

# Psychological wellbeing of adolescence in a school setting and its relation with their socio-demographic details.

- 1) Asem Babina Devi, Department of Psychology, Manipur University.
- 2) Dr. Roshan, Department of Clinical Psychology, RIMS
- 3) Dr. Nongthombam Thomson Luwang, Department of Radiology, RIMS.

## Abstract

**Aim:** The objective of the study is to evaluate the psychological well-being of adolescence in a school setting and its relation with their socio-demographic details. **Methods:** Two English medium schools were chosen for collecting the data. 200 participants out of which 100 are males and 100 are females are taken up. Self-prepared semi-structured proforma and Ryff Psychological well-being scale was used. **Results:** Descriptive statistics were used for the analysis of data. Chi-square and t-test were used to test the association between variables. **Conclusion:** Certain parameters in the socio-demographic details are found to be associated with psychological well-being.

## Introduction

Adolescence is the transitional stage from childhood to adulthood and occurs between the age of 13 to 19 years (Erikson, 1959). This period marked the changes in their physical, psychological, emotional and their sociological area (Roth J, 2003). Adolescence is a stage in which young people go through emotional and behavioral upheaval (Stanley G, 2006). Anna Freud described it as a universal period of developmental disturbance (Freud A, 1969). It has also been marked as a period of identity crisis by Erikson (Erikson, E. H., 1968). Since their cognitive abilities are not yet fully developed, their decision-making capacity is flawed and thus results in conflicts with parents (Steinberg, L 2001; Laursen, B, 1998), risk-taking behavior (Arnett, J, 1999), impulsive outbursts and emotional instability (Larson, R, 1994).

The stage of adolescence is usually portrayed as a negative and traumatizing phase of life. However, a number of studies emerged to indicate that adolescence is not a phase with problems, but a valuable part of the development process (Arguedas, 2018; Roth, J, 2003). One of the many changes that occur during this period is their potential for positive functioning (Geldhof, G, 2013) which can increase the likelihood of healthy and positive changes that can take place (Lerner, R, 2009). Psychological well-being theory depicts that individual's psychological health depends on his positive functioning in certain aspects of his life. He should have positive relationships with others, should accept himself and his past, should have a goal, ability to make decisions and be dominant over the environment (Ozen, 2005). Because of this, there is potential tension between psychological well-being,

happiness and development (Ryff and Singer, 1998). Psychological well-being also takes an important role in personality and development (Christopher, 1999).

## Methods

The present study aims to study the psychological well-being of adolescents in a school setting. The objective is to discuss the relationship between socio-demographic factors and the six domains of psychological well being of adolescents. It is a cross-sectional study and has employed a quantitative research approach. The primary data is collected from the participants through self-administered questionnaires. The sample size consists of 250 school going adolescents which is collected from two English medium schools. However, because some of the forms are incomplete, only 200 cases is taken up for the study out of which 100 cases are males and the other 100 cases are females.

Two-stage sampling method is adopted as sampling procedure. Convenient sampling technique is used to select two English medium schools out of the other English medium school in the Imphal area. Then, stratified sampling technique is used as the samples are stratified into two strata on the basis of male and female adolescents (Singh, AK, 2006).

## Tools and Scales:

Self prepared semi-structured proforma scale was used for collecting the socio-demographic and other relevant data of the respondents. The main category of the socio-demographic details includes age, gender, educational category, religion, number of siblings, order of birth, family type, place of residence, marital status, parental occupation, monthly income, single or both parents, substance use, premarital sex, school change and parental psychological distress.

Ryff's Psychological Well-being Scale (Ryff, C & Corey, M 1995): The Ryff inventory consists of 42 items. It consists of a series of statements reflecting the six areas of psychological well-being: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life and self-acceptance. Respondents rate statements on a scale of 1 to 6, with 1 indicating strong disagreement and 6 indicating strong agreement. Each subject has 7 questions each.

## Procedure:

The researcher approached two English medium, school in Imphal, Manipur. Permissions are taken from the school authority and they were explained about the aim and procedure of the research. After the permission is taken from the school authority, the students who are willing to participate in the study are explained about the purpose of study, interviewing procedures and methods for maintaining confidentiality. Written informed consent is taken. They have the right to seek clarification and information about the aspect of the research work. They

have the freedom to withdraw from the study at any point of time. Once the written informed consent is taken, they were asked to fill up the semi-structured proforma. Then they were explained about the Psychological well-being scale and the instructions given on how to fill the questionnaire.

### **Statistical analysis:**

The data is sorted, coded and entered into the computer using SPSS software 15<sup>th</sup> version. Descriptive statistics such as frequencies, mean, standard deviation and percentages are used to describe and summarize the data. Analysis such as chi-square and t-test are used to test for association between variables and level of significance.

### **Results:**

All the socio-demographic factors are found to be statistically insignificant with respect to autonomy except that of parental occupation (p-value=0.028). age category is found to be significant with personal growth (p-value=0.006). Positive relations with others are found to be significant with the parameters of age category (p-value=0.007), parental psychological distress (p-value=0.42) and school change (p-value=0.026). purpose in life is found to be significant with age category (p-value=0.047), school change (p-value=0.038) and parental psychological distress (p-value=0.010). Self-acceptance is found to be significant with family type (p-value=0.008). Environmental mastery is found to be insignificant with all the socio-demographic dimensions.

### **Discussion:**

The presents research aims to study the psychological well-being of adolescence in a school setting and its relationship with their socio-demographics data. According to the present findings, adolescence whose parents are employed are found to be high in the psychological dimension of autonomy. High autonomy indicates self-determined and independent as well as the ability to resist social pressures, and to think and act in certain ways (Sandee, T,2014).. The early adolescent group has higher personal growth as compared to middle and late adolescents. They have a feeling of continued development, sees self as growing and expanding and is open to new experiences. Positive relations with others was found to be higher in the early adolescent category, those who are with parents with no psychological distress and adolescent who does not change school often. High positive regard reveals warm, satisfying and trusting relationships with others, concerned about the welfare of others, capable of strong empathy, affection and intimacy and ability to understand the give and take of human relationships. Purpose in life is found to be high in adolescence with no school change and parents without psychological distress. These findings indicate that they have goals in life and a sense of directedness, feels there is meaning to present and past life (Tricia, A, 2014). Self-acceptance is found to be high among adolescents who belongs to a nuclear family. They possess a positive attitude towards self and acknowledges and accept multiple aspects of self including both good and bad qualities and feels positive about past lives.

Certain limitations of the present study is that the sample size is small and use of self report questionnaires.

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