	Government	166	279.08	30.22	2.35	2.86	14.44	0.001
	Private	164	320.37	20.77	1.62			
Well-being	Government	166	70.55	10.82	0.84	0.97	20.11	0.001
	Private	164	89.98	6.02	0.47			

****Significant at 0.01 level**

As per the above table (Table 3b), on comparing the girls in government and private schools, like in the case of the boys, the girls in the government schools are significantly better than the girls in private schools pertaining to all independent and dependent variables selected for the present study.

Table - 3c Summary of Significance of Mean Difference between Girls in Government-aided and Private Schools

Variables	Groups	N	Mean	SD	SEM	SED	CR	Level of Significance
Mindfulness	Government-aided	166	118.56	12.77	0.99	1.16	0.52	0.001
	Private	164	117.96	7.74	0.60			
Home Environment	Government-aided	166	335.13	37.60	2.92	3.35	4.41	0.001
	Private	164	320.37	20.77	1.62			
Well-being	Government-aided	166	92.27	11.05	0.86	0.98	2.34	0.001
	Private	164	89.98	6.02	0.47			

****Significant at 0.01 level**

On comparing the girls in government-aided and private schools, it is seen in the above table (Table-3c) that the girls in government-aided schools are significantly better than the girls in private schools pertaining to all independent and dependent variables.

9. Discussion

The present study revealed that both mindfulness and home environment are significant contributors to students' well-being across different school types and gender categories. The correlation analyses consistently indicated that higher mindfulness was associated with greater psychological well-being, a finding supported by earlier research which emphasized that mindfulness promotes emotional regulation, reduces stress, and enhances resilience among adolescents (Brown and Ryan, 2003; Roeser et al., 2013). Similarly, a supportive and nurturing home environment was found to strongly correlate with well-being, reinforcing the ecological perspective of Bronfenbrenner (1979), which stresses the role of family as a critical microsystem in shaping development. Studies have shown that parental involvement and positive family relationships foster emotional security and academic engagement, thereby strengthening student well-being (Steinberg, 2001). These results confirm that both internal factors such as mindfulness and external factors such as the home environment are essential in fostering holistic development among students.

The comparisons across school types and gender groups further highlighted that student in government-aided schools generally scored higher on mindfulness, home environment, and well-being than their peers in government and private schools. This may be attributed to balanced academic demands and stronger parental engagement compared to the competitive stress often observed in private schools (Suldo and

Shaunessy-Dedrick, 2013). Gender-wise, girls in government-aided schools showed particularly strong positive associations between the independent variables and well-being, aligning with previous studies that suggest girls are more sensitive to relational and emotional contexts (Nolen-Hoeksema, 2012; Jose and Lim, 2014). Overall, the findings emphasize the importance of introducing mindfulness-based programs in schools (Meiklejohn et al., 2012) and strengthening family–school partnerships to enhance the home environment, thereby promoting the well-being among students at the secondary level.

10. Conclusion

The present study highlights that mindfulness and home environment are vital determinants of students' well-being among students at the secondary level. The consistent and significant positive correlations indicate that students who are more mindful tend to experience better emotional regulation, reduced stress, and enhanced overall well-being. Similarly, a supportive home environment fosters security, motivation, and resilience, thereby strengthening students' capacity to thrive academically and emotionally. These findings reaffirm that both individual factors, such as mindfulness, and contextual factors, such as the home environment, jointly contribute to the healthy development of adolescents.

Furthermore, the comparative analysis across school types and gender revealed that students in government-aided schools consistently reported higher levels of mindfulness, home environment quality, and well-being than their counterparts in government and private schools, while girls appeared more sensitive to relational and emotional contexts. These outcomes underscore the need for educational policymakers and practitioners to integrate mindfulness-based interventions within the school curriculum and to promote stronger family–school collaborations. By fostering both inner strengths and supportive external conditions, schools and families together can enhance students' well-being and prepare them for balanced and resilient futures.

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