Are there any distinctions between the sources of well-being for students in rural and urban areas?

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Abstract. *Although research on well-being has been extensively documented by experts, there is a paucity of literature addressing it from a geographical background perspective, especially in the rural-urban context. Therefore, this study aims to examine students' experiences related to well-being sources, considering the geographical background of students from rural and urban areas. The research employs a case study research design. Data collection is conducted through interviews with high school students in Southeast Sulawesi, Indonesia. Data analysis is carried out using thematic analysis and the school well-being model by Konu and Rimpela. The research findings reveal no differences in the sources of well-being between students from schools in urban and rural areas, except for the relationship between teachers and students, which was found to be more closely related to urban students than rural students. Social relationships among school members, school facilities and conditions, participation in school organizations and extracurricular activities, consistent enforcement of school rules, and the fulfillment of self-identity are sources of happiness for students in rural and urban settings. Similarly, this study expands the Konu and Rimpela model by incorporating the provision of Wireless Networking (Wi-Fi) and the aesthetic quality of school locations under the dimension of having. Ultimately, this research implies that creating harmonious conditions among school members and arranging the aesthetic aspects of the school environment and Wi-Fi facilities are crucial factors to be considered in efforts to nurture and enhance students' well-being.*

Keywords: Rural and urban area; senior high school; student well-being.

INTRODUCTION

The Indonesia National Adolescent Mental Health Survey (I-NAMHS) for the year 2022, which assessed the prevalence of mental disorders among adolescents aged 10-17, revealed that one in three Indonesian adolescents grapples with mental health issues (Global Early Adolescent Study, 2022). Attaining optimal mental health necessitates a state of well-being. Well-being is construed as the condition characterized by heightened experiences of positive emotions, a sense of life satisfaction, and a life situation imbued with meaning (Keyes et al., 2002). Hence, concerted efforts are imperative to minimize adolescent mental health disorders through the cultivation of

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adolescent well-being. Given that a significant portion of Indonesia's adolescent population assumes the role of students, particular attention must be directed towards the well-being conditions during their time in school. This emphasis is warranted not only due to the educational setting serving as a secondary home for adolescents but also because the school environment assumes a pivotal role in shaping their overall well-being, serving as an extension of the familial sphere (Candra, 2018) and the extraordinary impact of schools on student well-being underscores the significance of this educational environment in shaping and influencing the overall mental and emotional welfare of students (Govorova et al. , 2020).

The exploration of student well-being in Indonesia has been systematically reviewed and mapped across a range of scholarly articles (Alwi & Fakhri, 2022; Aulia et. al., 2020; Hamidah, 2022; Wihartati & Cahyati, 2023). Based on their research findings, it is evident that a myriad of internal factors (emotions, social relationships, satisfaction with school) and external factors (intra and extracurricular activities, seating arrangements) influence students' well-being conditions. The outcomes of studies on student well-being are expected to serve as a foundational basis for formulating strategies to enhance student well-being. However, Hoferichter et. al. (2021) identified differences in contextual conditions that influence individual well-being, highlighting that personal and contextual factors contribute differentially to student well-being. Furthermore, the most commonly encountered obstacle in implementing findings from mental health and well-being research is often attributed to issues related to environmental context and resources (Higgins & Booker, 2023). The school's location is cited as one of the elements encompassed within this issue. Therefore, an investigation targeting student well-being, specifically addressing the formative factors in the context of both rural and urban schools, becomes imperative.

The urban and rural divide in the study of well-being, particularly concerning children and adolescents, is a prevalent issue found in numerous research studies (Deb & Okulicz-Kozaryn, 2023; Gross-Manos & Shimoni, 2020; Rees et al., 2017). The results indicate a difference in the level of happiness between individuals residing in urban and rural areas, as measured by the concept of subjective well-being. However, there is no further elaboration on the distinct determinants of well-being. Similarly, in Asian research, such as the study conducted in Malaysia by Mohd Hasim and Mohd Zaharim (2020) no differences in the determinants of happiness were found among adolescents categorized as rural and urban. Nevertheless, research by Trung et. al. (2013) in developing countries like Vietnam and Indonesia, showed that urban adolescents reported higher levels of happiness than their rural counterparts, categorized based on population size (2,000-10,000 and 10,000 and above). However, Trung et. al. (2013) did not specifically elucidate the sources of happiness for adolescents, especially those attending school (students).

Research on student well-being that considers geographical differences in Indonesia is still limited. Only a few well-being studies with attention to urban-rural backgrounds have been conducted. Studies on well-being that take into account rural-urban aspects have been found in research by Widagdo et. al. (2022) with older people as participants. However, this study does not specifically focus on adolescents or students. More specifically, Akbar's research (2020), involving student samples, indicates a correlation between student well-being (conceptualized as life satisfaction) and oral health. The study reports that urban students tend to experience higher life satisfaction than their rural counterparts. However, Akbar's research (2020) does not elaborate on the specific determinants of life satisfaction observed. Therefore, research on student well-being, considering school location, is crucial to map the source of student happiness in rural and urban areas, each of which may have unique characteristics.

This study aims to explore the differences in the experiences of students from urban and

rural areas in relation to sources of happiness in their schools, specifically schools in the Province of Southeast Sulawesi, Indonesia. Based on data from the Central Statistics Agency (BPS), the population in rural areas is higher than that in urban areas. Rural areas in Southeast Sulawesi cover most of the province's area and have more agrarian characteristics, with the main activities being in the agricultural sector. Given the scarcity of well-being research in the Eastern Indonesian region, this study is expected to contribute by identifying both universal and specific aspects of the source of student well-being due to differences in the geographical backgrounds of rural and urban areas. Additionally, from a conceptual standpoint, this research complements the conceptual indicators of the Konu and Rimpela model of school well-being, which posits four dimensions of school well-being (having, loving, being, and health) as sources of well-being in schools. More specifically, the study aims to address the research question: "What factors contribute to students feeling comfortable and happy in school?".

METHOD

This study employs a case study research design to examine how students experience happiness in school. This approach is chosen because the primary actors in well-being are individuals who assess and report their well-being, and the most effective way to understand it is by directly asking them (Rojas, 2015). Douwes et. al. (2023) stated that students' well-being experiences constitute an expert perspective on student well-being. The findings of Bourke & Geldens (2007) and Powell et. al. (2018), suggested the significant potential of children and adolescents' perspectives as a foundation for initiating school changes and reforms related to well-being. Research on student well-being has not extensively involved students as authentic sources explaining their own well-being experiences, and even the term "well-being" is not well-defined in adolescent research (Bourke & Geldens, 2007; Alexandrova, 2017). Moreover, many well-being instruments are developed from an adult perspective (Hossain et al., 2023). Therefore, to gather data on student well-being, it is essential to listen to the students' voices. Studies that have utilized the students' perspectives can be found in some researches such as Chaplin's study (2009) that posed open-ended questions like "What makes me happy.". Gennings et. al. (2021) examines the construction of well-being according to children and experts. In research conducted in Indonesia, participants aged 21-60 years, as seen in research by Jaafar et. al. (2012) and Yuniawati & Tarnoto's study (2019), students actively participated in focus group discussions alongside teachers and parents, aiming to obtain data from students' experiences.

Interviews were conducted with 52 students from 23 senior high schools in Southeast Sulawesi. The origin of the students' schools is evenly distributed, with 50% coming from schools categorized as urban and the other 50% from schools categorized as rural. The classification of schools into rural and urban areas is based on Southeast Sulawesi's urban and rural village divisions as outlined by the Central Statistics Agency (Badan Pusat Statistik or BPS) of Sulawesi Tenggara in 2020. The indicators for classifying urban and rural areas are specified in the Head of BPS Regulation number 120 of 2022. This regulation explains that the classification of villages into urban or rural is based on population density per km2, the percentage of farming families, and the presence or access to urban facilities such as economic and trade centers, health service centers, and educational facilities.

The surveyors are students trained to conduct interviews and ask a single question: "Explain sequentially what makes you comfortable at school." The term "comfortable" encompasses the diverse meanings of well-being, as suggested by various experts. Ruggeri et al. (2020) in

their research across 21 countries, found that the meaning of well-being is ultimately strongly related to happiness and life satisfaction, tied to how an individual feels about themselves and their environment. However, if participants find the question confusing, the surveyors replace "comfortable" with the terms "happy" or "pleased." The term well-being has a broad meaning and can be interchangeably used with words like happy, pleased, comfortable, and prosperous. These terms serve as instruments to explore the factors that make students feel comfortable at school.

The surveyors are instructed to seek participants' consent before commencing the interviews. Several background details of the participants, such as school name, location, gender, and grade, are collected by the surveyors. Data were collected from 52 students who volunteered to be informants show in the Table 1.. However, because some informants' responses had the same meaning and purpose, some participants' responses were represented by other participants' responses. This led to further analysis of 15 verbatim data.

Table 1.
Demographics of Participants

Participant	Pseudonym	Area
Partisipant1	A#1	Urban
Partisipant 2	B#2	Rural
Partisipant 3	C#3	Urban
Partisipant 4	D#4	Rural
Partisipant 5	E#5	Rural
Partisipant 6	F#6	Rural
Partisipant 7	G#7	Rural
Partisipant 8	H#8	Urban
Partisipant 9	I#9	Urban
Partisipant 10	J#10	Urban
Partisipant 11	K#11	Rural
Partisipant 12	L#12	Urban
Partisipant 13	M#13	Urban
Partisipant 14	N#14	Urban
Partisipant 15	O#15	Urban

This research employs thematic analysis (Braun & Clarke, 2006; 2022) to identify inherent themes and patterns in the data, which consists of interview transcripts. The analysis begins with a comprehensive reading of the interview transcripts, followed by the coding process and identification of potential themes by each author. Subsequently, the entire team reviews the initial coding to reconsider potential overlaps and explore higher-level themes or sub-themes. The team then defines and names the themes. In the next stage, the authors select interview quotes representing a particular theme. The identified themes are then summarized and presented in the report.

RESULTS AND DISCUSSION

This study analyzes the conditions that make students feel happy, content, or comfortable at school. Therefore, according to the participants, the researcher does not delve further into the

meaning of happiness or comfort. The interview results with students from rural and urban schools reveal that they feel happy, content, and comfortable at school due to social relationships, school facilities, student organizations, extracurricular activities, consistent enforcement of rules, and a pleasant school atmosphere.

Social Relationship

The social relationships encompass students' interactions with all members of the school community, including peers, teachers, and other personnel (staff, the school principal, and cafeteria staff), contributing to their feelings of happiness and comfort at school. The following provides a more detailed explanation.

Friend, friends are a source of happiness for the majority of students at school. Based on the interview results, 75% [39] of students mention that friends are considered a source of happiness while at school. In other words, being with friends provides them social and emotional support. Social and emotional support is particularly obtained when facing stress, as described by several students.

> *"The things that make me feel comfortable and happy at school are being able to meet with friends. Going to school is something I really look forward to because there will be a lot of excitement [emotional] that happens when we are with our friends [social support], sharing stories together [social support], joking around together [emotional], eating at the cafeteria together [emotional], and many more things we can do together." [A #1, Interview, May 2023]*

Interaction with friends also brings students joy because they feel valued and accepted within their peer group. This can be observed in the following excerpt from the interviews.

> *"What makes me feel comfortable at school is the presence of good friends who understand each other, so I feel valued and accepted." [B #2, Interview, May 2023]*

> *"... What makes me comfortable at school is the presence of good friends who make me feel accepted and have social support at school because if I do not have friends, I will not feel comfortable attending school." [C #3, Interview, May 2023]*

The participants also expressed that building friendships can excite them and eliminate loneliness. This is because my friends like to joke and tell stories even though some get angry. This can be observed in the following interview excerpt.

> *"Very good friends to me make me feel comfortable because I can discuss and learn together with them, and it also makes me enthusiastic about going to school and can eliminate feelings of loneliness." [D#4, Interview, May 2023]*

> *"I feel comfortable being in the school environment because I can meet my peers. In school, I do not feel lonely because there are many friends with their jokes. I have friends who like to joke and tell stories, even though there are also those who have a temperamental nature ..."*
> *[E#5, Interview, May 2023]*

Social interaction with friends is enjoyable because friends can provide assistance with

difficulties related to learning at school and offer positive support.

> *"Learning becomes more enjoyable at school because I can study and exchange ideas with my friends, and I do not have to ask the teacher anymore. Even though they do not assist me, I still feel happy." [F#6, Interview, May 2023]*

Teacher, the relationship between students and teachers is one of the sources of student well-being. 61% of 32 students argue that teachers are a source of their well-being at school. This is because teachers create an enjoyable class, explain the material easily, appreciate students, and use humor in teaching.

One student [G#7, interview, May 2023] expressed that 'teachers who teach with humor do not make the class tense', other students revealed below.

> *"... In addition, my teacher's teaching is enjoyable, and the delivery of the material is also relaxed." [H#8, Interview, May 2023]*

> *"The teacher always appreciates students [values] in small things, such as when we ask and answer" [I#9, Interview, May 2023]*

> *"In addition to creating a pleasant atmosphere, a good teacher can also understandably explain the material, '...a good teacher, an easily understandable teaching method" [J#10, Interview, May 2023]*

In the context outside the classroom, some teacher behaviors that make students comfortable include their friendly attitude. This friendly attitude generates the students' enthusiasm and a sense of closeness to the teacher. As a result, students feel open and unhesitant to ask about lessons, hobbies, likes, and other things with enthusiasm. The following interview confirms this:

> *"I feel comfortable at school because the teachers are very friendly. Therefore, I feel enthusiastic about learning. I also feel more familiar with the teachers at my school [K#11, Interview, May 2023]*

> *"What makes me comfortable at school is because the teachers are friendly. Why do I say that? The reason is that I enjoy exchanging stories with them. As a result, I feel open, not hesitant to consult about lessons, hobbies, things I like, and other things with enthusiasm" [L#12 Interview, May 2023]*

Likewise, teachers are not just considered to be teaching the subjects but also providing motivation, sharing inspirational stories, and giving tips for success. They express that:

> *"Teachers who not only deliver the subject matter but also share experiences and inspirational stories. Teachers also impart strategies for achieving success [M#13, Interview, May 2023]*

Other Personnel or other school staff, such as canteen attendants and the principal, also contribute to the students' happiness. The principal often emphasizes not neglecting prayers and avoiding tight clothing for female students. The interview results with students indicate that:

"...because of the comfortable and relaxed atmosphere at school, I feel happy being at school as if I am at home. Moreover, the canteen lady is also very kind, so we feel comfortable at school" *[N#14, Interview, May 2023]*

Similarly, the principal is also clearly mentioned as someone who contributes to the happiness and comfort of students at school, as expressed by the participant.

"The principal also reinforces the religious practices of students at school to ensure that students no longer neglect their prayers and do not wear tight clothes" *[O#15, Interview, May 2023]*

The Facility of School

The school facilities that become a source of happiness and comfort for students include the overall school and classroom conditions, which are related to the physical and psychological environment, cleanliness, aesthetics, being away from noise, and the availability of facilities supporting learning activities provided by the school. The interview results with students revealed the following:

"The things that make me comfortable when I am at school are the pleasant school atmosphere, visually appealing surroundings with a cool and beautiful environment, and neatly arranged plants that prevent us from getting bored looking at them" *[J#10 Interview, May 2023]*

"A school filled with lush trees, maintained cleanliness, a gentle breeze, and a sea view makes me comfortable going to school. Similarly, the school's location away from the hustle and bustle of the main road allows us to focus on studying and concentrate." *[L#12, Interview, May 2023]*

A neat and clean classroom, along with facilities such as air conditioning, TV, Wi-Fi access, laboratories, a library, sports facilities, and places of worship, make me even more comfortable going to school. *[C#3, Interview, May 2023]*

The facility I mean is the school's Wi-Fi because students who cannot afford to buy data packages or currently do not have an internet package can still access the internet for learning purposes. So, students do not feel burdened or have difficulty accessing the internet for assignments. That is the reason why I feel comfortable at school." *[K#11, Interview, May 2023]*

"I feel happy at school because the classrooms are clean, orderly, and minimally noisy. Because of that, I can concentrate better on studying..." *[J#10, Interview, May 2023]*

"The absence of bullying at school makes me feel free compared to when I am at home. I feel more alive in the company of my peers. When at school, I have no mental burdens. Perhaps it is because of the positive effects provided by my friends." *[I#9, Interview, May 2023]*

Student Organizations and Extracurricular Activities

The research findings indicate that student organizations and extracurricular activities also contribute to their comfort and happiness. By participating in organizations, they can socialize, gain valuable experiences in the organizational world, and practice public speaking. Student organizations include the Indonesian Red Cross (PMR), Scout, Marching Band, and PERSIK

(Association of Christian Students). Similarly, engaging in extracurricular activities allows them to develop interests and talents in sports such as volleyball, basketball, and karate, and pursue interests within the association of Christian students. Participants expressed these sentiments in the interview data:

> *"Engaging in organizational activities within the school environment has allowed me to socialize with a diverse array of individuals, honing my skills in public speaking, and accruing valuable experiential insights within the realm of organizational dynamics."* [G#7, Interview, May 2023]

> *"Our school provides opportunities for developing students' interests and talents through activities such as volleyball, basketball, and karate, enabling students to cultivate and enhance their individual interests and talents.* [H#8, Interview, May 2023]

> *"Assuming the role of a ceremony official is a source of pride for a student. Only those who have undergone training [in self-esteem] are selected to be ceremony officials, thereby becoming the focal point of attention for fellow students on the field.."* [H#8, Interview, May 2023]

> *"The abundance of extracurricular activities, encompassing sports and organizations such as he Red Cross (PMR), Scouts (Pramuka), marching band, PERSIK (Christian Students Association), or other Christian student unions, contributes to my sense of comfort and well-being in the school environment.* [M#13, Interview, May 2023]

Consistent Rule Enforcement

Consistent school rule enforcement and clear discipline can provide comfort and happiness. This aligns with the findings of an interviewee who expressed that.

> *"What makes me happy at school is the presence of school regulations that instill discipline in me. Clear and consistent rules also create a safe and organized environment."* [M#13, Interview, May 2023]

> *"What makes me feel secure at school is the presence of enforced regulations that must be adhered to by all members of the school community, preventing arbitrary actions."* [C#3, Interview, May 2023]

The fulfillment of self-identity

Several students mentioned that their presence at school can be a source of happiness that may not be experienced at home, as expressed by one of the participants:

> *"Many factors contribute to my comfort at school. One of them is the sense of freedom I experience at school, allowing me to express myself more openly than at home. I feel less restricted at home and not as comfortable. For some reason, my thought processes are not always well-received by those in my household. In essence, when I am at school, I feel more like myself, especially because I am surrounded by supportive friends and teachers. They listen to me, understand me, accept me, welcome my input, and do not criticize my opinions or thought processes. Instead, they provide constructive feedback in a positive and supportive manner, all of which make me feel very comfortable being at school."* [I#9, Interview, May 2023]

Source of Well-being in Urban and Rural Students

Several reasons were recounted by participants regarding the conditions or situations that make them comfortable and happy at school. In general, no specific source of happiness is exclusive to students in urban or rural areas. The social relationships among school community members—between students, between students and teachers, and between students and school personnel—serve as sources of student happiness. However, the issue of teacher-student relationships is more commonly raised by students in urban areas. Initial interview data (52 students) found that out of the 32 students who identified their relationship with teachers as a source of happiness, 20 were urban students, and the remaining 11 were rural students. Besides being more numerous, the teacher-student relationship was most frequently cited as the first source of happiness by urban students. In rural schools, no one mentioned the teacher-student relationship as the first factor that makes them happy and comfortable at school. Rural students mentioned Teacher-student relationships as the second or third source of well-being.

The sources of well-being identified in this study encompass social relationships, school facilities and conditions, school organization and extracurricular activities, consistent enforcement of school rules, and the fulfillment of self-identity. These findings can be classified into categories as presented in Konu & Rimpela's (2002), school well-being model, which includes four categories: having, loving, being, and health. Although the health category mentioned in that model was not found in this study, conversely, the lush school environment and the availability of good Wi-Fi found in this research are not included in the school conditions (Having) category of that model. Therefore, this study may broaden the indicators of the school well-being concept in Konu & Rimpela's model (2002) by addressing issues like Wi-Fi availability and a pleasant school environment with lush trees and gentle breezes.

Similarly, this study consistently demonstrates a positive relationship between the presence of natural elements, such as trees and flowers, and student well-being. This aligns with the concept of bibliophiles popularized by Kellert and Wilson (1995), which suggested that humans are inherently drawn to living things and that individuals tend to feel happier when in proximity to nature. Akhir et. al. (2022) & Hodson & Sander (2017) both found that natural elements in urban landscapes, including trees and other plants, are associated with improved academic performance and reduced stress. These findings emphasize the importance of incorporating natural elements, including beautiful flowers and trees, into the school environment to support student well-being. Kearns and Whitley' study (2019) also found that internet access can contribute to the social well-being, mental health, and physical activity of adults living in less affluent communities. However, the study did not specifically address the well-being of students in schools.

As in Oberle et. al.'s study (2019) was found that students participating in extracurricular activities have better mental health conditions, with peer belonging as a mediating variable. This finding also supports Vandell et. al.'s discovery (2022) that students engaging in extracurricular activities with supervision reported experiencing fewer problematic behaviors. Additionally, student involvement in extracurricular activities bridges the gap between academic stress and stress-coping mechanisms (Mukesh et al., 2023).

The second category of Konu and Rimpela's (2002) school well-being model relates to social relationships in the social environment, including relationships between students and teachers, peer relations, group dynamics, bullying issues, school-home cooperation, decisions made at school, and the overall organizational climate of the school. This study found that relationships between students and students, teachers and students, students and the school principal, and students and cafeteria staff serve as sources of student happiness. Numerous studies have also demonstrated

that relationships with all members of the school community are essential sources of well-being (Graham et al., 2016; Noble & McGrath, 2012; Powell et al., 2018).

Furthermore, this research identified a significant difference in the importance of teacher-student relationships as sources of student well-being between rural and urban settings. Urban students mentioned teacher relationships more frequently than students in rural schools. The abundance of social and emotional support available in family and community environments for students from rural areas may diminish the perceived need for teacher support compared to students from urban areas. This finding aligns with the research by Newland et. al. (2014) who conducted a quantitative study and found a weak relationship between student-teacher relationships and all well-being indicators used (life satisfaction, mental health, and self-image) among participants in a rural Midwestern U.S. community. It was further explained that the student sample in the Newland study had sufficient support and resources from their families and communities.

The Konu and Rimpela's model (2002) model emphasizes that self-fulfillment in school is a crucial category within the framework of school well-being. Self-fulfillment pertains to the opportunities for each student to develop following their interests and talents, as well as being engaged in the decision-making processes within the school that affect them. This research supports these findings by identifying that the perceived self-fulfillment by students in school serves as one of the sources of happiness. Within the school environment, students have greater opportunities to express themselves and their ideas freely compared to their experiences at home.

Several findings regarding the source of well-being in this study can be encompassed within two main approaches to well-being, globally categorized into hedonic well-being (Diener et al., 2002; Tian et al., 2013) and eudaimonic well-being (Keyes et al., 2002; Ryff & Keyes, 1995). Feelings of happiness and joy when with friends and teachers, enjoyment of the classroom environment, and a clean and scenic school atmosphere indicate that students' well-being is related to positive emotions, constituting the core concept of well-being in the hedonic approach. On the other hand, students also expressed deriving happiness from school activities such as class discussions that open up insights and develop public speaking skills, feeling their potential develop through student council activities, competitions, and extracurriculars, as well as experiencing a sense of living following religious rules and discipline. This form of happiness, stemming from personal growth, aligns with eudaimonic well-being.

The findings of this research indicate that school organizational activities, such as student council (OSIS), play a role in enhancing self-esteem beyond mere personal development. Specifically, regarding involvement in the student council, it was found that students, through various OSIS activities, saw improvements in their character, including honesty, discipline, responsibility, independence, confidence, cooperative spirit, leadership, and creativity. Moreover, students were able to develop their potential and generate creative ideas for the surrounding community through their participation in OSIS. (Anshori, 2022).

This research has important implications for implementing well-being maintenance and improvement programs in schools. Considering the characteristics of teacher-student relationships in urban and rural schools, social relationship factors among school community members need to be considered. Social interventions regarding relationships among school community members should be managed thoughtfully. Teacher-student relationships in rural areas can be enhanced through the informational support dimension, such as providing advice and information on student self-development and post-school education and career options. Additionally, the organization of the physical environment, including the development of a scenic schoolyard, should be improved, for example, by strengthening environmental sustainability programs like the "Adiwiyata" program in schools.

The relationship between students and teachers, as per Bokhorst et. al.'s research (2010) indicated that in the late adolescent group, the closeness/intimacy of the student-teacher relationship tends to weaken compared to earlier stages. However, in the findings of this study, the student-teacher relationship emerges as a primary source of well-being for urban students. Therefore, it is essential to investigate the factors contributing to this phenomenon further. One possible consideration is whether urban students have clearer educational and career orientations, leading to closer relationships with teachers due to their informational support needs, as suggested by Hombrados-Mendieta et. al.'s research (2012), which indicates that student-teacher relationships are stronger in the informational support dimension.

This study has not identified reasons for some students who did not mention the teacher-student or student-student social relationships. Therefore, in-depth interviews are needed to explore why some students do not consider these relationships important. Social relationships in school for these students might be a source of their unhappiness. On the other hand, this research only inquired about things that make them feel happy, joyful, and comfortable at school. Further investigation through interviews could reveal insights into the reasons behind the absence of mentions regarding social relationships.

CONCLUSION

The factors contributing to student well-being in the two participant groups (rural and urban areas) share common sources, including interpersonal relationships, school conditions and facilities, consistent enforcement of rules, school extracurricular activities, and the fulfillment of self-identity. These factors are present in both rural and urban student groups. However, there is a significant difference in the emphasis on interpersonal relationships, particularly between teacher-student and student-student relationships. Students from urban schools tend to mention teacher-student relationships as the first and most significant source related to their well-being compared to students from rural schools. The mention of a scenic school environment and the importance of Wi-Fi availability serves as a new sub-indicator within the fulfillment of school conditions for student well-being in the school well-being category (having), which was not explicitly explained in Konu and Rimpela's (2002) school well-being model.

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