



A Study of School Environment and Parenting Style on the Well Being of an Adolescent

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Abstract:

Adolescence is an age of confusion. They face numerous challenges, including mental health issues, identity consolidation, and the development of mature social goals. This is the time of shaping and reshaping the youth of tomorrow as well as to create a safe zone for them. The two most important parameters in the life of an adolescent are the school on one hand and the parents on the other. A coordination between them results in the wellbeing of the child. The objective of the study is to understand the impact of school environment and parenting style on the well-being of the adolescent. The ex-post scientific study (field study) research design, more specifically a hypothesis testing type of field study was adopted. The sample consisted of 30 boys and girls of a private school of Agartala Tripura. Subjective Well – Being Inventory (SUBI) by Sell and Nagpal, (1992). School Environment Inventory by Dr. Karuna Shanker Mishra (Allahabad) and Parents as Social Context Questionnaire(PASCQ) were used for data collection. The findings show that there is no significant difference in the well-being of adolescent based on parenting style and school environment.

Keywords: School Environment, Parenting Style, Wellbeing, Adolescence.

Introduction:

Adolescence is the phase of life between childhood and adulthood, from ages 10 to 19, the transition stage of physical and psychological development that generally occurs during the period from puberty to legal adulthood. It is a critical stage of life which is characterised by biological, emotional, and social development. It can be considered an age of uncertainty, a stage of confusion. They are stressed as they are pressurized from all angles, always at crossroads in terms of decision making so they keep searching for answers to their queries.

V. Kumar (2025) wrote on the perspectives from childhood and adolescence. It is during this time that they believe that elders do not understand them, so they become more inclined towards their friends. And peer group. In this developmental stage of *adolescence* both girls and boys face many stressful challenges which may be common or different due to gender. Some *adolescents can* manage these situations, but many develop behavioural issues. Another glaring red flag is the extensive use of technology.

Dey CN (2024) studied the effect of AI in today's generation. The psychological changes of adolescence include the appearance of new cognitive structures (e.g., the ability to think abstractly) and introspective ability, the establishment of moral values and norms, and a coming to terms with the developmental tasks that are specific to this period of life.

Adolescents thrive and are able to achieve their full potential if have the support, confidence, and resources to thrive in contexts of secure and healthy relationships. Being in good emotional as well as physical health enables young people to deal with the challenges of adolescence and eases their transition into adulthood. mental well-being in childhood is associated with social competence and good coping skills that lead to more positive outcomes in adulthood.

Having good emotional health is a fundamental aspect of fostering resilience, self-awareness, and overall contentment. Emotional wellbeing means feeling good equally important to wellbeing, is our capacity to psychologically function well in the world. maintaining positive relationships, having some control over one's life and having a sense of purpose, self-esteem and self-confidence.

Psychological wellbeing of adolescents' means being content with life and understanding an abundance of positive emotions, is linked with greatest academic function, social skills and support and physical health, being a stage that lays strong foundation for future.

Anxiety disorders are the most common mental health disorders in adolescents at any given time, one in eight adolescents meets clinical criteria for an anxiety disorder, anxiety disorders include generalized anxiety disorder, social anxiety disorder, and panic disorder. Adolescent counselling is aimed at helping the young people to understand their feelings, their behaviours and thoughts and overcome these issues so that they can lead a better life.

Counselling supports these growing kids with the mental and physical changes that they go through. In many cases family counselling becomes essential in maintaining the wellbeing of a child or an adolescent.

Ranganathan N et al (2024) So well-being depends on both the individual and the environment, which is home and school.

Castro T et al (2024). *Parental* behaviour is one of the most important factors in terms of the development of external and internal behaviour of *adolescents*. Connection of a child with parents is more, so a parent has a greater influence on the child. Children tend to imitate their parents in terms of behaviour, mannerisms, taking them to be their role models.

Schools play a key role in child and youth development. **Singh (2024)** School is a mini society and functions as a protective factor that promotes safety, motivation, relationships.

In this mini society if the child does not get the love, value, understanding he or she looks out for then their self-confidence is shattered and they may have a low academic output which is one of the factors which may lead to behavioural issues.

Peer group interactions, **Dewan Petal (2024)** teachers handling of students, family dynamics, environment effect, media also have an effect on child development and behaviour pattern.

Wellbeing is a fundamental right of every person more so for children and adolescent. Wellbeing is what is good for a person, what makes a person look at life positively, to be healthy and prosperous. It includes a good mental health, a sense of purpose in life and the ability to manage stress. Wellbeing can be on any platform be it physical, social, emotional or in workplace or home. But there is a significant improvement in the wellbeing of children. In today's scenario, it is important to improve the wellbeing of every individual, be it a child, adolescent, a middle-aged person or elderly.

With the pandemic creating a havoc in the life of every person, it seems that we have lost a chunk of our life and a drastic change has taken place in the life of every person specially the adolescent.

Rationale of the study

Wellbeing can be considered to be a state of feeling good, satisfied, a sense of fulfilment in an individual's life. Wellbeing helps maintain health and overall happiness. It helps one to overcome difficulties and achieve one's goal in life.

Wellbeing of an adolescent is intertwined with home and school environment. It is the parents, teachers and management who share the responsibility of initiating the characteristic of a child to a certain extent. The research was conducted to understand the well-being of children especially in today's world and to understand the role played by school and the home front. After understanding the effect ways in which one can help in positive upliftment in wellbeing through counselling of individuals or family therapy can be thought of.

Research questions

1. Is there any significant difference in the wellbeing of adolescent boys and girls based on school environment?
2. Is there any significant difference in the wellbeing of adolescent boys and girls based on the parenting style?

To answer these questions the problem stated is as: A Study of School Environment and Parenting Style on the Well Being of an Adolescent.

The **objectives of the study** are

1. To study the difference in wellbeing of adolescent boys and girls based on school environment
2. To study the difference in wellbeing of adolescent boys and girls based on parenting style

Hypothesis

H₀1 : There is no significant difference in adolescent boys and girls' wellbeing based on school environment

H₀2: There is no significant difference in adolescent boys' and girls' wellbeing based on parenting style

Universe of the study- Adolescent girls and boys of age 11- 16 years of age studying in schools in Agartala, Tripura limitation due to the present scenario, and as most of the schools were conducting Examination during that time so the data could be collected from one school only. This is one of my limitations.

Scope and Delimitation

Scope of the study covers the relation of wellbeing of adolescents, an important aspect in today's world, in relation to home that is parents and school. It further helps to understand the mental health of adolescents and to find out ways to address issues in this context. The study was delimited to one school of 30 boys and girls of 11 to 18 years.

Operational definition

School Environment- School environment refers to the physical and social conditions within a school that can influence students' attitudes, behaviours, and overall well-being. It includes factors such as the presence of adult role models, levels of adult monitoring, and the overall safety of the school.

Parenting Style - Parenting styles refer to the different approaches parents take in raising their children, often categorized by the level of demands and responsiveness they exhibit.

Wellbeing - the state of being comfortable, healthy, or happy.

Adolescence-a young person who is developing into an adult

Methodology

The researcher undertakes an ex-post scientific study (field study) research design, more specifically a hypothesis testing type of field study as it best serves to answer the questions and purpose of the study.

Field studies are ex-post scientific inquiries aimed at discovering the relations and interactions among the different variables in real social structures.

Population

The population under study is adolescent of age group 11 to 18 years. Sample size is 30.

Sampling technique

A random procedure was used for selecting the participants in this study. This technique was employed to ensure a fairly equal representation of the variables of the study. As only one school was identified, selection of students was done by simple random sampling from each section.

Tools for data method used-The following standardized tools have been used-

1. Subjective Well – Being Inventory (SUBI) by Sell and Nagpal, (1992)
2. School Environment Inventory by Dr. Karuna Shanker Mishra (Allahabad)
3. Parents as Social Context Questionnaire (PASCQ)

Results and discussion

Analysis and interpretation: **T-Test**

VARIABLES	Boys 1 Girls 2	N	Mean	Std. Deviation
School Environment	Boys	18	183.9444	21.55014
	Girls	12	176.7500	14.26455
Subjective Wellbeing	Boys	18	81.7222	8.72323
	Girls	12	85.3333	10.65435
Parents as Social Context Questionnaire	Boys	18	68.4444	6.97240
	Girls	12	72.8333	3.43335

Independent Samples Test

	t-test for Equality of Means						
	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
School Environment	1.015	28	Not Significant	7.19444	7.08970	-7.32815	21.71704
Subjective Wellbeing	-1.017	28	Not Significant	-3.61111	3.55113	-10.88527	3.66304
Parents as Social Context Questionnaire	-2.015	28	Not Significant	-4.38889	2.17775	-8.84982	.07204

The results of the present study are categorized according to the analysis used.

Table 1-Shows the Mean values, Standard deviation (SD), t values of boys and girls of the private school under study with regard to effect of school environment.

VARIABLES	Boys 1 Girls 2	N	Mean	Std. Deviation	df	t value	Sig (2 tailed)
School Environment	Boys	18	183.9444	21.55014	28	1.015	Not Sig
	Girls	12	176.7500	14.26455			

Table 1 narrates the descriptive analysis and t values for effect of school environment on boys and girls. The mean of boys is 183.94 and that of girls is 176.75 which is slightly lower than that of boys and the SD is 21.55 for boys with the girls having a slightly lower value of 14.265. The t value of 1.015 with df 28 is not significant at the 5% level. Thus, the results suggest that the effect on boys and girls do not differ significantly in terms of school environment is concerned. Thus, the null hypothesis that there is no significant difference of school environment on boys and girls is accepted.

Table 2- Shows the Mean values, Standard deviation (SD), t values of boys and girls of the private school under study with regard to effect of Subjective wellbeing

VARIABLES	Boys 1 Girls 2	N	Mean	Std. Deviation	df	t value	Sig (2 tailed)
Subjective Wellbeing	Boys	18	81.7222	8.72323	28	-1.017	Not Sig
	Girls	12	85.3333	10.65435			

Table 2 narrates the descriptive analysis and t values for effect of subjective Wellbeing on boys and girls. The mean of boys is 81.72 and that of girls is 85.33 which is slightly higher than that of boys and the SD is 8.723 for boys with the girls having a slightly higher value of 10.654. The t value of -1.017 with df 28 is not significant at the 5% level. Thus, the results suggest that the effect on boys and girls do not differ significantly in terms of subjective wellbeing is concerned. Thus, the null hypothesis that there is no significant difference of subjective wellbeing on boys and girls is accepted.

Table 3 -Shows the Mean values, Standard deviation (SD), t values of boys and girls of the private school under study with regard to effect of parents as Social Context

VARIABLES	Boys 1 Girls 2	N	Mean	Std. Deviation	df	t value	Sig (2 tailed)
Parents as social context	Boys	18	68.4444	6.97240	28	-2.015	Not Sig
	Girls	12	72.8333	3.43335			

Table 3 narrates the descriptive analysis and t values for effect of parents as social context on boys and girls. The mean of boys is 68.44 and that of girls is 72.83 which is slightly higher than that of boys and the SD is 6.972 for boys with the girls having a slightly higher value of 3.433. The t value of -2.015 with df 28 is not significant at the 5% level. Thus, the results suggest that the effect on boys and girls do not differ significantly in terms of parents is concerned. Thus, the null hypothesis that there is no significant difference of parents on boys and girls is accepted.

Discussion:

The study shows that there is no significant difference among boys and girls in relation to their wellbeing affected by school environment and in context with parents. As the school environment is same it was assumed that there would be not much change, however some difference was expected for parents.

Conclusion:

The practicum was conducted with the thought of finding out how school environment and parents play a role in fostering the wellbeing of children specially adolescents. A lot of references were looked into but a mini research with 30 sample strength was not done. After following the procedure for descriptive statistics, sampling procedure the questionnaire was given to 30 students and their answer was tabulated. On analysis it was found that there was no significant difference between the variables.

The following reasons could be possible-

1. The students were not used to answering these types of questions.
2. They did not understand the meaning of some of the questions.
3. They did not take it seriously.
4. Their concentration in work is very flexible.

One suggestion could be that one questionnaire could be given at a time. The sample size was too small to come to any conclusion. However, this is an important area to be looked into and more work should be conducted in future.

Recommendation:

Wellbeing can be considered to be a state of feeling good, satisfied, a sense of fulfilment in the life of every individual. Wellbeing helps in maintaining health and overall happiness, helps to overcome difficulties and achieve one's goal in life. Adolescence (age group generally 10 to 19 years) are generally emotional and vulnerable and need a lot of support and confidence to move forward in life. Schools have a big role to play by motivating the children and helping them to unfurl their potentials. Thus, schools not only help in academic development but are also responsible for the wellbeing of the students. With adolescents it is not only about the physical and mental development but the civic moral and social development should also be looked into.

Parents have a bigger hand in the wellbeing of their child. They should be open to them, give them time and space, be ready to listen to them yet be firm when needed.

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