

Mental Well Being & Psychological Reattachment of Adolescents – An Empirical Study

¹Ankita Vyas, ²Prof (Dr) Shuchi Agrawal, ³Dr. Lalima Chakraverty

Received: 24-November-2022

Revised: 05-January-2023

Accepted: 12-February-2023

¹Ph.D Scholar, Amity Institute of English Studies and Research, Amity University, Noida

²Professor, Amity Institute of English Studies and Research, Amity University, Noida

³Assistant Professor - ST. Joseph's College, Bangalore

Abstract

Accepting and adapting to change is one of the most important challenges, and it is expected of adolescents to adapt to various challenges and experiences while growing up. This is one of the most important challenges. We are taught from a young age that the only thing that is guaranteed in life is change. Transitions are an important facet of our lives, and they can occur at any time and in any number of different contexts. As a result, transitioning into adulthood from the point of view of adolescents can be very difficult. For instance, when it is expected of them to adjust to a new environment and routine, some adolescents experience feelings of insecurity. We tend to ignore it as an issue and operate under the assumption that the adolescents will adapt to the new circumstances as best they can. This change from one location to another can be relatively stress-free for adolescents in the majority of instances; however, if it is not managed carefully, it may be upsetting for some of them. This study examines mental well-being and psychological reattachment among Jewish adolescents at the stage of emigration from one place to another. The respondents were asked through structured questionnaire about their self-confidence, personal appearance, competency level, behavioural, mental & emotional problems as well as sense of loneliness in terms of mental well-being scaling questionnaires. Similarly, they were also questioned about discrimination and marginalisation, anti-damaging semitism's effects, exile & trauma, elimination of fundamental beliefs, psychological reattachment & disclosure in terms of psychological reattachment scaling. The objective of the study is to find the age-wise & gender-wise mental well-being changes & psychological reattachment among adolescents. Statistical tools like mean & standard deviation scores calculated for the findings.

Keywords: Mental, Well-Being, Adolescents, Psychological Reattachment

Introduction

Over the past few years, research into the fields of adolescent mental health and psychological reattachment has grown at a dizzying rate. Throughout its history, psychology has primarily been concerned with unhappiness and has given positive aspects of human potential very little attention. This approach has become obvious when studying adolescence due to the fact that this stage of life involves a great deal of change and has been characterised for a very long time as a period of high stress and difficulty. Studies not only classify the adolescent as a source of troubles but also as a precious resource in the development process. As a result, this perception of adolescence is quite different from what it is today. Because one of the goals of positive psychology is to promote psychological research and practise in areas such as positive characteristics (strengths), improved mood, and their contribution to well-being, this shift in perspective came about when positive psychology was introduced.

It has been hypothesised that a healthy mental state is related to the efficiency of the neural pathways that link the various regions of the brain. Defects, stress, or frequent shifts in certain aspects of a person's life have been linked to a variety of conditions affecting their mental health. A few of the body's biological processes that may play a role in the formation of conditions affecting mental health. Attachment can be thought of as a bond that develops between close loved ones or carers and an adolescent, which influences the adolescent's development and their capacity to form meaningful relationships in their adult lives. It's possible for carers to recognise early on in the course of a traumatic event that an adolescent in today's society has

difficulties forming healthy emotional attachments. Nevertheless, it is possible to conquer difficulties associated with psychological attachment if care and patience are exercised.

Developing and Offering Different Forms of Social Support:

Social connections and the support they provide are extremely beneficial to human beings, especially in times of difficulty. A psychological queue, an assistance to derive an ethical and psychological boost, is created when there is social support. This not only enables to create more resources that can assist function more effectively, but it also helps to create a psychological reserve. As a result, it is beneficial to maintain connections with friends, relatives, co-workers, and other members of the family in order to discuss feelings, thoughts, and concerns.

Review Literature

The scientific literature gives a lot of weight to a person's mental health when trying to figure out what makes them tick (Di Fabio et. Al., 2016). Several studies have found associations between high IQ and several aspects of mental health that are strongly correlated with a life free of trauma. Increased rates of better physical and mental health and decreased emotional instability (Fernández et al., 2016); satisfaction with life (Seligman et al., 1993); and well-being based on practicability (Cejudo et al., 2018) & (Balluerka et. Al. 2016) & (Saklofske et. Al., 2003). Adolescents' emotional intelligence has been linked to their physical and mental health, as well as their stress tolerance and coping mechanisms (Petrides et al., 2016), in other research (Martins et al., 2010). (Mikolajczak et al., 2007) accordingly said, there is strong evidence to support the claim that the capacities of mental well-being predict aspects of happiness. To be more precise, mixed-model studies have determined that emotional intelligence is a collection of skills and beliefs about one's own emotional state (Furnham et. Al. 2001). Here, several studies have found a positive relationship between individuals' mental well-being as a trait and their self-reported happiness (Chamorro et. Al. 2007). But studies of Spanish adolescents found that while attention negatively correlates with life satisfaction, clarity and repair positively do (Gascó et al., 2018). The ability model led us to this conclusion. Comparatively, the ability to recognise and express emotions, as well as the capacity to exert control over one's feelings, act as mediators between total psychological health and subjective happiness (Teal et. Al. 2019). It's vital to remember, though, that individual differences in how they interpret their own emotions and how they choose to respond to those of others account for a sizeable portion of the wide range of reported levels of happiness. Mental wellness, social competence, and emotional equilibrium are all examples of these. According to studies conducted by Gascó et al. (2018), the competencies associated with intelligence based on emotions imply a skill that enables the adolescents to steer their emotions to reflect on their feelings, thereby assisting them to enhance their mental well-being. The studies also suggested that significant interventions aimed at increasing people's emotional intelligence through targeted training could have a positive impact on their well-being and happiness (Teal et. Al. 2019).

Research Methodology

This research is descriptive in nature. Primary & secondary data has been used for the analysis & theoretical framework. This study examines mental well-being and psychological reattachment among Jews adolescents at the stage of emigration from one place to another. Measurements were conducted with a sample size of 200 from the age of 18 years to above 25 years along-with gender wise analysis. The sample collected from NGOs, social activist & adolescents who are working in the field of mental health & psychology. The sample population were asked their perception on the basis of variables extracted from detailed review literature through structured questionnaire about jews self-confidence, personal appearance, competency level, behavioural, mental & emotional problems as well as sense of loneliness in terms of mental well being scaling questionnaires. Similarly, they were also questioned about discrimination and marginalisation, anti-damaging semitism's effects, exile & trauma, elimination of fundamental beliefs, psychological reattachment & disclosure in terms of psychological reattachment scaling. The objective of the study is to find the age-wise & gender-wise mental well-being changes & psychological reattachment among adolescents. Statistical tools like mean & standard deviation scores calculated for the findings.

Objective of the Study

- To find the age-wise mental well-being changes & psychological reattachment among adolescents
- To find the gender-wise mental well-being changes & psychological reattachment among adolescents

Hypothesis of the Study

- H1 : There is no positive relationship among emigrant adolescents & mental well-being
 H1 : There is positive relationship among emigrant adolescents & mental well-being
 H2 : There is no positive relationship among emigrant adolescents & psychological reattachment
 H2 : There is positive relationship among emigrant adolescents & psychological reattachment

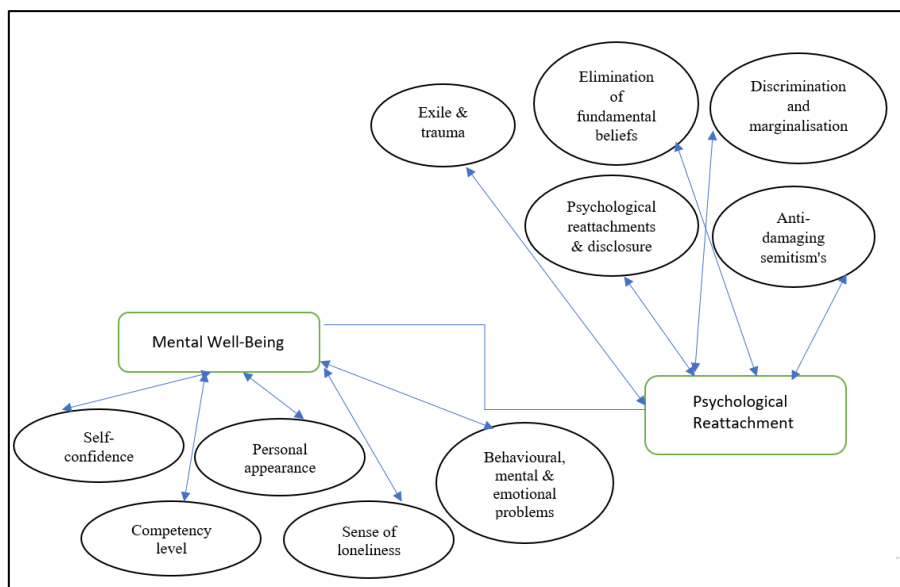


Figure 1: Self-Prepared by author - Conceptual Framework of the Study

The model has been prepared on the basis of review literature, published research articles etc. The important variables have been identified for the sake of the research & also to identify research gap.

Data Analysis & Interpretation

Table 1: Descriptive statistics on the basis of age to measure mean & S.D. values for mental well-being

Age	18-20 yrs	21-22yrs	23-25 yrs	Above 25 yrs	Mean	S.D.
MENTAL WELL-BEING						
Self-confidence	23 (N)	45 (N)	76 (N)	56 (N)	3.267	17.205
Personal appearance	73 (N)	59 (N)	23 (N)	45 (N)	3.004	18.615
Competency level	67 (N)	83 (N)	34 (N)	16 (N)	3.016	18.932
Behavioural, mental & emotional problems	38 (N)	44 (N)	57 (N)	61 (N)	4.221	14.542
Sense of loneliness	71 (N)	53 (N)	54 (N)	22 (N)	3.681	15.869

The above table indicates the age-wise analysis & examined that behavioural, mental & emotional problems having (Mean=4.221, S.D.=14.542) which leaves high impact on mental well-being of adolescents along-with sense of loneliness which also has high values i.e., (Mean=3.681, S.D.=15.869). Whereas competency level

(Mean=3.016, S.D.=18.932) & personal appearance (Mean=3.004, S.D.=18.615) leaves least impact among adolescents mental well-being. Although self-confidence has neutral values.

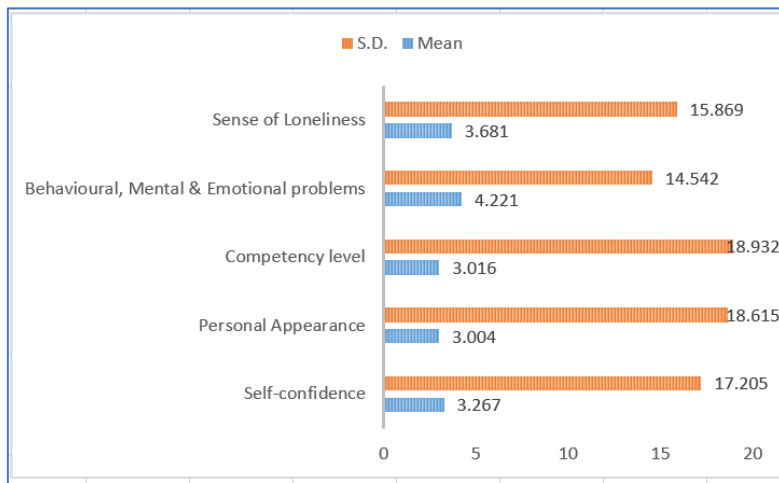


Figure 2: Mean & S.D. on the basis of age for mental well-being

Table 2: Descriptive statistics on the basis of gender to measure mean & S.D. values for mental well-being

Gender	Male	Female	Mean	S.D.
MENTAL WELL-BEING				
Self-confidence	129 (N)	71 (N)	3.682	14.124
Personal appearance	133 (N)	67 (N)	3.136	16.826
Competency level	75 (N)	125 (N)	3.172	16.451
Behavioural, mental & emotional problems	53 (N)	147 (N)	3.771	13.991
Sense of loneliness	111 (N)	89 (N)	4.219	13.367

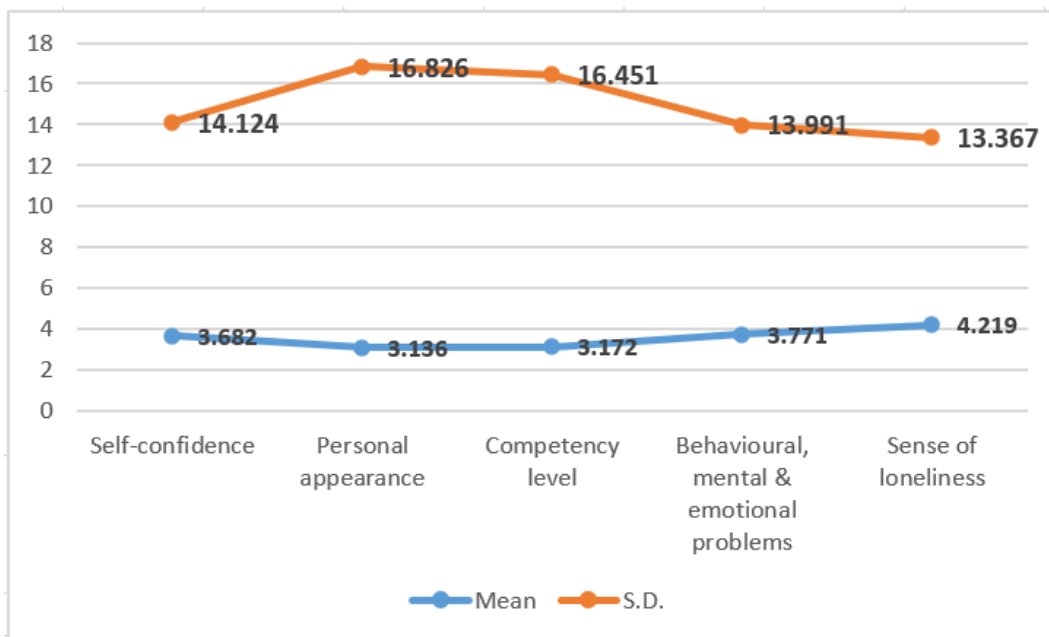


Figure 3: Mean & S.D. on the basis of gender for mental well-being

The above table indicates the gender-wise analysis & examined that sense of loneliness having (Mean=4.219, S.D.=13.367) which leaves high impact on mental well-being of adolescents along-with behavioural, mental & emotional problems which also has high values i.e., (Mean=3.771, S.D.=13.991). Whereas competency level (Mean=3.172, S.D.=16.451) & personal appearance (Mean=3.136, S.D.=16.826) leaves least impact among adolescents mental well -being. Although self-confidence has neutral values (Mean=3.682, S.D.=14.124).

Table 3: Descriptive statistics on the basis of age to measure mean & S.D. values for psychological reattachment

Age	18-20 yrs	21-22yrs	23-25 yrs	Above 25 yrs	Mean	S.D.
PSYCHOLOGICAL REATTACHMENT						
Discrimination and marginalisation	42 (N)	39 (N)	56 (N)	63 (N)	3.461	13.312
Anti-damaging semitism's effects	45 (N)	47 (N)	43 (N)	65 (N)	3.102	14.810
Exile & trauma	15 (N)	62 (N)	57 (N)	66 (N)	3.135	15.121
Elimination of fundamental beliefs	42 (N)	69 (N)	47 (N)	42 (N)	3.971	13.475
Psychological reattachments & disclosure	68 (N)	61 (N)	44 (N)	27 (N)	4.072	12.957

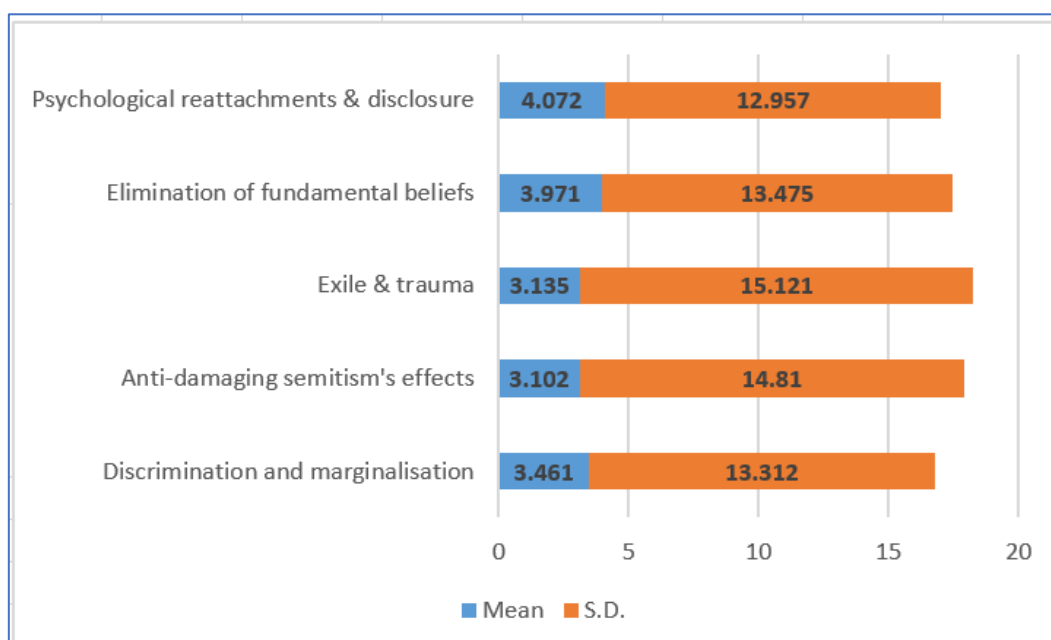


Figure 4: Mean & S.D. on the basis of age for psychological reattachment

The above table indicates the age-wise analysis in terms of psychological reattachment examined that psychological reattachments & disclosure having (Mean=4.072, S.D.=12.957) which leaves high impact on psychological reattachment of adolescents along-with elimination of fundamental beliefs which also has high values i.e., (Mean=3.971, S.D.=13.475). Whereas exile & trauma (Mean=3.135, S.D.=15.121) & anti-damaging

semitism's effects (Mean=3.102, S.D.=14.810) leaves least impact among adolescents psychological reattachments. Although discrimination and marginalisation has neutral values (Mean=3.461, S.D.=13.312).

Table 4: Descriptive statistics on the basis of gender to measure mean & S.D. values for psychological reattachment

Gender	Male	Female	Mean	S.D.
PSYCHOLOGICAL REATTACHMENT				
Discrimination and marginalisation	107 (N)	93 (N)	3.069	15.984
Anti-damaging semitism's effects	83 (N)	117 (N)	3.113	15.717
Exile & trauma	136 (N)	64 (N)	4.107	13.201
Elimination of fundamental beliefs	123 (N)	77 (N)	3.842	13.691
Psychological reattachments & disclosure	93 (N)	107 (N)	3.276	14.452

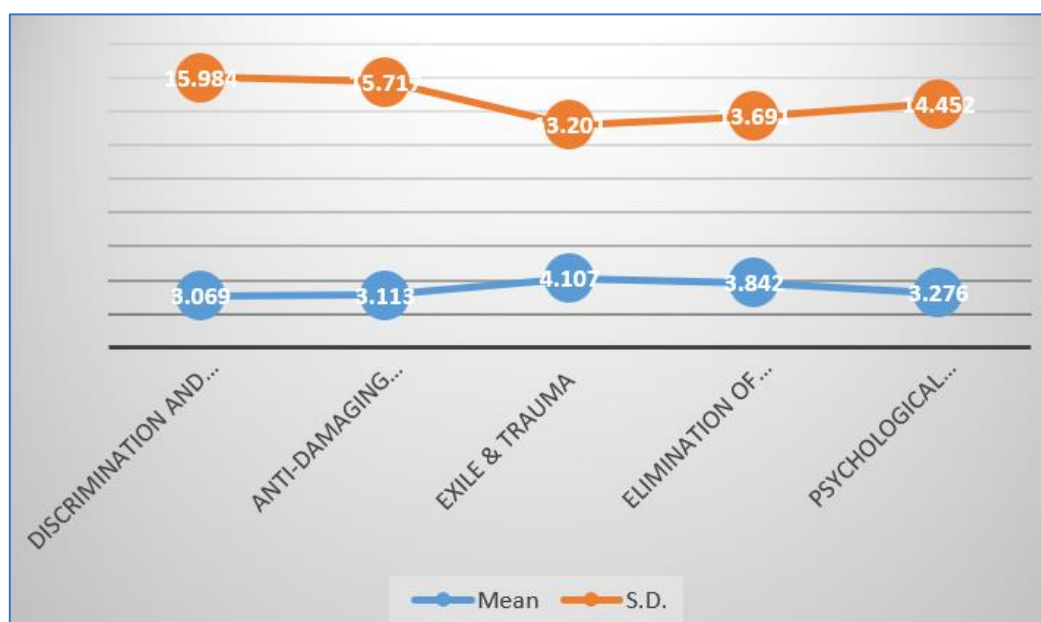


Figure 5 : Mean & S.D. on the basis of gender for psychological reattachment

The above table indicates the gender-wise analysis in terms of psychological reattachment examined that exile & trauma having (Mean=4.107, S.D.=13.201) which leaves high impact on psychological reattachment of adolescents along-with elimination of fundamental beliefs which also has high values i.e., (Mean=3.842, S.D.=13.691). Whereas anti-damaging semitism's effects (Mean=3.113, S.D.=15.717) & discrimination and marginalisation (Mean=3.069, S.D.=15.984) leaves least impact among adolescents psychological reattachments. Although psychological reattachments & disclosure has neutral values (Mean=3.276, S.D.=14.452).

Hypothesis testing

Above analysis in the context of mental well-being & psychological reattachment for emigrant Jewish adolescents resulted that age-wise & gender-wise few factors highly impact on mental well-being among adolescents & few factors had least impact on their mental well-being & psychological reattachment. Hence null hypothesis "There is no positive relationship among emigrant adolescents & mental well-being" & "There is no

positive relationship among emigrant adolescents & psychological reattachment” has accepted & alternate hypothesis rejected in this study.

Conclusion

The findings of the current research lend credence to the hypothesis that certain abilities may play a role in facilitating the development of a sense of psychological reattachment as well as mental well-being in adolescents. To be more specific, it has been demonstrated that adolescents' subjective challenges increase in tandem with the development of their capacities for comprehension and emotional regulation. Because psychological regulation is an additional factor associated with mental well-being, its significant role should be emphasised. This is why it should be emphasised. Finally, we are cognizant of the fact that the context of research is the ideal setting for the development of policies meant to promote psychological reattachment and well-being that can reach all students and put an end to potential disparities in the acquisition of such tools. After carefully weighing all of the evidence, we have come to this conclusion. The goal of this research was to identify the most important factors to consider when promoting happiness, mental health, and well-being through emotional capacities during this formative time. Adolescents' ability to understand and control their emotions is one of the key factors in how they evaluate their own happiness, so strengthening these skills is a great way to help them feel better about themselves. Adolescents' levels of contentment can be boosted in this way.

References

1. Austin, E.J.; Saklofske, D.H.; Egan, V. Personality, well-being and health correlates of trait emotional intelligence. *Personal. Individ. Differ.* 2005, 38, 547–558.
2. Balluerka, N.; Gorostiaga, A.; Alonso-Arbiol, I.; Aritzeta, A. Peer attachment and class emotional intelligence as predictors of adolescents' psychological well-being: A multilevel approach. *J. Adolesc.* 2016, 53, 1–9.
3. Cejudo, J.; Rodrigo-Ruiz, D.; López-Delgado, M.L.; Losada, L. Emotional intelligence and its relationship with levels of social anxiety and stress in adolescents. *Int. J. Environ. Res. Public Health* 2018, 15, 1073.
4. Chamorro-Premuzic, T.; Bennett, E.; Furnham, A. The happy personality: Mediation role of trait emotional intelligence. *Personal. Individ. Differ.* 2007, 42, 1633–1639.
5. Ciarrochi, J.V.; Chan, A.C.; Caputi, P. A critical evaluation of the emotional intelligence construct. *Personal. Individ. Differ.* 2000, 28, 539–561.
6. Ciarrochi, J.V.; Chan, A.; Bajgar, J. Measuring emotional intelligence in adolescents. *Personal. Individ. Differ.* 2001, 32, 197–209.
7. Di Fabio, A.; Kenny, M.E. From decent work to decent lives: Positive self and relational management (PS&RM) in the twenty-first century. *Front. Psychol.* 2016, 7, 361.
8. Dawda, D.; Hart, S.D. Assessing emotional intelligence: Reliability and validity of the Bar-On Emotional Quotient Inventory (EQ-i) in university students. *Personal. Individ. Differ.* 2000, 28, 797–812.
9. Furnham, A.; Petrides, K.V. Trait emotional intelligence and happiness. *Soc. Behav. Personal.* 2003, 31, 815–823.
10. Fernández-Berrocal, P.; Extremera, N.; Ramos, N. Validity and reliability of the Spanish modified version of the Trait Meta-Mood Scale. *Psychol. Rep.* 2004, 94, 751–755.
11. Fernández-Berrocal, P.; Extremera, N. Ability emotional intelligence, depression, and well-being. *EMR* 2016, 8, 311–315.
12. Gascó, V.; Villanueva, L.; Górriz Plumed, A.B. Trait emotional intelligence and subjective well-being in adolescents: The moderating role of feelings. *Psicothema* 2018, 30, 310–315
13. Martins, A.; Ramalho, N.; Morin, E. A comprehensive meta-analysis of the relationship between Emotional Intelligence and health. *Personal. Individ. Differ.* 2010, 49, 554–564.
14. Mikolajczak, M.; Roy, E.; Luminet, O.; Fillée, C.; de Timary, P. The moderating impact of emotional intelligence on free cortisol responses to stress. *Psychoneuroendocrinology* 2007, 32, 1000–1012.

15. Petrides, K.V.; Mikolajczak, M.; Mavroveli, S.; Sanchez-Ruiz, M.J.; Furnham, A.; Pérez-González, J.C. Developments in trait emotional intelligence research. *EMR* 2016, 8, 335–341.
16. Petrides, K.V.; Furnham, A. Trait emotional intelligence: Psychometric investigation with reference to established trait taxonomies. *Eur. J. Personal.* 2001, 15, 425–448.
17. Rani, S., & Bhardwaj, R. K. (2017). Psycho-Social Problems of Institutionalized Adolescents: An Overview. *Kaav International Journal of Economics , Commerce & Business Management*, 4(4), 627-635. <https://www.kaavpublications.org/abstracts/psycho-social-problems-of-institutionalized-adolescents-an-overview>
18. Rivers, S.E.; Brackett, M.A.; Reyes, M.R.; Mayer, J.D.; Caruso, D.R.; Salovey, P. Measuring emotional intelligence in early adolescence with the MSCEIT-YV psychometric properties and relationship with academic performance and psychosocial functioning. *J. Psychoeduc. Assess.* 2012, 30, 344–366.
19. Saklofske, D.H.; Austin, E.J.; Minski, P.S. Factor structure and validity of a trait emotional intelligence measure. *Personal. Individ. Differ.* 2003, 34, 707–721.
20. Sánchez-Álvarez, N.; Extremera, N.; Fernández-Berrocal, P. The relation between emotional intelligence and subjective well-being: A meta-analytic investigation. *J. Posit. Psychol.* 2016, 11, 276–285.
21. Seligman, M.E.P.; Ernst, R.M.; Gillham, J.; Reivich, K.; Linkins, M. Positive education: Positive psychology and classroom interventions. *Oxf. Rev. Educ.* 2009, 35, 293–311.
22. Sultana, R., Nureen, Z., & Rawoof, R. (2017). Adolescents Perception Towards Health Consciousness. *Kaav International Journal of Science, Engineering & Technology*, 4(2), 39-47. <https://www.kaavpublications.org/abstracts/adolescents-perception-towards-health-consciousness>
23. Teal, C.; Downey, L.A.; Lomas, J.E.; Ford, T.C.; Bunnett, E.R.; Stough, C. The role of dispositional mindfulness and emotional intelligence in adolescent males. *Mindfulness* 2019, 10, 159–167.
24. Tyagi, M., Harpalani, B. D., & Arya, S. (2016). Health Behaviors & Issues among Youngster in India. *National Journal of Arts, Commerce & Scientific Research Review*, 3(2), 60-70. <https://www.kaavpublications.org/abstracts/health-behaviors-issues-among-youngster-in-india>