

Exploring Social and Individual Influences on Teenagers' Mental Well-Being

Dr. Nargish Bano¹, Dr. Shahnaz Bano² & Dr. Arif Mohammad³

¹Teacher, Upgraded High School, Behbuldangi, Kishanganj, Bihar, India.

²Academic Consultant, CIET_NCERT, New Delhi, India.

³Assistant Professor, Department of Teacher Training and Non-formal Education (IASE), Jamia Millia Islamia, New Delhi, India.

DOI: <https://doi.org/10.51583/IJLTEMAS.2026.1502000019>

Received: 12 February 2026; Accepted: 17 February 2026; Published: 03 March 2026

ABSTRACT

Mental health encompasses more than the absence of illness; it represents a fundamental dimension of overall quality of life. Adolescence, marked by rapid emotional and social changes, often exposes individuals to various stressors. Teenagers should possess the ability to effectively cope with these situations. Many teenagers, however, struggle to cope with adverse experiences, leading to compromised psychological well-being. There is a need to identify the factors which adversely impacts on their mental wellness. This study aimed to identify key factors influencing the mental health of teenagers and to assess their overall mental well-being. Employing a quantitative, descriptive research design, data were collected from a randomly selected sample of 40 adolescents using a structured questionnaire. The major findings are –there are many social and individual factors affecting mental health such as gender, organizational environment, social background, Parental occupation, locality, Parental education. The study underscores the need for targeted interventions and strategies to foster resilience and promote sound mental well-being among teenagers.

Keywords: - Teenager, Social Factors, Individual Factors, Education and Well Being

INTRODUCTION

Education is essential for all, but today, many teenagers are losing interest in their studies due to mental health issues (Wisdom et al., 2013; Hill, 2010). They appear attentive but are often distracted. Some students frequently miss classes, arrive late, or appear withdrawn and silent due to mental distress. During lessons, some may engage in disruptive behaviors like chatting, drawing, or disturbing the class. These actions often stem from poor mental health rather than intentional misconduct.

Good mental health involves more than the absence of illness; it encompasses emotional well-being, resilience, and the ability to handle stress. In today's competitive environment, many teenagers find it difficult to manage challenging life situations, leading to compromised mental wellness. Thus, it is crucial to identify and address the factors negatively impacting their mental health.

Research has shown that yoga and meditation can reduce mental health issues like anxiety, depression, fatigue, and stress (Shaerman et al., 2012). In India, yoga is not only a physical practice but also a spiritual one, helping individuals connect with inner peace. Religious faith and practices also play a positive role in mental health (Levin, 2010), though it does not imply immunity from illness.

Myths around mental health, such as it being a rare or permanent condition or a sign of weakness, continue to persist (Froese & Riel, 2012). Schools can play a key role in debunking these myths and promoting mental well-being. Mental health significantly affects academic performance and social behavior (McLeod et al., 2012; Evans

et al., 2018). Curricula often neglect mental health needs, which can harm students' development (Ebadi et al., 2016).

This study aims to examine the factors influencing teenage mental health and assess their level of mental well-being.

METHODS AND MATERIALS

The study is quantitative and descriptive in nature. A survey method was used to collect data.

Participants

A total of 40 teenagers were selected randomly, comprising 20 male and 20 female participants.

Instruments

A structured questionnaire was developed in two sections:

- **Part A: Background Information** – Includes details such as gender, caste, school type, locality, and parents' occupations and education.
- **Part B: Mental Health Assessment** – Contains 15 yes/no questions, divided into three categories: school-related factors, peer group influences, and family-related issues.

Procedure

The questionnaire was administered directly by the researchers. Participants' responses were carefully analyzed using descriptive statistics, including frequency distributions.

RESULTS

Section A: Background Information

Table 1: Demographic information of the teenagers

S.No.	Category	Subcategory	Frequency
1	Caste	General	16
		OBC	12
		SC	6
		ST	6
		Total	40
2	Father's Occupation	Government	4
		Private	12
		Nil	0
		Not alive	2
		Self-employed	22
		Total	40
3	Mother's Occupation	Government	1
		Private	6

		Housewife	24
		Not alive	1
		Self-employed	8
		Total	40
4	Father's Education	Illiterate	0
		10th	6
		12th	14
		Graduation	12
		Postgraduate	8
		Total	40
5	Mother's Education	Illiterate	2
		10th	4
		12th	8
		Graduation	18
		Postgraduate	8
		Total	40

Section B: Mental Health Indicators

Table 2: Teenagers' Responses

Item No.	Statements	Response of teenagers	
		Yes	No
1	Do you have high self-esteem?	17	23
2	Are you satisfied with your family?	30	10
3	Do you consider your parents as your well-wishers?	25	15
4	Do you feel your importance in your family?	23	17
5	Do you feel unhappy in your family?	26	14
6	Do you obey your parents?	19	21
7	Do you feel happy to help your peer group?	27	13
8	Do you share your happiness with your friends?	16	24
9	Do you believe your friends will support you when needed?	17	23
10	Are you satisfied with the relationship with your friends?	10	30
11	Do you feel safe in your school?	13	27
12	Do you like the building of your school?	15	25
13	Do you think your school library is useful for you?	12	28
14	Do you think that sufficient efforts are not being made by teachers to maintain the facilities?	16	24
15	Are you satisfied with the facilities in your school?	4	36

DISCUSSION

The findings reveal that multiple factors influence teenagers' mental health, including social background, school environment, parental occupation and education, peer relationships, and self-esteem. Teacher attitudes and peer behavior also significantly affect students' mental well-being.

The data suggests that many students are dissatisfied with school facilities and do not feel safe or supported. Issues in family dynamics and peer relations also contribute to mental health challenges. Therefore, schools must recognize these challenges and implement strategies to support students' emotional and psychological well-being.

Interventions like yoga, meditation, counseling, and awareness programs are essential. Teachers need to be trained in recognizing mental health issues, and schools must offer counseling services. Students must be provided opportunities for recreational and stress-relieving activities.

CONCLUSION

This study concludes that several factors including gender, physical and social background, school environment, parental influence, and teacher-student relationships significantly affect teenagers' mental health.

Suggestions

- Schools should create supportive environments for both students and teachers.
- Mental health awareness should be integrated into the school curriculum.
- Regular mental health check-ups and counseling should be made available.
- Students should be encouraged to engage in healthy and meaningful activities.
- Teachers should receive training in mental health support.
- Parents must be educated about teenage mental health to foster a nurturing home environment.
- Recreational and physical education activities should be encouraged to reduce stress.
- Monthly lectures by mental health professionals should be organized.
- Establishment of guidance and counseling centers in every school is essential.

Promoting mental health in teenagers is a shared responsibility of schools, families, and communities. With timely intervention and consistent support, teenagers can thrive both academically and emotionally.

REFERENCES

1. Barot, M.H.K. (2015). A study on the effect of yoga on stress among B. Ed. Trainees. *Indian e-Journal on Teacher Education*, 3(3), 1-8.
2. Braddick, F. & Jane-Llopis, E. (2008). *Mental health in youth and education*. Consensus Paper. Luxembourg, European Communities, www.ec.europa.eu/health/.../mental/docs/consensus_older_en.pdf 07/04/2017.
3. DeRango, M. L. D. (2016). Acknowledge the barriers to better the practice support for student mental health in higher education. *The Canadian Journal for the Scholarship of Teaching and Learning*, 7, 2, 1-12.
4. Ebadi, S.H., Keshtiaray, N., Aghaer, A., & Yousefy, A. (2016). Curricular content for pupils' mental health. *International Education studies*, 9, (12), 137-147.

5. Evans, D., Borriello, G. A., & Field, A. P. (2018). A review of the academic and psychological impact of the transition to secondary education. *Frontiers in psychology*, 9, 1482. <https://doi.org/10.3389/fpsyg.2018.01482>
6. Froese, B. & Riel, R. (2012). Understanding teachers' perspectives on student mental health. Canada, *Canadian Teachers' Federation*, 8, (4), 1-126.
7. Hill, A. (2010, May 31). Why teenagers can't concentrate: too much grey matter. *The Guardian*. <https://www.theguardian.com>
8. Hussain, H. & Halder, U.K. (2015). Emotional intelligence and mental health of higher secondary students: a gender analysis. *International Journal of Informative and Futuristic Research*, 3, (3), 950-955.
9. McLoed, J.D., Uemura, R. and Rohrman, S. (2012). Adolescent mental health, behavior problems, and academic achievement. *Journal of Health and Social Behavior*, 53(4):482-97. doi: 10.1177/0022146512462888
10. Levin, J. (2010). Religion and mental health: theory and research. *International Journal of Applied Psychoanalytic Studies*, 7, (2), 102-115.
11. Secrist, S. Z. (2006), Perceptions and Knowledge of Among High School Students Regarding Mental Health, Zachary S. Secrist, S. Z. (2006), University of Wisconsin, Stout <file:///C:/Users/Nargish%20Bano/Downloads/2006secristz.pdf>
12. Shaerman, K.J., Telles, S., Khalsa, S. B. S., Michalsen, A., & Bussing, A. (2012). Effect of yoga on mental health and physical health: A short summary reviews. www.hindawi.com/journals/ecam/2012/165410
13. Teen depression. *National institute of Mental Health*. Retrieved from <https://www.nimh.nih.gov/health/publications/teen-depression/index.shtml>