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Research Article

WELL BEING OF ADOLESCENT STUDENTS

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ABSTRACT

This study was intended to assess the wellbeing of adolescent students. The objectives of the present study were to assess the wellbeing of adolescent students, assess the wellbeing of adolescent students with respect to selected variables such as Gender, Management, Community, Parental education, and Parental employment. Sample consisted of 83 Adolescent students of Warangal town and purposive sampling technique was used. Tool used for the study was Birlson scale to assess wellbeing of adolescent students. Data were collected by self report technique. Results revealed that 36.2% of adolescent students comes under the not well being category. It is also found that Gender, Parental employment could not influence the well being of adolescent students. Management of the school, community, parental education influenced the well being of the adolescent students. High well being improves the success in life.

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INTRODUCTION

Adolescence is the period of transition when the individual changes physically and psychologically from a child to an adult. Adolescence describes the teenage, According to World Health Organization (WHO) defines adolescent as age group between 10-19 years. 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 adolescent students 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 psychologists marked this age difficult /typical Age.

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.

From the very origins of psychology, adolescence has been considered a difficult stage in the process of development into adulthood. However, some empirical studies have shown that in reality, the majority of adolescents go through this stage successfully without experiencing particular traumas, reporting a level of relative well-being (Offer and Schonert-Reichl 1992). Well-being in childhood and adolescence is a growing field of study and discussion; however, different authors use different concepts to refer to the well-being phenomenon. The definition of well-being used to organize this chapter was that of Andrewset *al.* (2002) who noted that well-being is: 'healthy and successful individual functioning (involving physiological, psychological and behavioural levels of organization), positive social relationships (with family members, peers, adult caregivers, and community and societal institutions, for instance, school and faith and civic organizations), and a social ecology that provides safety' (Andrewset *al.* 2002, p. 103). This definition was used because the inclusion of many different dimensions of adolescent lives as well as the importance of relationships and formal and informal supports meant it was coherent with the conceptualization of the

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adolescent as described in the holistic perspective (Bergman 2001).

Along with all, 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 (ozen, 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. Well being of the adolescents plays a very vital role in their developmental process and it needs to be addressed.

Statement of the Problem

Well being of adolescent students

Adolescents means Youth 11 to 16 years of age
Well being means health and mentally well

Significance of the study

Adolescence is a critical developmental stage marked by complex transitions. The purpose of study was to assess adolescents students well being. How young people feel in themselves is a vital part of any assessment. It is important to understand their worries and concerns, and whether they are depressed or even suicidal. There is good evidence that the way a young persons feeling are often not recognised by their parents or caregivers. This makes it particularly important to have a way of helping them to express directly how they are feeling. With very young children their reporting can fluctuate from day to day, or even hour to hour they do not necessarily give a stable view of their situation. Evaluation of their perspective requires particular care about the adolescent student's and Well being of the adolescent's plays a very vital role in their developmental process and it needs to be addressed. Therefore the present study is undertaken to find out the wellbeing of adolescents and its association with the selected variables.

Objectives

1. To assess the wellbeing of adolescent students
2. To determine the significant difference of adolescent students well being with respect to selected variables- Gender, Management, community, parental education, and parental employment.

Hypotheses

- There is no significant difference between boys and girls adolescent students well being
- There is no significant difference between government and private school adolescent students well being
- There is no significant difference among sc, st, bc, oc community adolescent students well being
- There is no significant difference among Below 10th class, 10th to 12th, Graduation parental education adolescent students well being

- There is no significant difference among un employment, private, government parental employment adolescent students well being

Limitations

- This study is limited to mental well being of Adolescent students only
- This study is limited to warangal town high school students
- This study is limited to 83 sample of class VIIth, VIIIth and IXth students

METHODOLOGY

Population

Adolescent students studying in high school of Warangal town

Sampling procedure

The sample for the investigation consisted of 83 High school students studying in Warangal town of which, 41 were from government and 42 from private school students. Purposive sampling technique was applied for selecting the sample.

Tool

The tool developed by "Birlson" scale was adopted for the present study. The tool consisted of 18 items, all the items are placed on a 3 point scale. The response scale ranges from 0 (most of the time) to 2 (never). The scores are summed. A score above 13 has been suggested as indicative of possible depressive disorder, however, the tool is not a diagnostic instrument. Self-report, paper-pencil version, can also be administered orally

Validity and Reliability

The tool possessing Reliability Test-retest ($r > .80$) - Internal consistency ($\alpha = 0.73-0.90$), Validity - Concurrent validity - Discriminant validity, Although the tool is standardized, still the investigator felt that it should be tested for its suitability. Hence the investigator tried out on a sample of 15 High school students for establishing its validity and reliability. Test retest reliability was established of which the value is 0.55 and the intrinsic validity is 0.74. The tool thus standardized tool was administered to the sample High school students and the results are analysed and interpreted in the light of the objectives and the hypotheses.

Scoring Procedure

The responses to each question are scored 0, 1 or 2. How the responses are scored depends on the nature of the statement that is being responded to as well as the response. For example for question 8 – I enjoy my food – if no/never is ticked the score is 2. For question 17 – I feel so sad I can hardly bear it – a score of 2 would be obtained for most of the time. A score of 13 or more has been found to indicate the likelihood of a depressive disorder. Discussion with the young person and information from other sources will be necessary to make a definite diagnosis.

Analysis and Interpretation of the Data: The data thus collected was analysed using appropriate statistical techniques.

Well being of Adolescent students: The data collected was used for calculating the well being of adolescent students and the results are shown in the table; 1

Table 1 shows the adolescence well being

S.No	Well being score	No. of adolescent students	percentages	Status
1	Above 13	30	36.2%	Not well being
2	Below 13	53	63.8%	Well being

According to the manual 13 and above score secured adolescent students not having well being. From the Above table I revealed that 30 adolescent students i.e 36.2% comes under the not well being, remaining adolescent students are comes under the well being category.

Testing of Hypotheses

Hypothesis No I

There is no significant difference between boys and girls adolescent students well being. In order to test the above hypothesis the t test is employed and for this purpose the mean scores of the boys and girls adolescent students are calculated and compared using the t test. The results are shown in table: 2

Sl.No	Gender	N	Mean	SD	t-value
1	Boys	52	11.76	3.69	0.15
2	Girls	31	11.87	2.67	

From the above table, it could be observed that the mean scores of boys and girls adolescent students are 11.76 and 11.87 respectively. The obtained t- value 0.15 is less than the table values of 1.99 and 2.64 for df 81 at 0.05 and 0.01 levels. So it is not significant even at 0.05. In this context the null hypothesis is accepted. This shows the similar level of well being of the boys and girls. However the mean values indicate the less well being of the girls adolescent students. There exists that there is no significant difference between boys and girls adolescent student well being is accepted.

Hypothesis No II

There is no significant difference between government and private school adolescent students well being

The mean values of the Govt and private school adolescent students are calculated and compared using the t value. The results of the t test are given in table: 3

Table 3 Government and Private school adolescent students

Sl.No	Management	N	Mean	SD	t-value
1	Govt.	41	12.7	4.06	2.53
2	Private	42	10.9	2.09	

The above table reveals that the mean scores of Govt. and private school adolescent students are 12.7 and 10.9 respectively. The obtained t-value 2.53 is greater than the critical value of 1.99 for df 81 at 0.05 level so it is significant at 0.05 level. Therefore the null hypothesis is rejected .The well being of the adolescent students studying in the Govt and private school is not at the same. There exist that there is no significant difference between Government and private school adolescent students well being is rejected.

Hypothesis No III

There is no significant difference among SC, ST, BC, OC community adolescent students well being

The mean values of the different community adolescent students are calculated and compared using the F value. The results of the F test are given in table: 4

Table 4 Different community adolescent student’s results shown in ANOVA table

Source of Variation	Sum of squares	Df	Mean sum of sum of square	f
Between the groups	11481.36	3	3827.4	28.96
Within the groups	10571.84	80	132.14	

The above table reveals that the 3 degrees of freedom for greater mean square variance than 80 degrees of freedom mean square variance. The computed F ratio value 28.96 is much greater than critical values 2.72 and 4.04 at 0.05 and 0.01 levels of significance. Hence null hypothesis is rejected at both levels. Thus, a significant difference exists between groups. So the further test to find out whether the differences exist

Table 4a Different community adolescent students t-ratio results

Groups	N	M	SEM	t
SC	20	12.85	1.05	1.80
ST	24	10.95		
ST	24	10.95	0.79	1.25
BC	35	11.94		
BC	35	11.94	2.61	0.59
OC	5	10.40		
SC	20	12.85	2.87	0.85
OC	5	10.4		
ST	24	10.95	3.34	0.16
OC	5	10.40		

The above table reveals that the computed t- values much less than the critical values 1.99 and 2.64 for df 81 at 0.05 and 0.01 levels. Hence it is not significant consequently null hypothesis is accepted. Thus difference between groups is not significant and real. It may occur by chance or due to sample fluctuation.

Hypothesis No IV

There is no significant difference among below 10th class, 10th to 12th, Graduation parental education adolescent students well being

The mean values of the different parental education adolescent students are calculated and compared using the F value. The results of the t test are given in table: 5

Table 5 Different parental education adolescent student’s results shown in ANOVA table

Source of Variation	Sum of squares	Df	Mean sum of sum of square	f
Between the groups	142.39	2	71.19	7.51
Within the groups	767.13	81	9.47	

The above table reveals that the 2degrees of freedom for greater mean square variance than 81 degrees of freedom mean square variance. The computed F ratio value 7.51 is greater than critical values 3.11 and 4.88 at 0.05 and 0.01 levels of significance. So null hypothesis is rejected at both levels. Thus,

a significant difference exists between groups. So the further test to find out whether the differences exist.

Table 5a Different parental education adolescent student’s t-ratio results

Groups	N	Mean	Sd	t-value
below 10 th	39	13.17	0.16	16.87
10-12 th	34	10.47		
10-12 th	34	10.47	1.21	0.35
Graduation	10	10.9		
Below 10 th	39	13.17	1.21	1.89
Graduation	10	10.9		

The above table reveals that the computed t-value much greater than the critical values 1.99 and 2.64 for df 81 at 0.05 and 0.01 levels. Hence it is significant consequently null hypothesis is rejected. Thus difference between below 10 th class and 10th - 12th class parental education significant and real. The other group’s difference not real it may occur by chance or due to sample fluctuation.

Hypothesis No V

There is no significant difference among unemployment, private, government parental employment adolescent students well being

The mean values of the different parental employment adolescent students are calculated and compared using the F value. The results of the t test are given in table: 6

Table 6 Different parental employment adolescent student’s results shown in ANOVA table

Source of Variation	Sum of squares	df	Mean sum of sum of square	f
Between the groups	12.06	2	6.03	0.544
Within the groups	897.45	81	11.07	

The above table reveals that the 2degrees of freedom for smaller mean square variance than 81 degrees of freedom mean square variance. The computed F ratio value 0.54 is smaller than critical values 3.11and 4.88 at 0.05 and 0.01 levels of significance. Null hypothesis is accepted at both levels. Thus differences between means are not significant.

Findings

- 30 adolescent students i.e 36.2% comes under the not well being, remaining adolescent students are comes under the well being category
- There Exists that there is no significant difference between boys and girls adolescent student well being is accepted
- There exist that there is no significant difference between Government and private school adolescent students well being is rejected
- There exist that there is no significant difference among SC, ST, BC, OC community adolescent students well being is rejected
- There exists that there is no significant difference among below 10th class,10th to 12th, graduation parental education adolescent students well being is rejected
- There exists that there is no significant difference among un employment, private, government parental employment adolescent students well being is accepted

Educational Implications of the Study

1. 36.2% adolescent students are not under the well being. This needs to be improved further and it is existed among the private adolescent students who do not have proper physical activities and may be more stressed
2. Girls well being is higher than the Boy students. This indicates the focus is to be laid on boys in view of their career advancement, tension at studies, work involvement, and good learning conditions will improve the well being. It appears that the girls are prompt in discharging their duties.
3. Government school adolescence well being is higher than the private school students. It appears that the private institutions didn’t give the proper freedom to the students. So Private Managements must provide congenial atmosphere and it enhances the well being of private school adolescent students. It appears the private school students have pressure of work and it should be lessened.
4. SC adolescent mean score is higher than the other community group means. So government official need to focus on all other group well being also
5. Below 10th class parental education mean score is higher than graduate parents, may be they concentrate at least their children education. This indicates the necessity of educated parents must focus on their children well being.
6. Freedom of the students in participating the games and express their needs to be considered by the parents and the teachers for their well being. Proper encouraging environment need to be provided for the adolescent students for their well being at the school and the home.

CONCLUSION

Well being of adolescent students is related both individual and other factors such as management, community, parental education. The well being of adolescents is integrally shaped by the daily contexts in which they grow and develop.

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