RESEARCH PAPER

Influence of family environment on psychological well being of pre-university college students

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Abstract: A study on "influence of family environment on psychological well being of pre-university college students" was taken up in rural and urban areas of Dharwad taluk, Karnataka during the year 2016-2017. The sample comprised of 320 pre-university college students in the age group of 16 to 18 years, among them 120 were from rural area and 120 from urban area of government and aided colleges. Ryff's psychological well being scale and Bhatia and Chadda's family environment scale were used to assess the psychological well being and family environment of pre-university college students. The results revealed that urban pre-university college students had better psychological well being than rural counterparts. Class wise comparison revealed that PUC –II year college students had higher level of psychological well being than PUC-I year students. Class wise comparison with respect to family environment showed that PUC-I year college students had better active recreational orientation and controlled family environment than PUC-II year students. A positive and significant relationship was observed between family environment in the dimensions of relationship, personal growth and system maintenance with psychological well being of pre-university college students among both rural and urban areas.

Key words: College, Environment, Relation, Students

Introduction

Late adolescence is an important developmental phase of life, it is a path leading to adulthood and individual starts becoming independent from the family. Pre-university college years are considered as turning point, career deciding stage and parents expect higher academic achievement (Chetan, 2015). In the present era number of career options are available in the stream of science, arts, commerce, engineering, medical, computer education and allied subjects which makes college student to select the particular stream of line as their career choice and are likely to undergo psychological problems, academic stress and peer pressure (Katyal, 2015). According to Huppert (2009) psychological well-being is about lives going well. It is the combination of feeling good and functioning effectively. Individuals with high psychological well being report feeling happy, capable, well-supported and satisfied with their life. Family environment is a key position rests on its multiple functions in relation to overall development of its members, their protection and overall well being. Therefore, it would emerge not only the social and physical well being of the individual is taken care of by the family but the psychological well being as well (Chetan, 2015). Higher quality relationships between parents and late adolescents may increase the likelihood of experiencing higher psychological well-being throughout adolescent period. Although family constitutes the individual's first and most enduring social environment, its influence on development of his psychological well being have received relatively limited research attention till date. Understanding the well-being of adolescents and the factors that contribute to it will help towards clarifying and defining ways to better help them to prepare for adult life. Hence, the present study was taken with the objectives to know the relationship between family environment and psychological well being of pre-university college students in rural and urban area.

Material and methods

A differential design was used to know the difference between rural and urban pre-university college students on psychological well being and family environment. A correlation design was used to know the relationship between family environment and psychological well being. The study was carried out in rural and urban areas of Dharwad taluk, Karnataka in the year 2016-17. The sample for the study consisted of 160 pre-university college students from rural area and 160 from urban area studying in PUC-I year and PUC-II year of government and aided colleges of arts and commerce streams.

The Ryff's psychological well being scale (1995) was used to assess the psychological well being of pre-university college students. The scale consists of 42 items with six distinct dimensions of wellness such as autonomy, environmental mastery, personal growth, positive relations with others, purpose in life and self-acceptance. The reliability of the scale was 0.82. Based on the total score categorised into low (42-112), average (113-182) and high (183-252) levels of psychological well being. The family environment scale developed by Bhatia and Chadda (1993) was used to assess the family environment of pre-university college students. The scale consists of 69 items with three dimensions i.e. relationship dimension, personal growth dimensions and system maintenance dimension. The scoring for positive statements is 5,4,3,2 and 1 and scoring for negative statements is in reverse order. The reliability of the scale is 0.93. Based on the scores of each dimensions categorized into high, average and low levels of family environment.

Results and discussion

The graphical representation of Fig. 1 reveals the percentage distribution of psychological well being of pre-university college students among rural and urban area. It is clear from the table
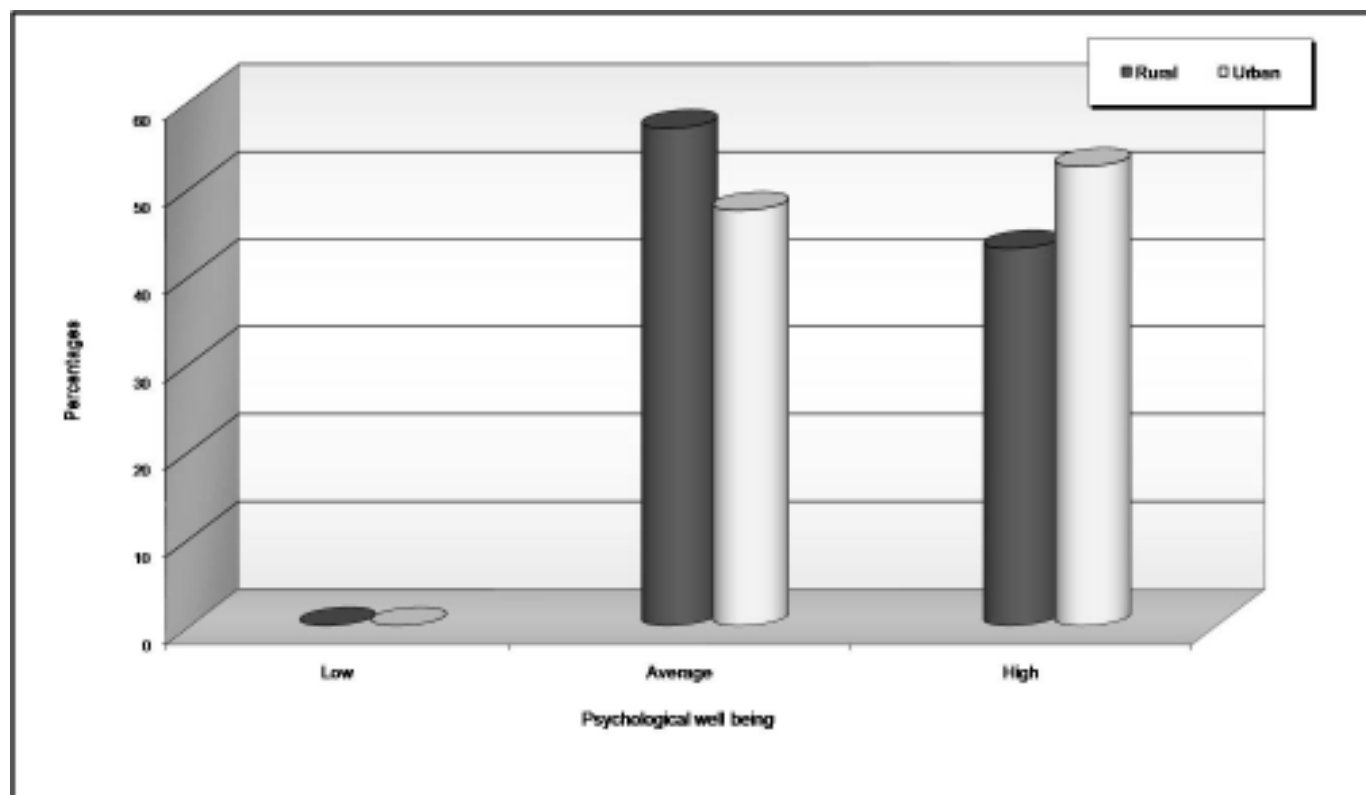
Fig. 1 Distribution of psychological well being of pre-university college students among rural and urban area

that among rural area, majority of the pre-university college students had average level (56.88 %) and high level (43.12 %) of psychological well being. Among urban pre-university college students, more than fifty per cent had high level (52.50 %) and 47.50 per cent had average level of psychological well being. None of them belonged to low level of psychological well being. The results are in conformity with Patel (2015) who revealed that, urban adolescents had higher psychological well being than rural adolescents. Most of the adolescents in urban group belonged to high level of socio economic status, optimum environment and had greater exposure and opportunities for development.

The comparison between PUC-I and PUC-II year pre-university college students with regard to psychological well being (Table 1) revealed that there was significant association and difference between class and psychological well being among rural and urban pre-university college students. However, the t-value indicated that PUC-II year students

(t= 3.89, p≤0.01) had high level of psychological well being than PUC-I year students (t= 2.32, p≤0.05) among rural and urban area respectively. The reason could be that PUC-II year students had more of experience, matured thinking, self acceptance, environmental mastery and purpose in life than PUC-I year students. The results are in line with Punia and Malaviya (2015) who explored that first year college students exhibited decreased autonomy, environmental mastery, positive relations with others and self acceptance dimensions of psychological well being than second year college students. An investigation by Perez (2012) who explored that senior and sophomore college students had high level of psychological well being than junior and fresher in Filipino college students. Senior college students showed higher autonomy, positive relation with others and environmental mastery than junior and fresher college students.

Distribution of family environment of pre-university college students in rural and urban areas (Table 2) depicted that there

Table 1. Comparison between PUC-I year and PUC-II year pre-university college students' psychological well being   N = 320

Locality	Class	Psychological well being			Modified χ^2	Mean ± SD	t-value
		Average	High	Total			
Rural	PUC-I year	54 (67.50)	26 (32.50)	80 (100.00)	8.12**	177.16 (17.84)	3.89**
(n=160)	PUC-II year	37 (46.25)	43 (53.75)	80 (100.00)		182.11 (19.16)	
Urban	PUC-I year	47 (58.75)	33 (41.25)	80 (100.00)	3.08	174.44 (15.50)	2.32*
(n=160)	PUC-II year	29 (36.25)	51 (63.75)	80 (100.00)		175.81 (18.07)	

Figures in the parenthesis indicate percentage.
**pd" 0.01 level of significance
*pd" 0.05 level of significance

Table 2. Distribution of family environment of pre-university college students in rural and urban area   N = 320

Locality	Family environment				Modified χ^2
	Low	Average	High	Total	
Relationship dimension					
Cohesion					
Rural	8 (5.00)	128 (80.00)	24 (15.00)	160 (100.00)	0.86
Urban	5 (3.12)	128 (80.00)	27 (16.87)	160 (100.00)	
Expressiveness					
Rural	8 (5.00)	137 (85.62)	15 (9.37)	160 (100.00)	2.43
Urban	3 (1.87)	140 (87.50)	17 (10.62)	160 (100.00)	
Conflict					
Rural	38 (23.75)	108 (67.50)	14 (8.75)	160 (100.00)	0.20
Urban	40 (25.00)	108 (67.50)	12 (7.50)	160(100.00)	
Acceptance and caring					
Rural	5 (3.12)	126 (78.75)	29 (18.12)	160 (100.00)	0.99
Urban	4 (2.50)	133 (83.12)	23 (14.37)	160 (100.00)	
Personal growth dimension					
Active recreational orientation					
Rural	14 (8.75)	97 (60.62)	49 (30.62)	160 (100.00)	1.30
Urban	14 (8.75)	106 (66.25)	40 (25.00)	160 (100.00)	
Independence					
Rural	7 (4.37)	82 (51.25)	62 (38.75)	160 (100.00)	1.29
Urban	6 (3.75)	91 (56.87)	72 (45.00)	160 (100.00)	
System maintenance dimension					
Organization					
Rural	20 (12.50)	114 (71.25)	26 (16.25)	160 (100.00)	3.94
Urban	11 (6.87)	114 (71.25)	35 (21.87)	160 (100.00)	
Control					
Rural	30 (18.75)	91 (56.87)	39 (24.37)	160 (100.00)	3.04
Urban	18 (11.25)	116 (72.50)	26 (16.25)	160 (100.00)	

Figures in the parenthesis indicate percentage.

was no significant association observed between rural and urban pre-university college students with respect to all categories of three dimensions of family environment. Table 3 indicated the comparison of mean scores of family environment of pre-university college students. It is clear from the table that a significant difference was observed between rural and urban area only with organization category of system maintenance dimension of family environment (t=2.31, p≤0.05). The reason could be that among urban area family environment was more organized, systematic planning of familial activities and goal setting as compared to rural area. The results are in line with study conducted by Deepikha and Bhanot (2011) explored that majority of families belonged to average level of various dimensions of the family environment. The study conducted

by Singh *et al.* (2016) found that rural and urban families showed significant difference in controlling their children with rural parents executing more control compared to urban families.

The comparison between PUC-I year and PUC-II year pre-university college students on family environment among rural and urban areas (Table 4 and Table 5) showed that majority of the pre-university college students belonged to average level followed by high and low level of family environment in all the categories except conflict category. Among rural area (Table 4) there was significant association between PUC-I year and PUC-II year with respect to family environment in cohesion ($\div2 = 5.94$) and organization ($\div2 = 5.71$) categories at five per cent level. The comparison of mean scores revealed that a

Table 3. Comparison of mean scores of family environment dimensions of pre-university college students in rural and urban area

Dimensions	Category	Rural	Urban	't' value
		Mean (SD)	Mean (SD)	
Relationship dimension	Cohesion	54.47 (5.62)	55.36 (5.52)	1.43
	Expressiveness	34.46 (4.03)	34.72 (4.00)	0.57
	Conflict	44.48 (5.95)	44.92 (6.22)	0.65
	Acceptance and caring	45.71 (5.36)	46.48 (5.34)	0.86
Personal growth dimension	Active recreational orientation	31.09 (3.88)	30.66 (4.43)	0.91
	Independence	31.56 (4.83)	32.08 (4.16)	1.02
System maintenance dimension	Organization	8.11 (1.36)	8.40 (1.23)	2.31*
	Control	15.49 (1.97)	15.03 (2.51)	1.80

*pd≤ 0.05 level of significance

Table 4. Comparison between PUC-I year and PUC-II year pre-university college students on family environment among rural area   (n=160)

Class	Levels of family environment				Modified $\div^2$	Mean(SD)	t-value
	Low	Average	High	Total			
Relationship dimension							
Cohesion							
I year	3 (3.75)	67 (83.75)	10 (12.50)	80 (100.00)	5.94*	55.27(5.33)	0.21
II year	7 (8.75)	59 (73.75)	14 (17.50)	80 (100.00)		55.46(5.74)	
Expressiveness							
I year	3 (3.75)	71 (88.75)	6(7.50)	80 (100.00)	4.49	34.36 (3.93)	0.33
II year	1 (1.25)	69 (86.25)	10(12.50)	80(100.00)		34.57 (4.16)	
Conflict							
I year	17 (21.25)	56 (70.00)	7 (8.75)	80 (100.00)	1.38	45.00 (6.05)	1.10
II year	23 (28.75)	52 (65.00)	5 (6.25)	80 (100.00)		43.96 (5.84)	
Acceptance and caring							
I year	2 (2.50)	67(83.75)	11 (13.75)	80 (100.00)	2.39	45.93 (5.05)	0.70
II year	3 (3.75)	59 (73.75)	18 (22.50)	80(100.00)		46.53 (5.64)	
Personal growth dimension							
Active recreational orientation							
I year	8 (10.00)	44 (55.00)	28 (35.00)	80 (100.00)	2.12	31.51 (3.72)	1.36
II year	6 (7.50)	53(66.25)	21 (26.25)	80(100.00)		30.67 (4.02)	
Independence							
I year	5(6.25)	46(57.50)	29 (36.25)	80 (100.00)	1.55	30.23 (4.41)	2.50*
II year	2 (2.50)	45(56.25)	33 (41.25)	80 (100.00)		32.93 (4.16)	
System maintenance dimension							
Organization							
I year	12(15.00)	53 (66.25)	15 (18.75)	80 (100.00)	5.71*	7.92 (1.49)	1.74
II year	2 (2.50)	61 (76.25)	17 (21.25)	80 (100.00)		8.30 (1.21)	
Control							
I year	15 (18.75)	47(58.75)	18 (22.50)	80 (100.00)	0.33	15.20 (2.58)	0.81
II year	15 (18.75)	44 (55.00)	21 (26.25)	80 (100.00)		14.87 (2.45)	

Figures in the parenthesis indicate percentage.

*pd≤0.05 level of significance

significant difference was observed in independence category of personal growth dimension of family environment. The t- value showed significant at five per cent level (t= 2.50) indicating that PUC-I year had better independent family environment than PUC-II year college students. In case of urban area (Table 5) there was significant association as well as significant difference observed between PUC-I year and PUC-II year with regard to family environment in active recreational orientation ($\div 2$ = 10.45 and t= 2.55) and control ($\div 2$ = 16.42 and t=2.65) categories of pre-university college students. Comparison of mean scores showed that PUC-I year college students had better active recreational and controlled family environment than PUC-II year college students. The reason could be that PUC-I year students were provided with better opportunities to participate in recreational and co-curricular activities and more of cohesive family environment as compared to PUC-II year students. The results are in conformity with Tung and Dhillon (2008) who reported that adolescents in higher primary were better in co-curricular, sports and cultural activities as they were nurtured with more recreational and controlled family environment than adolescents in high school.

The relationship between family environment and psychological well being of rural and urban pre-university college students (Table 6) revealed that all the categories of three dimensions of family environment had significant and positive relationship with psychological well being except conflict category of family environment in both rural and urban areas. Among rural and urban areas, in relationship dimension of family environment, cohesion (r = 0.12 and r = 0.10), expressiveness (r = 0.26 and r = 0.17) and acceptance and caring (r = 0.18 and r = 0.25) had positive and significant relationship with psychological well being. Whereas, conflict category had negative and significant relationship (r = -0.19 and r = -0.23) with psychological well being. In personal growth dimension of family environment, there was positive and significant relationship observed between active recreational orientation category (r = 0.20 and r = 0.71) and independence category (r = 0.17 and r = 0.14) with psychological well being. In case of system maintenance dimension, positive and significant relationship was found between organization category (r = 0.18 and r = 0.17) and control category (r = 0.15 and r = 0.10) of family environment with regard to psychological well being. The findings indicated that better the family environment in the categories of cohesion, expressiveness, acceptance and caring, active recreational orientation, independence, organization and control better was the psychological well being of pre-university college students. Higher the conflict environment lower the psychological well being was observed among pre-university college students in both rural and urban area. The probable reason could be that families with high degree of commitment, cohesiveness, caring and accepting, independence, clear

Table 5. Comparison between PUC-I year and PUC-II year pre-university college students on family environment among urban area
(n=160)

Class	Levels of family environment				Modified÷²	Mean(SD)	t-value
	Low	Average	High	Total			
Relationship dimension							
Cohesion							
I year	4 (5.00)	60 (75.00)	16 (20.00)	80 (100.00)	3.22	54.37 (6.03)	0.62
II year	1 (1.20)	68 (85.00)	11 (13.80)	80 (100.00)		54.77 (5.21)	
Expressiveness							
I year	4 (5.00)	69(86.20)	7(8.80)	80 (100.00)	0.07	34.60 (4.11)	0.39
II year	4 (5.00)	68 (85.00)	8 (10.00)	80 (100.00)		34.85 (3.91)	
Conflict							
I year	13 (16.25)	56 (70.00)	11 (13.75)	80 (100.00)	8.50	45.55 (6.16)	1.27
II year	25 (15.00)	52(65.00)	3 (3.75)	80 (100.00)		44.30 (6.26)	
Acceptance and caring							
I year	2 (2.50)	66 (82.50)	11 (13.80)	80(100.00)	0.05	45.82 (5.46)	0.32
II year	2 (2.50)	67(83.80)	12 (15.00)	80(100.00)		46.11 (5.26)	
Personal growth dimension							
Active recreational orientation							
I year	12 (15.00)	45 (56.20)	23(28.80)	80(100.00)	10.45**	32.96 (4.92)	2.55*
II year	2 (2.50)	61 (76.20)	17 (21.20)	80 (100.00)		30.27 (3.90)	
Independence							
I year	2 (2.50)	47 (58.75)	31 (38.75)	80 (100.00)	3.81	31.07 (5.28)	1.27
II year	4(5.00)	41 (51.25)	35 (43.75)	80 (100.00)		32.05 (4.31)	
System maintenance dimension							
Organization							
I year	8 (10.00)	56 (70.00)	16(20.00)	80 (100.00)	2.56	8.48 (1.23)	0.38
II year	3 (3.80)	58 (72.50)	19 (23.80)	80 (100.00)		8.99 (1.23)	
Control							
I year	1(1.20)	66(82.50)	13 (16.20)	80(100.00)	16.42**	16.90 (1.69)	2.65*
II year	13 (16.20)	50(62.50)	17 (21.20)	80 (100.00)		14.28 (2.15)	

Figures in the parenthesis indicate percentage.
**pd≤ 0.01 level of significance
*pd≤ 0.05 level of significance

Table 6. Interrelationship between family environment and psychological well being of rural and urban pre-university college students
N= 320

Family environment		Rural (n = 160)	Urban (n = 160)
		Psychological well being	Psychological well being
Relationship dimension	Cohesion	0.12*	0.10*
	Expressiveness	0.26**	0.17*
	Conflict	-0.19*	-0.23*
	Acceptance and caring	0.18*	0.25*
Personal growth dimension	Active recreational orientation	0.20**	0.71**
	Independence	0.17*	0.14*
System maintenance dimension	Organization	0.18*	0.17*
	Control	0.15*	0.10*

** Correlation is significant at 0.01 level
* Correlation is significant at 0.05 level

organization, high independence and good control promote high psychological well being of pre-university college students. The results are in consistent with Whillson and Young (2012) who reported that family cohesiveness, caring family environment and support provided to the late adolescents determined the high psychological well being. A study by Racheal (2014) who analyzed that high level of independence and recreational activities in the family environment had positive impact on psychological wellbeing among adolescents.

Conclusion

The findings of the present study revealed that urban pre-university college students had high level of psychological well being than rural pre-university college students. With respect to family environment, majority of the pre-university college students belonged to average level followed by high and low level in all the categories except conflict category. The comparison of rural and urban pre-university college students

on family environment revealed that urban pre-university college students had high level of organized family environment than rural. However, locality had no significant influence on family environment of pre-university college students among both rural and urban areas. Whereas, class had significant influence on family environment of pre-university college students in both rural and urban areas. Further, the study found

that PUC-II year students had higher level of independent family environment than PUC-I year students in rural area. Whereas, PUC-I year students had better active recreational and controlled family environment than PUC-II year students in urban area. There was significant relationship between all three dimensions of family environment and psychological well being of pre-university college students in both rural and urban areas.

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