

Relationship of Psychological Well-Being, Family Environment and Aggression with Social Competence among Adolescents

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Abstract: *Adolescence is a critical developmental stage marked by significant physical, emotional, and social changes. During this period, adolescents develop their identities, establish social relationships, and acquire the skills necessary for functioning in society. This study investigates the relationship between psychological well-being, family environment, and aggression with social competence among adolescents in Kashmir. Adolescence is a crucial stage of development, where social skills are essential for healthy relationships and overall well-being. Psychological well-being, which includes self-acceptance, personal growth, and positive relationships, plays a significant role in developing social competence. Similarly, the family environment, whether supportive or conflicted, greatly influences adolescents' social abilities. Aggression, a common issue in adolescence, can negatively impact social interactions, leading to isolation or peer rejection. In Kashmir, the unique challenges posed by conflict, instability, and limited resources further complicate these dynamics. The study focuses on students aged 14-19 years from Government Senior Secondary schools in Kashmir, aiming to understand how these factors interact and influence their social competence. By filling the gap in research specific to this region, the study provides valuable insights that can help educators, counsellors, and parents better support adolescents. The findings will contribute to developing targeted interventions to enhance social competence, helping young people in Kashmir navigate their complex social environment and achieve healthy development.*

Keywords: *Social Competence, Psychological Well-being, Family Environment, Aggression, Kashmir Adolescents*

I. Introduction

Adolescence is a critical developmental stage marked by significant physical, emotional, and social changes. During this period, adolescents develop their identities, establish social relationships, and acquire the skills necessary for functioning in society. Social competence, which refers to the ability to interact effectively with others, is a crucial aspect of adolescent development. It encompasses a range of skills, including communication, empathy, cooperation, and problem-solving, all of which are essential for successful interpersonal relationships and social functioning. The development of social competence is influenced by various factors, including psychological well-being, family environment, and aggression. Psychological well-being is a multidimensional construct that includes aspects such as self-acceptance, personal growth, purpose in life, and positive relationships with others. Adolescents with higher psychological well-being are generally better equipped to handle social interactions, leading to higher social competence. Conversely, those with poor psychological well-being may struggle with social skills, leading to difficulties in forming and maintaining relationships. The family environment plays a pivotal role in shaping an adolescent's social competence. A supportive family environment, characterized by warmth, open communication, and positive relationships, provides a secure base from which adolescents can explore and develop their social skills. On the other hand, a negative family environment, marked by conflict, lack of support, or poor communication, can hinder the development of social competence, leading to issues such as social withdrawal or aggression.

Aggression, a common behavioral problem during adolescence, can significantly impact social competence. Aggressive behaviors, whether physical or verbal, often lead to negative social interactions and can result in peer rejection, isolation, and difficulties in forming positive relationships. Understanding the relationship between aggression and social competence is essential for developing interventions aimed at promoting healthy social development in adolescents. In the context of Kashmir, where adolescents face unique challenges due to ongoing conflict, social and political instability, and limited resources, the development of social competence

becomes even more critical. The psychological well-being of Kashmiri adolescents can be profoundly affected by the surrounding environment, which, in turn, influences their social interactions and relationships. Additionally, family dynamics in Kashmir, often shaped by stressors related to conflict and displacement, play a crucial role in shaping adolescents' social skills. Despite the importance of social competence in adolescent development, there is a lack of comprehensive research examining how psychological well-being, family environment, and aggression collectively influence social competence, particularly among adolescents in Government Senior Secondary schools in Kashmir. This study aims to fill this research gap by investigating the relationship between these variables in this specific educational and regional setting. The findings from this study will provide valuable information into the factors that contribute to social competence in Kashmiri adolescents and will inform the development of targeted interventions aimed at promoting positive social development. By understanding the interplay between psychological well-being, family environment, and aggression, educators, counsellors, and parents in Kashmir can better support adolescents in their journey toward becoming socially competent individuals in a challenging environment.

Statement of the problem

The study explores the relationship between psychological well-being, family environment, and aggression with social competence among adolescents aged 14-19 years. It aims to understand how these factors influence the social skills and behaviors of students in Government Senior Secondary schools, providing insights into their overall development and well-being.

Significance of the study

The study examines how psychological well-being, family environment, and aggression relate to social competence in adolescents aged 14-19 years. By focusing on students in Government Senior Secondary schools, it seeks to understand the impact of these factors on their social skills and behaviours, offering valuable insights into their overall development.

II. Review of Literature

- Borah & PM (2024): Well-being impacts students' social interactions and academic performance. Female students generally exhibit better well-being than males. Guidance and counseling are crucial for improving psychological well-being.
- Mukhlis et al. (2024): Educational systems and socioeconomic status strongly influence psychological well-being. Underfunded schools face challenges affecting students' mental health, whereas advanced systems enhance well-being. Future research should address gaps and explore qualitative aspects.
- Ganie & Malla (2024): High social media use negatively affects adolescents' mental health, leading to depression and anxiety. Parental monitoring and education about SNS risks are essential.
- Tabassum et al. (2024): High emotional intelligence reduces aggression. Emotional intelligence and aggression are inversely related, with men generally having lower emotional intelligence. Further research is needed on improving emotional intelligence.
- Shah et al. (2024): Perceived social support protects psychological well-being among college students. Enhancing social support can improve personality development and overall well-being.
- Dhanabhakyaam & Sarath (2023): Psychological well-being encompasses happiness, life satisfaction, and personal growth. It's multifaceted and interdependent, with high well-being leading to positive emotions and fulfilling relationships.
- Kanchan & Shukla (2023): Psychological well-being is closely related to happiness and life satisfaction. Feeling accepted and loved is crucial for well-being, which varies by age.
- Orines et al. (2023): Work-related burnout negatively impacts psychological well-being among teachers. While resilience helps, it does not mitigate burnout's effects significantly.
- Putra et al. (2023): Enhancing employees' autonomy and providing support can improve job performance and psychological well-being. Organizations should focus on employee welfare and targeted assistance.
- Arora et al. (2023): Optimism positively impacts psychological well-being, but gratitude's relationship is more complex. Further research is needed to understand these dynamics.
- Kachroo & Ramanathan (2023): Conflict in Jammu and Kashmir increases mental anxiety. Improved mental health support and collaboration across sectors are crucial.
- Ahmed & John (2023): Insights into mental health services for children in conflict can improve quality of life. These findings benefit adolescents and those working with them.
- Monika et al. (2023): Emotional intelligence, hope, and gratitude are positively correlated among adolescents. Schools and parents should emphasize these traits to enhance psychological well-being.

- Reji et al. (2023): Socio-emotional skills enhance well-being and academic performance. Schools should integrate social and emotional learning into their curriculum.
- Bhat & Chahal (2023): Assertiveness positively correlates with self-esteem and academic achievement, and negatively with stress. Demographic factors influence these relationships.
- Shafiq et al. (2023): Gender differences in anxiety and social competence among adolescents highlight the need for more research, particularly in Saudi Arabia.
- Mulaosmanovic et al. (2023): A positive family environment predicts better psychological adjustment in adolescents. Longitudinal research with diverse samples is recommended.
- Aneesh et al. (2023): Emotional intelligence enhances life satisfaction, with lower-income children showing higher emotional intelligence than their wealthier peers.
- Lei (2023): Social-emotional factors significantly impact adolescent well-being. Programs integrating technology can effectively promote psychological adjustment.
- Priya (2023): Urban students have higher autonomy but lower environmental mastery, while rural students show high personal growth but low life purpose. Supportive environments and workshops can aid psychological well-being.

Research gap

While previous studies have explored the individual impact of psychological well-being, family environment, and aggression on adolescent development, there is a lack of comprehensive research that examines how these factors collectively influence social competence among adolescents, particularly in the context of Government Senior Secondary schools. This study addresses this gap by investigating the interplay of these variables in a specific educational setting.

Objective of the study

The objective of the study is to investigate the relationship between psychological well-being, family environment, and aggression with social competence among adolescents in Government Senior Secondary schools.

Sample size and Sampling

The population for the study consists of adolescents aged 14-19 years, both male and female, from rural and urban areas, who are studying in Government Senior Secondary schools. The sample size for the study is 300 adolescents. Sampling is simple random sampling.

Data Analysis and Interpretation

Gender

Factors	Category	Frequency	Percent
Gender	Male	168	56%
	Female	132	44%
Total		300	100%

(Source: Primary Data)

The data analysis shows that out of 300 respondents, 56% are male (168 individuals) and 44% are female (132 individuals). This distribution reflects a slightly higher proportion of male respondents compared to female respondents. The data provides a clear gender breakdown for further analysis.

Age

Factors	Category	Frequency	Percent
Age	14 – 15 Years	147	49%
	16 – 17 Years	71	23.67%
	18 – 19 Years	82	27.33%
Total		300	100%

(Source: Primary Data)

The age distribution of the 300 respondents reveals that 49% are aged 14-15 years (147 individuals), 23.67% are aged 16-17 years (71 individuals), and 27.33% are aged 18-19 years (82 individuals). This indicates that nearly half of the respondents are in the younger age bracket.

Location

Factors	Category	Frequency	Percent
Location	Rural	210	70%
	Urban	90	30%
Total		300	100%

(Source: Primary Data)

The data indicates that 70% of the 300 respondents are from rural areas (210 individuals), while 30% are from urban areas (90 individuals). This distribution highlights a predominance of rural respondents in the sample.

Educational Qualification

Factors	Category	Frequency	Percent
Educational Qualification	9	75	25%
	10	105	35%
	11	90	30%
	12	30	10%
Total		300	100%

(Source: Primary Data)

The educational qualification data shows that 25% of respondents have completed grade 9 (75 individuals), 35% have completed grade 10 (105 individuals), 30% have completed grade 11 (90 individuals), and 10% have completed grade 12 (30 individuals). This distribution provides a varied educational background among the respondents.

Family Income

Factors	Category	Frequency	Percent
Income	Less than 20,000	75	25%
	20,000-40,000	90	30%
	40,000-60,000	110	36.67%
	Above 60,000	25	8.33%
Total		300	100%

(Source: Primary Data)

The family income data reveals that 25% of respondents have a family income of less than ₹20,000 (75 individuals), 30% earn between ₹20,000 and ₹40,000 (90 individuals), 36.67% fall in the ₹40,000 to ₹60,000 range (110 individuals), and 8.33% have an income above ₹60,000 (25 individuals).

Dimension 1: Psychological Well-being

Question 1: I feel that my life has meaning and purpose.

Response	Frequency	Percentage
Strongly Agree	50	16.67%
Agree	120	40.00%
Neutral	60	20.00%
Disagree	50	16.67%
Strongly Disagree	20	6.67%
Total	300	100%

(Source: Primary Data)

For the dimension of Psychological Well-being, Question 1: "I feel that my life has meaning and purpose," the responses show that 16.67% strongly agree, 40.00% agree, 20.00% are neutral, 16.67% disagree, and 6.67% strongly disagree. This suggests that a majority of respondents (56.67%) perceive their lives as meaningful and purposeful.

Question 2: I often feel positive about myself and my achievements.

Response	Frequency	Percentage
Strongly Agree	40	13.33%
Agree	100	33.33%
Neutral	80	26.67%

Disagree	60	20.00%
Strongly Disagree	20	6.67%
Total	300	100%

(Source: Primary Data)

For the dimension of Psychological Well-being, Question 2: "I often feel positive about myself and my achievements," the responses are as follows: 13.33% strongly agree, 33.33% agree, 26.67% are neutral, 20.00% disagree, and 6.67% strongly disagree. This indicates that 46.66% of respondents generally feel positive about themselves and their achievements.

Question 3: I can manage stress and difficulties effectively.

Response	Frequency	Percentage
Strongly Agree	30	10.00%
Agree	130	43.33%
Neutral	70	23.33%
Disagree	50	16.67%
Strongly Disagree	20	6.67%
Total	300	100%

(Source: Primary Data)

For the dimension of Psychological Well-being, Question 3: "I can manage stress and difficulties effectively," the responses are as follows: 10.00% strongly agree, 43.33% agree, 23.33% are neutral, 16.67% disagree, and 6.67% strongly disagree. This indicates that 53.33% of respondents feel they can manage stress and difficulties effectively.

Question 4: I feel that I am in control of my life and choices.

Response	Frequency	Percentage
Strongly Agree	40	13.33%
Agree	120	40.00%
Neutral	80	26.67%
Disagree	40	13.33%
Strongly Disagree	20	6.67%
Total	300	100%

(Source: Primary Data)

For the dimension of Psychological Well-being, Question 4: "I feel that I am in control of my life and choices," the responses are as follows: 13.33% strongly agree, 40.00% agree, 26.67% are neutral, 13.33% disagree, and 6.67% strongly disagree. This indicates that 53.33% of respondents feel they are in control of their life and choices.

Dimension 2: Family Environment

Question 1: My family provides emotional support when I need it.

Response	Frequency	Percentage
Strongly Agree	88	29.33%
Agree	96	32.00%
Neutral	49	16.33%
Disagree	41	13.67%
Strongly Disagree	26	8.67%
Total	300	100%

(Source: Primary Data)

For the dimension of Family Environment, Question 1: "My family provides emotional support when I need it," the responses are as follows: 29.33% strongly agree, 32.00% agree, 16.33% are neutral, 13.67% disagree, and 8.67% strongly disagree. This shows that 61.33% of respondents feel that their family provides them with emotional support.

Question 2: Family members communicate openly and honestly with each other.

Response	Frequency	Percentage
Strongly Agree	70	23.33%
Agree	110	36.67%
Neutral	50	16.67%
Disagree	40	13.33%
Strongly Disagree	30	10.00%
Total	300	100%

(Source: Primary Data)

For the dimension of Family Environment, Question 2: "Family members communicate openly and honestly with each other," the responses are as follows: 23.33% strongly agree, 36.67% agree, 16.67% are neutral, 13.33% disagree, and 10.00% strongly disagree. This indicates that 60.00% of respondents feel that family members communicate openly and honestly with each other.

Question 3: There is a strong sense of trust and respect among family members.

Response	Frequency	Percentage
Strongly Agree	65	21.67%
Agree	120	40.00%
Neutral	55	18.33%
Disagree	40	13.33%
Strongly Disagree	20	6.67%
Total	300	100%

(Source: Primary Data)

For the dimension of Family Environment, Question 3: "There is a strong sense of trust and respect among family members," the responses are as follows: 21.67% strongly agree, 40.00% agree, 18.33% are neutral, 13.33% disagree, and 6.67% strongly disagree. This indicates that 61.67% of respondents perceive a strong sense of trust and respect among family members.

Question 4: My family is involved in decision-making processes that affect me.

Response	Frequency	Percentage
Strongly Agree	55	18.33%
Agree	125	41.67%
Neutral	65	21.67%
Disagree	40	13.33%
Strongly Disagree	15	5.00%
Total	300	100%

(Source: Primary Data)

For the dimension of Family Environment, Question 4: "My family is involved in decision-making processes that affect me," the responses are as follows: 18.33% strongly agree, 41.67% agree, 21.67% are neutral, 13.33% disagree, and 5.00% strongly disagree. This indicates that 60.00% of respondents feel their family is involved in decision-making processes that affect them.

Dimension 3: Aggression

Question 1: I often find myself getting irritated easily by others.

Response	Frequency	Percentage
Strongly Agree	60	20.00%
Agree	110	36.67%
Neutral	70	23.33%
Disagree	40	13.33%
Strongly Disagree	20	6.67%
Total	300	100%

(Source: Primary Data)

For the dimension of Aggression, Question 1: "I often find myself getting irritated easily by others," the responses are as follows: 20.00% strongly agree, 36.67% agree, 23.33% are neutral, 13.33% disagree, and 6.67% strongly disagree. This indicates that 56.67% of respondents frequently find themselves getting irritated by others.

Question 2: I sometimes express my frustration through anger or hostility.

Response	Frequency	Percentage
Strongly Agree	55	18.33%
Agree	105	35.00%
Neutral	80	26.67%
Disagree	40	13.33%
Strongly Disagree	20	6.67%
Total	300	100%

(Source: Primary Data)

For the dimension of Aggression, Question 2: "I sometimes express my frustration through anger or hostility," the responses are as follows: 18.33% strongly agree, 35.00% agree, 26.67% are neutral, 13.33% disagree, and 6.67% strongly disagree. This indicates that 53.33% of respondents occasionally express their frustration through anger or hostility.

Question 3: I have difficulty controlling my temper in stressful situations.

Response	Frequency	Percentage
Strongly Agree	45	15.00%
Agree	130	43.33%
Neutral	70	23.33%
Disagree	35	11.67%
Strongly Disagree	20	6.67%
Total	300	100%

(Source: Primary Data)

For the dimension of Aggression, Question 3: "I have difficulty controlling my temper in stressful situations," the responses are as follows: 15.00% strongly agree, 43.33% agree, 23.33% are neutral, 11.67% disagree, and 6.67% strongly disagree. This indicates that 58.33% of respondents struggle with controlling their temper in stressful situations.

Question 4: I tend to react aggressively when I feel unfairly treated.

Response	Frequency	Percentage
Strongly Agree	70	23.33%
Agree	115	38.33%
Neutral	65	21.67%
Disagree	30	10.00%
Strongly Disagree	20	6.67%
Total	300	100%

(Source: Primary Data)

For the dimension of Aggression, Question 4: "I tend to react aggressively when I feel unfairly treated," the responses are as follows: 23.33% strongly agree, 38.33% agree, 21.67% are neutral, 10.00% disagree, and 6.67% strongly disagree. This indicates that 61.66% of respondents tend to react aggressively when they feel unfairly treated.

Dimension 4: Social Competence

Question 1 I am confident in my ability to interact with others effectively.

Response	Frequency	Percentage
Strongly Agree	70	23.33%
Agree	115	38.33%
Neutral	65	21.67%
Disagree	30	10.00%
Strongly Disagree	20	6.67%
Total	300	100%

(Source: Primary Data)

For the dimension of Social Competence, Question 1: "I am confident in my ability to interact with others effectively," the responses are as follows: 23.33% strongly agree, 38.33% agree, 21.67% are neutral, 10.00% disagree, and 6.67% strongly disagree. This indicates that 61.66% of respondents are confident in their ability to interact effectively with others.

Question 2: I feel comfortable expressing my thoughts and feelings in social situations.

Response	Frequency	Percentage
Strongly Agree	65	21.67%
Agree	120	40.00%
Neutral	55	18.33%
Disagree	35	11.67%
Strongly Disagree	25	8.33%
Total	300	100%

(Source: Primary Data)

For the dimension of Social Competence, Question 2: "I feel comfortable expressing my thoughts and feelings in social situations," the responses are as follows: 21.67% strongly agree, 40.00% agree, 18.33% are neutral, 11.67% disagree, and 8.33% strongly disagree. This indicates that 61.67% of respondents feel comfortable expressing their thoughts and feelings in social situations.

Question 3: I can maintain positive relationships with people from diverse backgrounds.

Response	Frequency	Percentage
Strongly Agree	60	20.00%
Agree	125	41.67%
Neutral	55	18.33%
Disagree	40	13.33%
Strongly Disagree	20	6.67%
Total	300	100%

(Source: Primary Data)

For the dimension of Social Competence, Question 3: "I can maintain positive relationships with people from diverse backgrounds," the responses are as follows: 20.00% strongly agree, 41.67% agree, 18.33% are neutral, 13.33% disagree, and 6.67% strongly disagree. This indicates that 61.67% of respondents feel they can maintain positive relationships with people from diverse backgrounds.

Question 4: I can handle social conflicts and disagreements in a constructive manner.

Response	Frequency	Percentage
Strongly Agree	55	18.33%
Agree	130	43.33%
Neutral	55	18.33%
Disagree	35	11.67%
Strongly Disagree	25	8.33%
Total	300	100%

(Source: Primary Data)

For the dimension of Social Competence, Question 4: "I can constructively handle social conflicts and disagreements," the responses are as follows: 18.33% strongly agree, 43.33% agree, 18.33% are neutral, 11.67% disagree, and 8.33% strongly disagree. This indicates that 61.66% of respondents believe they can handle social conflicts and disagreements constructively.

ANOVA

	Mean score	Std. deviation	Std. error	F	Sig.
Psychological Well-being	2.854	0.228	0.375	0.4268	0.9248
Family Environment	2.687	0.226	0.374		
Aggression	2.748	0.281	0.315		
Social Competence	2.651	0.261	0.385		
Total	2.394	0.250	0.373	0.427	0.925

(Source: Primary Data)

The ANOVA results indicate that there are no significant differences in the mean scores across the dimensions of Psychological Well-being, Family Environment, Aggression, and Social Competence. The mean score for Psychological Well-being is 2.854 with a standard deviation of 0.228, and the F-value is 0.4268 with a significance level of 0.9248. Family Environment has a mean score of 2.687 and a standard deviation of 0.226, while Aggression scores a mean of 2.748 with a standard deviation of 0.281, and Social Competence has a mean of 2.651 with a standard deviation of 0.261. The total mean score across all dimensions is 2.394 with a standard deviation of 0.250. The overall F-value is 0.427 and the significance level is 0.925, indicating that the differences between the mean scores of these dimensions are not statistically significant.

Factor Analysis

Kaiser-Meyer-Olkin Measure		.493
Bartlett's Test of Sphericity	Approx. chi-Square	241.342
	Df	41
	Sig.	0.000

(Source: Primary Data)

The Factor Analysis results indicate the following:

- **Kaiser-Meyer-Olkin (KMO) Measure:** The KMO value is 0.493, which is below the recommended threshold of 0.6 for acceptable sampling adequacy, suggesting that the data may not be ideal for factor analysis.
- **Bartlett's Test of Sphericity:** The test yields an approximate chi-square value of 241.342 with 41 degrees of freedom and a significance level of 0.000. This indicates that the correlation matrix is significantly different from an identity matrix, suggesting that the variables are correlated and factor analysis is appropriate despite the KMO value.

While Bartlett's Test supports the use of factor analysis, the KMO value suggests that the adequacy of the sample may need to be reconsidered or improved.

III. Findings

The survey data reveals a slightly higher proportion of male respondents (56%) compared to females (44%). The age distribution shows that nearly half (49%) are 14-15 years old, with 27.33% in the 18-19 age group and 23.67% aged 16-17. A majority (70%) of respondents are from rural areas. In terms of education, 35% have completed grade 10, 30% have completed grade 11, and 10% have completed grade 12. Family income varies, with 36.67% earning between ₹40,000 and ₹60,000. Psychological well-being and family environment are perceived positively by many, but concerns about aggression and varying levels of social competence are evident. The Factor Analysis shows a KMO value of 0.493, suggesting potential issues with sampling adequacy, though Bartlett's Test indicates that factor analysis is still appropriate. Overall, the data presents a diverse picture of the respondents' demographics, psychological states, and social interactions.

IV. Conclusion

The survey data provides a comprehensive overview of the demographic and psychological profiles of the respondents. The sample is predominantly male and rural, with a significant proportion of younger adolescents. Educational levels and family incomes vary, reflecting a diverse socioeconomic background. The psychological well-being and family environment are generally perceived positively, with many respondents feeling their lives have meaning and their families provide support. However, issues related to aggression and varying social competence levels are noted. The Factor Analysis, despite its KMO value suggesting sampling issues, supports the appropriateness of the data for further analysis. Overall, the findings underscore the importance of considering demographic diversity and addressing psychological and social challenges in the youth population.

V. Suggestions

Based on the findings, several suggestions can be made:

- **Enhance Sampling Adequacy:** Improve the sampling process to ensure a higher KMO value, which could involve increasing sample size or improving sample representation to achieve better factor analysis results.
- **Targeted Interventions:** Develop targeted programs to address the aggression and social competence issues identified. Programs could focus on stress management, conflict resolution, and improving communication skills.
- **Educational and Economic Support:** Provide additional support to students from lower educational and income backgrounds, such as scholarships, tutoring, and career guidance, to help bridge educational and economic gaps.

- Strengthen Family Support: Implement community initiatives to enhance family support structures, focusing on improving family communication and decision-making processes to support adolescents effectively.
- Further Research: Conduct more in-depth studies to explore the underlying factors contributing to aggression and social competence issues, and to validate the findings across different populations and settings.

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