

**Perceived School Environmental Factors on Subjective Well-being of Adolescents of  
13-15 Years in Selected Government Schools of Colombo District**

**ABSTRACT**

**Introduction:**

A positive school environment not only influences the academic development, but also the health and well-being of adolescents.

**Objectives**

The main objective of the study was to describe the adolescents' perception of the physical and psychosocial school environmental factors on subjective well-being among adolescents of 13 - 15 years studying in selected government schools of Colombo District.

**Methods**

A school based cross-sectional study was conducted among 813 adolescents of 13-15 years in Colombo District. Sampling of adolescents was done using simple random sampling and cluster sampling methods. Data were obtained using a self-administered questionnaire including Student Subjective Well-being Questionnaire (SSWQ) to assess the level of subjective well-being among adolescents as well as a questionnaire to identify student's perception of the school environment, which was developed following extensive literature review.

**Results**

Majority of the study sample were females (n=500, 61.5%) with the response rate of 98.5%. Prevalence of a high level of SWB among the adolescents was 54.6% (CI 51.2-58.0).

Factors associated with a high level of Subjective well-being were belonging to age category of less than 15 years (p=0.031), having a family income of more than Rs 30,000 (p<0.001), having good health (p=0.022), having good school performance (p<0.001), participating in extracurricular activities (p<0.001), not having a parent or relative working at school (p=0.023) and studying in Tamil medium (p<0.001).

Among the socio-demographic factors religion, ethnicity, sex, current living condition, parent's living or not, parent's occupation and educational level were not associated with the level of SWB. The school functional type, type of school (mixed/ not mixed), school attendance, number of close friends and presence of siblings at school were also not found to be significantly associated with the level of SWB

Out of the psychosocial environmental factors obvious gaps were identified in each category, but weaknesses regarding peer relationship, student-teacher relationship, fairness and prevention of bullying at school were found to be more profound. The student's perception of school sanitary facilities and classroom conditions were unsatisfactory.

### **Conclusion**

Only about half of the adolescents in the study population had a high level of SWB. Physical and psychosocial school environmental factors were found to be associated with students' SWB.

### **Recommendation**

Positive changes in the focused areas of the school environment should be arranged by education and health authorities to promote the well-being among adolescents. Future studies should in cooperate objective measures to assess the SWB of adolescents as well as the school environment.

**Key words: 'School Environment', 'Subjective Well-being', 'Adolescents'**