

## Psychological Well-being and Impact of Home Environment in the Development of an Adolescent

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### **Abstract:**

*Positive associations with family, friends, and school staff are always linked to health and well-being during adolescence, but fewer studies look at how these "micro-systems" work together to affect adolescent health. Better outcomes are always linked to having good relationships with both school and family environment. Strong relationships with family and school staff may help children improve their well-being and mental health. The psychological development and behaviour of a person and his well-being are influenced partially by biology and individual traits, but also by numerous levels of environmental factors. This article looks into the aspects related to psychological well-being of an individual, particularly an adolescent and to know the impact of family and home environment in the life of the individual.*

**Keywords:** family, friends, school, good relationships, psychological development, environmental factors etc.,

Psychological well-being is how a person sees himself or herself and how well he or she can handle different parts of his or her life, like relationships, support, and work. Well-being is a person's happiness, sense of self-worth, physical health, and overall outlook on life. It is about feeling good and taking care of yourself, which are responsibilities that are often ignored when dealing with the many demands of 21st-century life. Most of the time, the idea of "well-being" is used in philosophy, and it is usually linked to health to describe what is seen as good for a person in the long run. Well-being or general well-being can be defined as the subjective experience of contentment, happiness, fulfilment with life experiences and one's place in the of work, a sense of achievement, convenience, and connectedness, and the utter lack of anguish, discontent, or anxiety, among other things. There are three different types of definitions of well-being:

1. True traits, like prudence or godliness, had been used to describe well-being.
2. People have made well-being depend on how they judge their lives in certain ways;
3. The phrase "well-being" is usually used to mean that good things will win out over bad things.

Several things contribute to mental health, such as self-awareness, feeling of freedom from stress

and pressure and nerves, disappointments, rigidity, the ability to handle pressure, not fantasising and justifying too much, and not wanting to hear other people's close-to-home insights. People think that a young person's relationships with their loved ones have a big effect on how well they do in life. The family is an important part of a child's development as a whole. This includes the relationship between parents and children, how parents interact with their children, and how children think about their home. The family is the smallest unit of society. In a family, relatives are very close to each other and depend on each other. As a person grows up, from childhood to adolescence to adulthood, he or she depends on his or her family for their needs and responsibilities. During the time when a person is growing up and becoming a young adult, family members have a big impact on him or her. Rousseau agreed that a child's home environment was usually good for his or her development. Most people agree that a child spends his or her first six years at home, where the mother is the real medical caretaker and the father is the real teacher.

In today's fast-paced world, mental health is very important because it helps teenagers deal with problems like stress.

The most important part of a person's life happens when he/she is young. Teenagers and young adults often have problems with their bodies, their minds, their families, and their social lives. There's no time for children to tell their parents what to do. These things stop people from getting ahead. Reviewing relevant writing shows that the mental health of school-aged children has been studied as both a dependent and a free factor. A child can't grow up in a vacuum. In his current situation, he needs all of the essential parts to grow, create, become whole, and, to put it simply, have trustworthiness. A child learns and grows at home in ways that are right for his age and not always tailored to him. Guardians teach their children how to think critically by helping them set limits for themselves. There is a lot of observational evidence that shows how parents act also affects how their children understand what it means to be wealthy. Holy people and lawbreakers are more often the result of their upbringing than traits they were born with.

People see the home environment as a framework in which all the ways that family members act and connect are linked. Several studies have shown that a positive environment, a sense of accomplishment, and a love of learning all help children do better in school. The environment in which a person grows up has an effect on that person. Home is almost always the most important factor in a child's first turn of events. The house is a big part of how young

people think and feel. The home environment and family have a big impact on how young people develop as people, and these changes may reach a peak during puberty. If a child didn't know from the start what is good and bad, it could hurt his or her ability to think and let his or her senses run the show. With the rise of science and new ideas, people's lives have become very complicated. Each person tries to get ahead and pass the other people in his group. Due to modern man's focus on material things, competition is growing in all areas of life. In challenges, the ability of the home environment to affect how a child grows and develops is very important. It is clear that children who are old enough to be in school face a variety of problems, such as those related to school expectations, career risk, peer pressure, etc. Several studies have looked at parental cooperation and how it affects mental health.

### **Objectives**

To investigate the relationship between teenagers' psychological well-being and their family environment.

To investigate the home environment as a predictor of teenage well-being.

### **Limitations of the investigation**

The study was limited to adolescents in school in the district of Hyderabad.

The sample included adolescents enrolled in the ninth grade.

The sample size was capped at 260 pupils.

The operational definitions of the employed terms

Verma and Verma's PGI General Well-being Scale measures a person's happiness, certainty, actual well-being, and general outlook on life (1989).

Home Environment refers to the psychological environment of the home as seen by youngsters and measured by Misra's (1986) the aspects at home which has many things divided into 10 parts: Command, Strength, Sentence, Conventionality, Social Remoteness, Prize, Lack of Freedom, Encouragement, Refusal, and Tolerance. The children in the study were all in the 9th grade and went to schools in the state of Telangana. A strange testing method was used to choose the illustration for this study. The general sample was made up of 260 students from government-run schools in the Hyderabad area. The State Board was in charge of the schools that were taken over. The whole programme was made up of 130 9th-grade boys and girls.

### **Utilised Research Tools**

The following instruments were selected and utilised by the researcher in order to collect

data for the present study:

The PGI General Well-being Scale (Verma & Verma, 1989) was used to assess the psychological well-being of adolescents. It is a twenty-item measure designed to assess general health. Each scale item is to be answered to by marking each of the 20 things. The checked items are tallied, yielding a total score for happiness. Misra (1986) developed the Home Environment Inventory (HEI) to measure the psycho-social climate of the home as observed by children. It measures the quality and quantity of cognitive, emotional, and social support the child has received at home.

### **Results and Interpretation**

Using Pearson's second connection, there is no direct link between mental health and a good home. Table 1 shows what was found in the relationship analysis. At the 0.05 level, they show that the correlation coefficients between mental well-being and the home environment part of defence (0.13) are measurably important. There are also positive and significant links between mental health and the home climate factors of safety ( $r = .14, p.06$ ), consistency ( $r = .15, p.01$ ), rewards ( $r = .16, p.02$ ), and support ( $r = .17, p.02$ ). Even so, social detachment ( $- 0.03$ ), dismissal ( $- 0.10=11$ ), and acceptance ( $- 0.02$ ) are all linked to mental health, though not in a huge way. Even with an importance edge of 0.04, the relationship coefficients between mental well-being and control (.004), discipline (.002), and honour hardship (0.005) are not very big. This shows that there is no link between a teen's family life and their mental well-being if they aren't friendly, if they have to work hard for their honours, if they get kicked out, or if they are treated kindly. This study shows that young people who grow up in homes with high levels of safety, stability, rewards, and support are more likely to be healthy. Several different studies have come to the same conclusions.

#### Emotional Well-being among Adolescent Students in relation to Home Environment

S. No.	Home Environment.	Components r
1	Command	.05
2.	Strength	.13*
3.	Sentence	.01
4.	Conventionality	.15**
5.	Social Remoteness	- .05
6.	Prize	.16**
7.	Lack of Freedom	.007
8.	Encouragement	.17**
9.	Refusal	- .11
10.	Tolerance	- .04

A step - by - step multiple regression analysis was done to find out how much different

parts of the home environment affected how well adolescents were doing. The stepwise analysis was chosen over the standard one to find a subset of the independent variables that help predict the dependent variable. This is done by getting rid of the variables that don't add anything to what the variables in the equation already predict. The results of the systematic multiple regression analysis for the dependent variable health are shown in Table 2. The outcomes of the methodical multiple regression showed that conformity, rewards, and nurturing were important predictors of adolescent well-being. Together, they explained 26% of the variation in adolescent well-being ( $R^2 = .26$ ,  $p < .01$ ). The nurturing part of the home environment is the best predictor of well-being. It was used in the first step of the equation. This variable's multiple R is .38, which means that stress is responsible for about 14% of the variation ( $R^2 = .14$ ). The F-value is 15.69, which at the .01 level is significant.

S. No.	Predicator Variable	R	R <sup>2</sup>	Direction of relationship with well-being
1	Nurturance	.39a	.14	15.68** Positive
2	Conformity	.46b	.20	12.14** Positive
3.	Reward	.50c	.26	10.79** Positive

**Summary of Step-by-step Regression for Calculation of we-being among adolescent students**

The home environment's conformity seems to be another strong predictor that came into play at step two. When conformity was added to the equation after the nurturing part of the home environment, the value of R went up to .46. The fact that the F-value is 12.14 is important at the .01 level. It means that the nurturing and conforming parts of a teen's home environment account for about 21% of the differences in their health. Simple linear regressions were also used to find out if different parts of the home environment could predict a teen's well-being on their own. The reward part of the home environment is the last thing that went into the regression equation. With this variable added, the multiple R went up to .50, which means that these three variables explained 25% of the difference in how well adolescents were doing. At this step, the F ratio is 10.79, which is important at the .01 level. The results of the stepwise regression analysis showed that the linear combination of the conformity, reward, and nurturing parts of the home environment explain 26% of the difference in how well adolescents are doing. The home

environment factors of nurturing, conformity, and rewards each accounted for 3%, 5%, and 8% of the differences in adolescent health (Table 2). Compared to conformity and reward, nurturing seemed to be the best way to predict well-being. In line with previous research these results have important implications for counsellors and parents.

### **Implications for Education (conclusion)**

People talk about progress in terms of well-being, and countries are seen as happy places to live based on the well-being of their citizens.

When the wellbeing of non-industrial nations is compared with that of agricultural countries, one can see that happiness is not tied to money. The success of these countries comes from the happiness of their people, which is based on daily life, welfare support, and other social factors. So, educational projects, both in formal and non-formal schooling systems and through growth efforts, should focus on things that are good for people and have a positive effect on their daily lives and the world around them. This will help improve the well-being of the population. In light of these findings, it is argued that it should be the primary responsibility of parents to ensure the maturation of their children in school. They should create an environment at home that is conducive to guiding the adolescents' emotions in a healthy direction. In addition, the study provides parents with advice for fostering their children's healthy development so that they may become well-adjusted adults. Based on the findings of the current study, it is suggested that a parent shouldn't stick to a single style or lead, but instead should adapt to the needs of the child's personality.

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