

Psychological Well-Being among Adolescents in the Current Scenario

* Pravitha M.R., ** Dr. R. Sembayan

*II MA Psychology, Srimad Andavan Arts and Science College, Trichy PG Department Psychology
Assistant professor, Srimad Andavan Arts and Science College, Trichy*

Abstract: *This present research investigation primarily evaluates the psychological well-being among adolescents in the current scenario. Sample for this study comprised of randomly selected 50 adolescents. Tools used for data collection is Ryff's Psychological well being scale which is a standardized instrument selected after a comprehensive review of related literature. Ryff's psychological wellbeing is the combination of personal growth, environmental mastery, autonomy, positive relations with others, purpose in life and self-acceptance. The primary method of data collection was adopted in this study. The results was analyzed using SPSS where the data was subjected to Co-relation's'-test, ANOVA, the result are discussed. The data collection was spread over a period of one week. Results indicated that socio-demographic variables does not influence adolescent psychological well-being, Gender and age are negatively related with psychological well-being, Stay in hostel is positively related with psychological well-being.*

Keywords: *Adolescence, psychological well-being*

I. Introduction

Adolescence

Adolescence is the period following the onset of puberty during which a young person develops from a child into an adult. Adolescence describes the teenage years between 13 and 19 and can be considered the transitional stage from childhood to adulthood. However, the physical and psychological changes that occur in adolescence can start earlier, during the preteen or "teen" years (ages 9 through 12). Adolescence can be a time of both disorientation and discovery. The transitional period can bring up issues of independence and self-identity; many adolescents and their peers face tough choices regarding schoolwork, sexuality, drugs, alcohol, and social life. Peer groups, romantic interests, and external appearance tend to naturally increase in importance for some time during a teen's journey toward adulthood.

Adolescence is usually associated with the teenage years but its physical, psychological or cultural expressions may begin earlier and end later. For example, puberty now typically begins during preadolescence, particularly in females. Physical growth (particularly in males), and cognitive development can extend into the early twenties. Thus age provides only a rough marker of adolescence, and scholars have found it difficult to agree upon a precise definition of adolescence.

A thorough understanding of adolescence in society depends on information from various perspectives, including psychology, biology, history, sociology, education, and anthropology. Within all of these perspectives, adolescence is viewed as a transitional period between childhood and adulthood, whose cultural purpose is the preparation of children for adult roles. It is a period of multiple transitions involving education, training, employment and unemployment, as well as transitions from one living circumstance to another.

The end of adolescence and the beginning of adulthood varies by country and by function. Furthermore, even within a single nation state or culture there can be different ages at which an individual is considered (chronologically and legally) mature enough for society to entrust them with certain privileges and responsibilities. Such milestones include driving a vehicle, having legal sexual relations, serving in the armed forces or on a jury, purchasing and drinking alcohol, voting, entering into contracts, finishing certain levels of education, and marriage. Adolescence is usually accompanied by an increased independence allowed by the parents or legal guardians, including less supervision as compared to preadolescence.

In studying adolescent development, adolescence can be defined biologically, as the physical transition marked by the onset of puberty and the termination of physical growth; cognitively, as changes in the ability to think abstractly and multi-dimensionally; or socially, as a period of preparation for adult roles. Major pubertal and biological changes include changes to the height, weight, and muscle mass as well as major changes in brain structure and organization. Cognitive advances encompass both increment in knowledge and in the ability to think abstractly and to reason more effectively. The study of adolescent development often involves interdisciplinary collaborations. For example, researchers in neuroscience or bio-behavioural health

Might focus on pubertal changes in brain structure and its effects on cognition or social relations. Sociologists interested in adolescence might focus on the acquisition of social roles (e.g., worker or romantic partner) and how this varies across cultures or social conditions. Developmental psychologists might focus on changes in relations with parents and peers as a function of school structure and pubertal status. Puberty is a period of several years in which rapid physical growth and psychological changes occur, culminating in sexual maturity. The average age of onset of puberty is at 11 for girls and 12 for boys. Every person's individual timetable for puberty is influenced primarily by heredity, although environmental factors, such as diet and exercise, also exert some influences. These factors can also contribute to precocious and delayed puberty.

Pubescent boys often tend to have a good body image, are more confident, secure, and more independent. Late maturing boys can be less confident because of poor body image when comparing themselves to already developed friends and peers. However, early puberty is not always positive for boys; early sexual maturation in boys can be accompanied by increased aggressiveness due to the surge of hormones that affect them. Because they appear older than their peers, pubescent boys may face increased

Social pressure to conform to adult norms; society may view them as more emotionally advanced, despite the fact that their cognitive and social development may lag behind their appearance.[34] Studies have shown that early maturing boys are more likely to be sexually active and are more likely to participate in risky behaviors.

For girls, early maturation can sometimes lead to increased self-consciousness, though a typical aspect in maturing females. Because of their bodies' developing in advance, pubescent girls can become more insecure and dependent. Consequently, girls that reach sexual maturation early are more likely than their peers to develop eating disorders (such as anorexia nervosa). Nearly half of all American high school girls' diets are to lose weight. In addition, girls may have to deal with sexual advances from older boys before they are emotionally and mentally mature. In addition to having earlier sexual experiences and more unwanted pregnancies than late maturing girls, early maturing girls are more exposed to alcohol and drug abuse. Those who have had such experiences tend to perform not as well in school as their "inexperienced" peers.

Girls have usually reached full physical development by ages 15–17, while boys usually complete puberty by ages 16–17. Any increase in height beyond the post-pubertal age is uncommon. Girls attain reproductive maturity about four years after the first physical changes of puberty appear. In contrast, boys accelerate more slowly but continue to grow for about six years after the first visible pubertal changes.

II. Psychological Well Being

Since the beginning, human beings have always questioned the things that make them happy, and on what basically happiness of people depends. The concept of happiness has always been the focus of interest of human beings; they have searched for the source of happiness since the day they existed. For this reason, the concept of happiness took place in different definitions. For Socrates, being virtuous is happiness. Happiness is the realization of one's own nature, own potential; and, all men desire to be happy by their nature. Happiness is the absolute goal of all humane desires and passions; it is the highest target of human existence (Yıldız, 2002). According to Epicurus, ethic teaches the essence of happiness and the ways to reach happiness. For him, the sole good, the absolute value is pleasure. Pleasure should be the goal of all actions. For Plato, the highest good is "happiness". The only way to possess happiness is virtue. According to Aristotle, happiness is the highest goal of all our actions and efforts (Özgen, 1997). In this sense, the term happiness shows that the goal and value of life are in human soul (Türer, 1992). Along with all these definitions, the science of psychology focused on individual's happiness and the concept of well-being.

According to psychological well-being theory, individual's psychological health depends on his positive functioning in certain aspects of his life. Individual should have in positive relationship with others; should be dominant over the environment; should accept himself and his past; should has a goal and meaning in his life; should have personal development and the ability to make his own decisions (Özen, 2005). For this reason, there is a potential tension between psychological well-being, happiness, and development (Ryff and Singer, 1998).

Psychological well-being takes an important part in personality and development theories both theoretically and practically. Psychological well-being, which guides clinical studies that will help advisors to make their advisees reach their goals, informs about the goals and purposes regarding psychology consulting (Christopher, 1999).

III. Review of Literature

1. A study was conducted on gender difference in psychological well being among Filipino college student samples by Jeannie A. Perez (2012). A Total of 588 participants were selected through stratified random cluster sampling. The mean age of the participants was 19 years; the measures such as daily spiritual

experience scale, parent – adolescent relationship scale, Teacher and peer relationship scale, ryff;s psychological well being scale and negative affect scale were used. In conclusion, the study shows that Filipino male and female adolescents are different in a number of dimensions of psychological well-being. Specifically, they differ in terms of spiritual component (purpose in life, daily spiritual experience), social (relationships with peers and father) and one aspect of cognitive component (autonomy). Similarity between the genders was also demonstrated in terms of affective, (experience of affect), social (relationship with mother and teachers), and cognitive components of psychological well-being (personal growth, environmental mastery, and self-acceptance).

2. Adolescents' psychological well being and perceived parental involvement: implications or parental involvement in middle schools was studied by Kayla Cripp and Brett Zyomski (2009). And the findings were; perceived parental involvement positively or negatively affects adolescents' sense of psychological well being, notably in regard to self-esteem and self- evaluation, peer relationships, and frequency of negative familial life events. Adolescents determine personal self-worth, self-efficacy, and self-esteem based on perceptions gained from parental involvement as a result perceived parental involvement essential to an adolescent's psychological well being.
3. Effects of academic stress and perceived social support on the psychological well being of adolescents in Ghana, was studied by Franklin W. Glozah (2013). Perceived social support, role of gender, age, socio economic status and class level i relation to psychological well-being were studied. Population for the study was senior high school students. The sample size was 248. Student Life Stress Inventory (SSI), General Health Questionnaire, Perceived social support from family and friends scale was used to collect data. It was found that the main effect of perceived social support significant, indicating that psychological well being is significantly higher for students who reported moderate and low perceived support, with a small effect size.

IV. Method

Objectives

1. To evaluate and compare the psychological well-being among adolescents.
2. To explore the role of socio- demographic variables on psychological well – being.

Hypotheses

1. Age of the adolescent may have an influence on psychological well-being.
2. Gender of the adolescent does not influence his psychological well-being.
3. Psychological well-being is negatively influenced by family monthly income.
4. Hostellers will have a lower psychological well-being.
5. There will be a significant relationship of psychological well-being with age, gender, family income and stay in hostel

Sample

The sample for this study comprised of 50 engineering students randomly selected from MAM Polytechnic College, Trichy, Tamil Nadu. All the respondents were between the age group of 18 to 21 years (Mean age= 19.5 years).

Tools Used

Questionnaire 1: Ryff's psychological well-being scale

The research was done by using Ryff's psychological wellbeing scale. The scale was the shortened version of the actual psychological well being scale. There are totally 84 statements in the actual version of the questionnaire. But in the shortened version there are 42 statements. There are 20 negative phrased items and 22 positive phrased items. It is a 7-point scale responses ranging from strongly disagree to strongly agree. The questionnaire consists of totally six dimensions on the basis of which psychological wellbeing is measured. The six dimensions are; self acceptance, environmental mastery, personal growth, autonomy, positive relation with others and purpose in life.

Psychometric Properties of the Ryff Scales of Psychological Well-Being

Scales:	Internal consistency of 20-item parent scale	Test-retest reliability of 20-item parent scale	14-item scale correlation with 20-item parent scale	Internal consistency of 20-item parent scale	Internal consistency of 3-item scale
Self-acceptance	.93	.85	.99	.91	.52
Positive Relations with others	.91	.83	.98	.88	.56
Autonomy	.86	.88	.97	.83	.37
Environmental Mastery	.90	.81	.98	.86	.49
Purpose in Life	.90	.82	.98	.88	.33
Personal Growth	.87	.81	.97	.85	.40

Research Design

This research is an ex-post facto study, whereby the researcher has no control over the variables studied. The researcher objectively reports what has happened or happening. It is a descriptive research where the researcher measures the variables involved for testing the formulated hypotheses.

Statistical Analysis

The data obtained was analyzed statistically using appropriate descriptive and inferential techniques. The mean, standard deviation, analysis of variance (ANOVA), t-test and correlation were the inferential statistics worked out.

V. Data Collection

The primary method of data collection was adopted in this study. The informants were contacted individually by the researcher. The data collection was completed within a week. The confidentiality of the responses was assured by the investigators. The obtained responses were scored and statistically analyzed.

VI. Results And Discussions

Table No: 1 showing the mean SD, and F ratio for deferent age group of adolescent for psychological well-being

Variable	Age	N	Mean	SD	F-ratio	LS
Psychological well-being	18	12	176.08	15.751	2.025 NS	.05
	19	13	165.54	24.275		
	20	13	166.23	12.657		
	21	12	158.17	16.601		
	Total	50	166.48	18.463		

NS- not significant

Table No.1 shows that age does not significantly influence psychological well-being (F=2.025, NS). Hence does not determine psychological well being of adolescents. So hypothesis that age of the adolescent is psychological well-being is accepted.

Table No: 2 showing the mean SD, and t-value for Gender of adolescent for their psychological well-being

Variable	Gender	N	Mean	SD	t-value	LS
Psychological well being	Female	4	171.00	6.928	0.507 NS	.05
	Male	46	166.09	19.131		
	Total	50	337.09	26.059		

NS - Not Significant

The results shown in table no.2 shows that gender does not significantly influence psychological well being (t=.507, NS). Hence, it cannot be said that males or females does not differ in between in case of psychological well being. So hypothesis that gender of the adolescent is psychological well-being is accepted.

Table No: 3 showing the mean SD, and F ratio for category of Family Monthly Income of adolescent for their Psychological well-being.

Variable	Monthly Income	N	Mean	SD	F- value	LS
Psychological Well-being	Below 5,000	29	168.90	17.210	1.647 NS	.05
	5,000 to 10,000	7	153.86	17.459		
	10,000 to 15,000	7	175.14	23.119		
	20,000 to 25000	4	157.75	14.614		
	Above 25, 000	3	164.00	17.321		
	Total	50	166.48	18.463		

NS- Not Significant

Table no.3 shows that monthly income does not significantly influence psychological well being (F=1.647, NS). Hence it is clear that whether the family is well earning family or poor family it does not influence the well being of the adolescents. So hypothesis that family monthly income of the adolescent is psychological well-being is accepted.

Table No: 4 showing the mean SD, and t-value for stay in hostel of adolescent for their psychological well-being

Variable	Stay in hostel	N	Mean	SD	t-value	LS
Psychological well-being	Hostel	27	161.15	19.800	0.578	.05
	Day scholar	23	172.74	14.833	NS	
	Total	50	333.89	34.633		

NS- Not significant

The results shown in table no.5 shows that stay in hostel does not significantly influence psychological well being of students (t=0.578, NS). Hence, it could be concluded that whether adolescents stay with their parents or they stay in the hostel it will not affect their personal development or growth. So hypothesis that stay in hostel of the adolescent is psychological well-being is accepted.

Table No: 5 showing the correlation matrix for adolescents for psychological well being with age, gender, monthly income, and stay in hostel

Variable	N	R
Age	50	-.316*
Gender	50	-.073
Monthly income	50	-.089
Stay in hostel	50	.316*

* Correlation is significant at the 0.05 level (2tailed)

Table No.5 shows correlation coefficients between ages, Gender, monthly income, Stay in hostel, and psychological well being.

It is clear from the table that, age (r =-0.316, P<0.05), Monthly income (r = -.089, NS), and Gender (r=-.073, NS) are negatively correlated with psychological well being. Hence, these 3 variables and psychological well-being have an inverse relation. Or it could be said that these three variables will not influence the psychological well-being of the adolescent. So hypothesis that age of the individual is negatively related to psychological well-being is accepted.

The results summarized in the table No.5 shows that stay in hostel (r =.316*, p<0.05) is positively related with psychological well-being. It could be said that hostellers will have a good psychological well-being.

VII. Conclusion

1. The socio-demographic variables do not influence adolescent psychological well-being.
2. Gender and age are negatively related with psychological well-being.
3. Stay in hostel is positively related with psychological well- being.

s

Reference

- [1]. Cardak, M. (2013). *Psychological well-being and Internet addiction among university students*. TOJET: The Turkish Online Journal of Educational Technology, 12(3).
- [2]. Christopher, J. C. (1999). *Situating psychological wellbeing: Exploring the cultural roots of its theory and research*. Journal of Counseling and Development, 77, 141–152.
- [3]. Cripps, K., & Zyromski, B. (2009). *Adolescents' psychological well-being and perceived parental involvement: Implications for parental involvement in middle schools*. RMLE Online, 33(4), 1-13.

- [4]. Glozah, F. N. (2013). *Effects of academic stress and perceived social support on the psychological wellbeing of adolescents in Ghana*. Open Journal of Medical Psychology, 2013.
- [5]. Özen, Ö. (2005). Ergenlerin Öznel İyi Olus Düzeyleri. Yüksek Lisans Tezi, Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.
- [6]. Özgen, M. K. (1997). Farabi'de Mutluluk ve Ahlak İlişkisi. İnsan Yayınları. İstanbul.
- [7]. Perez, J. A. (2012). *Gender difference in Psychological Well-being among Filipino College Students Samples*. International Journal of Humanities and Social Science, 2(13), 84-93.
- [8]. Ryff, C. D. ve Singer, B. (1998). *The contours of positive human health*. Psychological Inquiry, 9, 1-28
- [9]. Türer, C. (1999). Kınalızade'de Mutluluk. Felsefe Dünyası, 30 (2), 80-90.
- [10]. Yıldız, B. (2002). Aristoteles Ethik'inde "Mutluluk Ve Erdem". Yüksek Lisans Tezi, Atatürk Üniversitesi Sosyal Bilimler Enstitüsü: Erzurum.