

ABSTRACT

This study investigates the creative problem-solving ability (CPSA) and educational wellbeing (EW) of school-going adolescents, focusing on the mediating effects of self-efficacy (SE) and spiritual practices (SP). The study aims to evaluate CPSA, SE, SP, and EW levels among school adolescents and analyse how these variables differ by gender, family type, siblings, education stream, study hours, and parents' education. It also examines the relationships among CPSA, SE, SP, and EW, as well as the combined effects of SE and SP on these outcomes. Additionally, it explores how SE, SP, and CPSA together predict EW and investigates their mediating roles in the relationship between CPSA and EW. The present study was a quantitative, descriptive, survey-based research with a cross-sectional design. In this study, both multistage convenience sampling and simple random sampling were used to collect data from 720 higher secondary schools in the Purba and Paschim Medinipur districts of West Bengal. Data were collected by administering a Participant's demographic profile, the 'Psssi-Usha Test of Creative Problem-Solving' developed by B. K. Passi and Dr Usha Kumar (2015); the 'Self-Efficacy Scale' developed by Dr Arun Kumar Singh and Dr Shruti Narain (2014); the 'Spiritual Practices Scale' developed by Prof. Dr. med. Arndt Büssing et al. (2005), and the 'Educational Wellbeing Scale' developed by B.C. Ghorai and L.L. Mohakud. The collected data were analysed using descriptive statistics and parametric techniques such as t-tests, ANOVA, Pearson correlation, Regression, and mediation analyses using SPSS-21. Results showed that most school-going adolescents scored below average in CPSA, while EW, SE, and SP were generally at average or high levels. Significant variations in CPSA were observed concerning gender, number of siblings, stream of education, study hours, and fathers' educational qualifications. Differences in EW were significant regarding gender, study hours, and mothers' education. Variations in SE were notable with family type, number of siblings, stream of education, study hours, and parental education, while SP differences related to gender, study hours, and mothers' educational level. Correlation analysis indicated a low-to-moderate positive relationship between CPSA and SE, SP, and EW. Regression results confirmed that CPSA, SE, and SP are important predictors of EW. Mediation analyses showed that the link between CPSA and EW is mediated through SE, but not through SP; both mediating effects were significant. The study highlights the crucial role of SE in enhancing EW and underscores the importance of integrating cognitive, psychological, and spiritual elements in education for adolescent development.