

PARENT-ADOLESCENT CONFLICT AND PSYCHOLOGICAL WELL-BEING AMONG EDUCATION DEGREE COLLEGE STUDENT TEACHERS

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Abstract

The main purpose of this study was to investigate parent-adolescent conflict and psychological well-being among education degree college Student Teachers. The quantitative research design and survey method were used in this study. A total of 700 (male=226 and female=474 student teachers) were randomly chosen from HPEDC, MEDC, YEDC and TEDC. Quantitative, descriptive research design and survey method were used in this study. The questionnaires were used to collect demographic information of the participants such as gender, education level, subject combination and college. Parent-adolescent Conflict questionnaire, the students adopted to parent-adolescent conflict scale; developed by Wohabie Birhan (2007) consisting of 32 items was used to measure parent-adolescent conflict of Education Degree College students and psychological well-being scale (PWB) consisting of 42 items was applied to measure the psychological well-being of Education Degree College Student Teachers. Both the descriptive and independent samples *t* test and ANOVA were carried out. The result of independent samples *t* test showed that there was significant difference in parent-adolescent conflict by gender, education level. Female student teachers had significantly higher than that of male student teachers in parent-adolescent conflict. ANOVA showed that there was significant difference in parent-adolescent conflict by college. This study found that there was no significant difference on parent-adolescent conflict of student teachers by subject combination. And Psychological Well-being scale (PWB) developed by Ryff (2014) was used. The result of *t* test showed that there were no significant differences in psychological well-being by gender, education level. But the result of ANOVA showed that there was significant difference in psychological well-being by college. The study found that there was no significant difference in psychological well-being by subject combination. And, the result of correlation analysis revealed that parent-adolescent conflict and psychological well-being was significantly correlated.

Keywords: Parent-adolescent Conflict, Psychological Well-Being, Student Teachers

Introduction

All the creature human beings are superior from the other due to their thinking ability. Human development is the most complex process occurring in nature. Every human being will go through various stages of development from infancy through adolescence till they reach adulthood. Among these stages adolescence is the most turbulent one. The parents, relatives, society expects adolescent to behave like an adult for getting the fact that adolescent is neither an adult nor a child.

Adolescence involves a series of changes that would impact mental health and personal relationships. The growing autonomy expectations and needs of adolescents must be met by their parents. Conflict is usually seen as a transient perturbation that is functional in realigning adolescent-parent relationships.

Adolescence is a period of transition and rapid change. In contrast to more stable periods in the life cycle, such as middle childhood and adulthood, adolescence is characterized by accelerated physical, psychological, and cognitive development as well as by new and changing social demands.

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Shek (1992) defined psychological well-being as the state of a mentally healthy person who possesses a number of positive mental health qualities such as active adjustment to the environment and unity of personality. According to Ryff (1989), psychological well-being is active engagement in a number of existential challenges.

Therefore, psychological well-being is about lives going well. It is a combination of feeling good and functioning effectively. Psychological well-being is negotiated when negative emotions are extreme or very long-lasting and interfere with a person's ability to function in his or her daily life (Huppert, 2009).

Aim of the Study

The relationship between parent-adolescent conflict and psychological well-being among education degree college student teachers.

The specific objectives of the study were as follows:

- To explore parent-adolescent conflict among education degree college students by gender, education level, subject combination and college.
- To explore psychological well-being among education degree college students by gender, education level, subject combination and college.
- To find out the relationship between parent-adolescent conflict and psychological well-being among education degree college students

Scope of the Study

The participants of this study were selected student teachers from Hpa-an Education Degree college, Mawlamyine Education Degree College, Yankin Education Degree College and Thingangyun Education Degree College.

Definition of the Key Term

Parent-adolescent Conflict: a disagreement between parents and their adolescent children over varied issues as measured by questionnaire administered with adolescents (Wohabie, 2007).

Psychological Well-being: Shek (1992) defined psychological well-being as the state of a mentally healthy person who possesses a number of positive mental health qualities such as active adjustment to the environment and unity of personality.

Well-being: Well-being is a dynamic concept that includes subjective, social, and psychological dimensions as well as health related behavior (Ryff (1989).

Review of Related Literature

Parent-adolescent Conflict

Renk and Simpson (2005), although adolescents and their parents may experience conflict over serious issues that affect each family member, a significant number of adolescents and their parents experience minor conflicts over the daily details of family life. Because conflict, even when it is over everyday issues, has significance in the lives of adolescents and their parents (Smetana, 1996 cited by Renk and Simpson, 2005).

Conflicts unlike destructive ones are likely to be resolved by means of negotiations in a way that is acceptable to both parties. Adolescents experience a decline in the desire for

companionship with their parents, experience an increase in conflict and distance in relationships with their parents. The transformation from childhood to adolescence creates a disturbance felt not only by adolescents, but by their parents as well. Adolescents' and parents' contrasting desires and experiences contribute to increase in conflict (Shehata and Ramadan, 2010).

In order to allow a sensitive response to the child's changing developmental needs, the parent-child interaction must undergo change during adolescence. As adolescents become older, providing behavioral guidelines remains an important concern, but gradually becomes secondary to allowing and encouraging the adolescent's independence. Several studies have noted that the most beneficial parenting in adolescence is characterized by a high degree of warmth and acceptance, a high level of monitoring or supervision (Riesch et al. 2005; Dekovic' 1999; Steinberg et al. 1994 cited by Ozmete and Bayogly 2009).

Theoretical Framework of Parent-adolescent Conflict

Wohabie (2007) Parent-adolescent Conflict Theories, Sociobiological Theory- based on the observation that conflict intensifies at puberty in other species of primates and that the underlying tension may be delivered from an evolved basis. Psychoanalytic theory, leads a mutual relationship with them, adolescent must come to term with parents' fallibility and as a result, lessen their dependence on their parents. Cognitive Development Theory, cognitive –development perspective, conflict in adolescents is related to the development of social reasoning. The theories of Wohbie Birhan (2007) and were used as theoretical foundation models for this study.

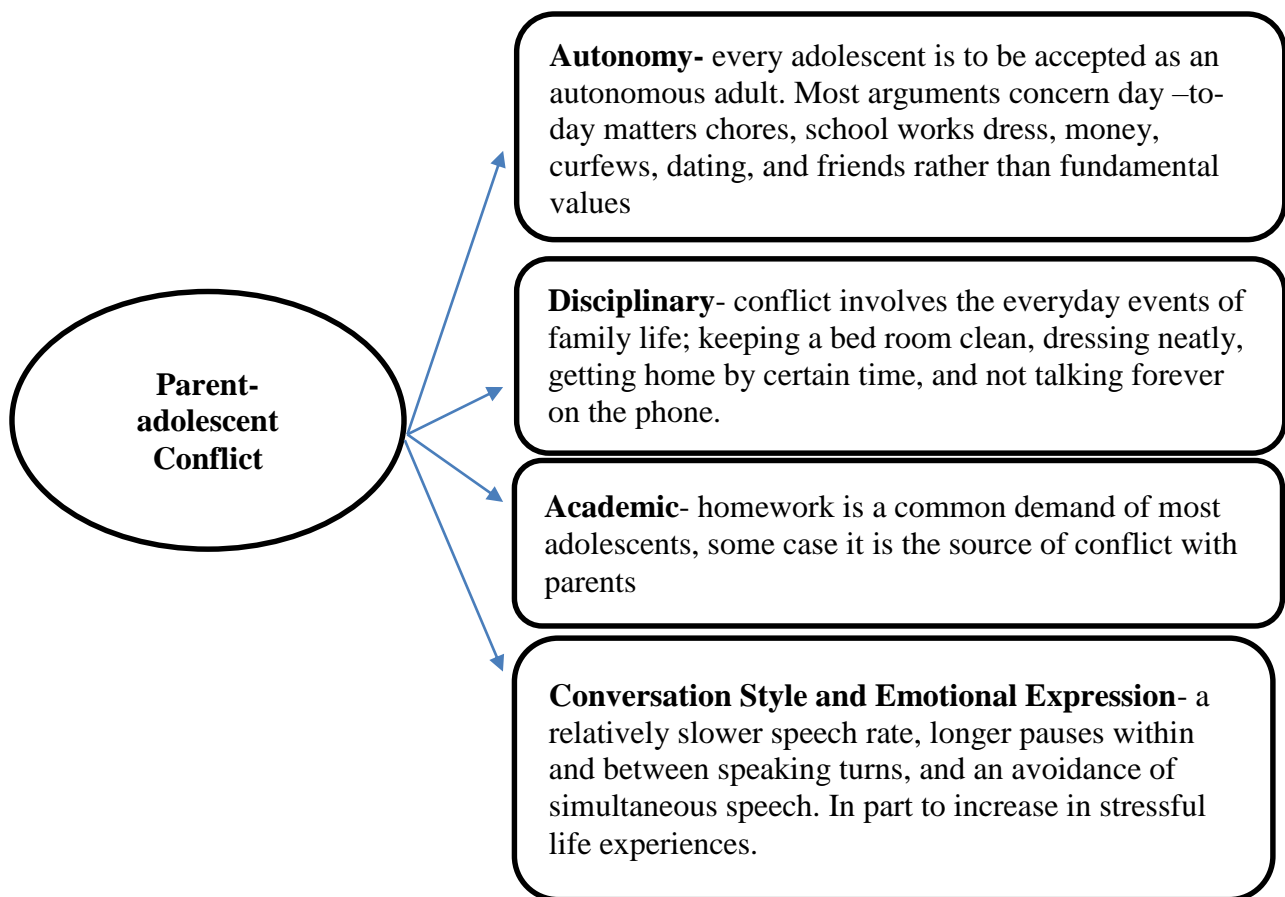


Figure: Four Dimension of Parent-adolescent Conflict

Psychological Well-being

Well-being includes not only subjective, social and psychological aspects but health-related behaviors also. Psychological well-being is about lives going well. It is the combination of feeling good and functioning effectively. sustainable well-being does not require individuals to feel good all the time; the experience of painful emotions is a normal part of life, and being able to manage these negative or painful emotions is essential for long-term wellbeing. Psychological well-being is, however, compromised when negative emotions are extreme or very long lasting and interfere with a person's ability to function in his or her daily life (Huppert, 2009). Ryff's (1989) defined well-being is the optimal psychological functioning and experience.

Well-being is also defined as a positive and sustainable state that allows individuals, groups or nations to thrive and flourish and well-being is exemplified with happiness, satisfaction, empathy, motivation, interest, physical vitality, satisfying social relationships and resilience (Huppert, Baylis & Keverne, 2004).

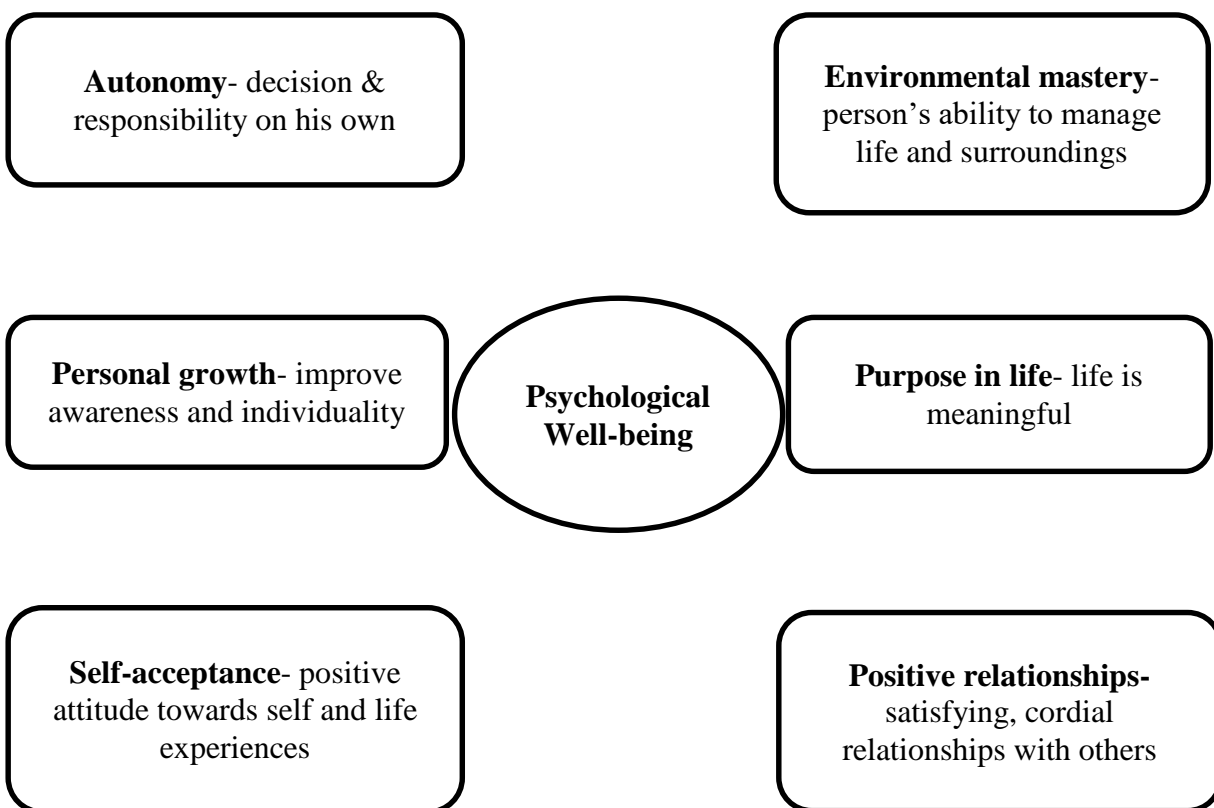


Figure: The Scale of Psychological Well-being (SPWB; Ryff,2014), six dimensions

Method

Sampling

In this study, 700 student teachers (Male=226, Female=474) in Hpa-an, Mawlamyine, Yankin and Thiingangyun Education Degree College were selected as the participants. In this study, simple random sampling method was used.

Method

Descriptive research design and questionnaire survey method were used in this study.

Instrumentation

Parent-adolescent conflict scale was used. Wohabie Birhan (2007) questionnaire classified four parent-adolescent conflict; autonomy, disciplinary, academic and conversation style and emotional expression. The statements were designed to respond on Four point Likert Scale. The scale valued used against each response were always =1, usually=2, sometimes=3 and no at all=4.

Psychological Well-being scale was used. Psychological Well-being Scale (PWB) developed by Ryff (2014), six dimension; autonomy, environmental mastery, personal growth, purpose of life, self-acceptance and positive relationship with others. The statements were designed to respond on Five point Likert Scale. The scale valued used against each response were Strongly Agree=5, Agree=4, No opinion =3, Disagree=2, Strongly Disagree=1.

After translating these questions to Myanmar Version, the researcher asked for the experts from Department of Educational Psychology, Yangon University of Education (YUOE) to check the instruments for the content validity. Then, after preparing the instruments, pilot study was conducted with 50 student teachers in Mawlamyine and Hpa-an Education Degree College. After making pilot study, the reliability of the instruments was analyzed by using Statistical Packaged for Social Sciences SPSS (Version 20). The Cronbachs' alpha reliability coefficients were 0.574 for parent-adolescent conflict scale and 0.704 for psychological well-being scale respectively.

Procedure

Firstly, literature review was done from several available books, reports, thesis, journals and internet sources. This scale of parent-adolescent conflict and psychological well-being was adapted and translated to Myanmar version. Data collection was done after validating and piloting the instruments. After collecting the required data, the data were analyzed and interpreted. Finally, the necessary suggestions and recommendation of the study were discussed.

Data Collection

In this study, the data were collected with the permission of the respective Principals. The participants were given about 45 minutes to complete all items.

Data Analysis

In this study, the collected data were analyzed by using descriptive statistics and correlation. Statistical Package for the Social Science (SPSS) was used to analyze the data.

Data Analysis and Findings

Parent-adolescent Conflict

Table 1 Descriptive Statistics for Parent-adolescent Conflict of Student Teachers

Variables	No. of items	Minimum	Maximum	Mean	Mean%	SD
Autonomy	6	16	24	20.24	84.33%	1.252
Disciplinary	13	38	52	47.02	90.42%	2.295
Academic	8	24	32	27.87	87.09%	1.512
Conversation Style and Emotional Expression	5	15	20	17.37	86.85%	1.198
Parent-adolescent Conflict	32	98	125	112.49	87.88	4.304

According to the table 1, the mean percent of autonomy, disciplinary, academic, conversation style and emotion expression were 84.33%, 90.42%, 87.09% and 86.85%. Among them, the mean percent of disciplinary was the highest. For parent-adolescent conflict, the highest possible score was 125 and the lowest possible score was 27. The mean score of parent-adolescent conflict of student teachers in this study was 112.49. Therefore, it can be said that the parent-adolescent conflict of student teachers in four Education Degree College were satisfactory.

Table 2 Results of Descriptive Statistics and Independent Sample *t* test for Parent-adolescent Conflict by Gender

Variables	Gender	<i>N</i>	Mean	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Autonomy	Male	226	20.25	1.220	.157	698	.875
	Female	474	20.24	1.269			
Disciplinary	Male	226	46.50	2.354	-4.128***	698	.000
	Female	474	47.26	2.228			
Academic	Male	226	27.76	1.586	-1.353	698	.176
	Female	474	27.92	1.474			
Conversation Style and Emotional Expression	Male	226	17.44	1.218	1.149	698	.251
	Female	474	17.33	1.187			
Parent-adolescent Conflict	Male	226	111.96	4.346	-2.293	698	.022
	Female	474	112.76	4.265			

According to the table 2, there was significant difference in parent-adolescent conflict according to disciplinary by gender. It can reasonably be said that student teachers' parent-adolescent conflict depends on gender. It may conclude both male and female student teachers may

probably experience similar nurturing college environment and society. This result was consistent with the finding of Sullivan (2006).

Table 3 Results of Descriptive Statistics and Independent Sample *t* test for Parent-Adolescent Conflict and by Education Level

Variables	Education Level	<i>N</i>	Mean	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Autonomy	Year 1	577	20.22	1.251	-.976	698	.330
	Year 2	123	20.34	1.260			
Disciplinary	Year 1	577	47.07	2.255	1.347	698	.178
	Year 2	123	46.76	2.466			
Academic	Year 1	577	27.95	1.529	3.162	698	.002
	Year 2	123	27.48	1.369			
Conversation Style and Emotional Expression	Year 1	577	17.41	1.148	2.091	698	.037
	Year 2	123	17.16	1.244			
Parent-adolescent Conflict	Year 1	577	112.65	4.282	2.123	698	.034
	Year 2	123	111.75	4.347			

According to Table3, there was significant difference in parent-adolescent conflict at 0.01 level by education level.

Table 4 Mean and Standard Deviation for Parent-adolescent Conflict of Student Teachers by Subject Combination

Variable	Subject Combination	<i>N</i>	Mean	<i>SD</i>
Parent-adolescent Conflict	Science	197	113.03	4.088
	Arts	226	112.27	4.776
	Arts & Science	277	112.30	4.022

According to Table 4, the mean score of science students was higher rather than arts and arts & science student teachers.

Table 5 ANOVA Results for Parent-adolescent Conflict of Student Teachers by Subject Combination

Variable		<i>df</i>	Mean Square	<i>F</i>	<i>p</i>
Parent-adolescent Conflict	Between Group	2	39.449	2.136	.119
	Within Group	697	18.468		
	Total	699	13.108		

According to the result of Table5, there was no significant differences in parent-adolescent conflict by subject combination. It can be concluded that parent-adolescent conflict does not depend on subject combination

Table 6 Mean and Standard Deviation for Parent-adolescent Conflict Student Teachers by College

Variable	College	N	Mean	SD
Parent-adolescent Conflict	HPEDC	140	111.80	4.154
	MEDC	167	113.17	4.293
	YEDC	194	112.95	4.338
	TEDC	199	111.96	4.275

According to Table 6, the mean score of student teacher from MEDC had the highest mean score 113.17 and HPEDC had the lowest mean score 111.80.

Table 7 ANOVA Results for Parent –adolescent Conflict Student Teacher by College

Variable		Sum of Squares	df	Mean Square	F	p
Parent-adolescent Conflict	Between Groups	241.277	3	80.426	4.404**	.004
	Within Groups	12709.700	696	18.261		
	Total	12950.977	699			

According to ANOVA results, there was significant differences in parent-adolescent conflict student teacher according to college. The mean difference was significant at 0.01level.

Table 8 ANOVA Results of Each Subscale for Parent –adolescent Conflict Student Teacher by College

Variable		Sum of Squares	df	Mean Square	F	p
Autonomy	Between Groups	29.487	3	9.829	6.413***	.000
	Within Groups	1066.712	696	1.533		
	Total	1096.199	699			
Disciplinary	Between Groups	50.557	3	16.852	3.230*	.022
	Within Groups	3631.237	696	5.217		
	Total	3681.794	699			
Academic	Between Groups	30.905	3	10.302	4.576*	.003
	Within Groups	1567.004	696	2.251		
	Total	1597.909	699			

According to ANOVA results, there was significant difference in autonomy, disciplinary and academic subscales of student teachers' parent-adolescent conflict by college at 0.001, 0.01 and 0.05 level.

Table 9 Results of Game-Howell Multiple Comparison for Parent-adolescent Conflict of Student Teachers by College

Variable	College (I)	College(J)	Mean Difference (I-J)	<i>p</i>
Autonomy	HPEDC	MEDC	-.452**	.007
	MEDC	HPEDC	-.452**	.007
		YEDC	.339*	.040
		TEDC	.546***	.000
	YEDC	MEDC	-.339*	.048
	TEDC	MEDC	-.5468***	.000
Academic	HPEDC	MEDC	-.530**	.005
		YEDC	-.516**	.009
	MEDC	HPEDC	.530	.005
	YEDC	HPEDC	.526**	.009

Note * The mean difference was significant at 0.05 level.

Note * *The mean difference was significant at 0.01 level.

Note *** The mean difference was significant at 0.001 level.

According to the Table 9, the results indicated that parent-adolescent conflict may differ according to college. Student Teachers in HPEDC were higher than in autonomy than those in MEDC. It was found that the student teachers from MEDC had higher in academic than those in HPEDC.

Table 11 Description Statistics for Psychological Well-being of Student Teachers

Variables	No. of items	Minimum	Maximum	Mean	<i>SD</i>
Autonomy	7	24	35	29.35	1.893
Environmental Mastery	7	25	35	30.14	1.696
Personal Growth	7	24	35	30.36	2.128
Positive Relation	7	24	35	29.82	1.877
Purpose in life	7	23	35	31.30	2.185
Self-acceptance	7	23	35	29.35	2.519
Psychological Well-being	42	158	200	180.32	7.048

In Table 11, the mean scores of autonomy, environmental mastery, personal growth, positive relation, purpose in life and self-acceptance were 29.35, 30.14, 30.36, 29.82, 31.30 and 29.35. Among them, the mean of personal growth was the highest. Therefore, it can be said that psychological well-being of student teachers was satisfactory.

Table 12 Results of Descriptive Statistics and Independent Sample *t* test for Psychological Well-being by Gender

Variables	Gender	<i>N</i>	Mean	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Autonomy	Male	226	29.55	1.862	1.936	698	.053
	Female	474	29.26	1.903			
Environmental Mastery	Male	226	30.32	1.667	1.958	698	.051
	Female	474	30.05	1.705			
Personal Growth	Male	226	30.55	2.146	1.623	698	.105
	Female	474	30.27	2.116			
Positive Relation	Male	226	29.77	1.700	-.530	698	.596
	Female	474	29.85	1.957			
Purpose in life	Male	226	31.23	2.198	-.609	698	.542
	Female	474	31.33	2.180			
Self-acceptance	Male	226	29.46	2.642	.830	698	.407
	Female	474	29.29	2.459			
Psychological Well-being	Male	226	180.88	7.004	1.446	698	.149
	Female	474	180.05	7.062			

According to Table 12, the result of independent samples *t* test showed that there were no significant differences between subscale of psychological well-being by gender. It can reasonably be said that student teachers psychological well-being does not depend on gender.

Table 13 Descriptive Statistics for Psychological Well-being Student Teachers by College

Variable	College	<i>N</i>	Mean	<i>SD</i>
Psychological Well-being	HPEDC	140	180.43	6.770
	MEDC	167	181.29	6.828
	YEDC	194	180.57	7.256
	TEDC	199	179.18	7.113

Table 13, The mean score of student teachers from YEDC had highest mean score 180.43 and TEDC had the lowest mean score 179.18.

Table 14 ANOVA Results for Psychological Well-being of Student Teachers by College

Variable		Sum of Squares	df	Mean Square	F	p
Psychological Well-being	Between Groups	432.716	3	144.239	2.928	.033
	Within Groups	34289.242	696	49.266		
	Total	34721.959	696			

According to ANOVA results, there were significant differences in psychological well-being of student teachers by college at 0.05 level.

Table 15 ANOVA Results of Subscale for Psychological Well-being of Student Teachers by College

Variable		Sum of Squares	df	Mean Square	F	p
Autonomy	Between Groups	30.050	3	12.683	3.577*	.014
	Within Groups	2467.794	696			
	Total	2505.844	699			
Environmental Mastery	Between Groups	31.577		10.526	3.701*	.012
	Within Groups	1979.257		2.844		
	Total	2010.834				
Personal Growth	Between Groups	53.808		17.936	4.011**	.008
	Within Groups	3112.299		4.472		
	Total	3166.107				
Positive Relation	Between Groups	29.238		9.746	2.787*	.040
	Within Groups	2434.082		3.497		
	Total	2463.320				
Self-acceptance	Between Groups	62.079		20.693	3.294*	.020
	Within Groups	4372.258		6.282		
	Total	4434.337				
Psychological Well-being	Between Groups	432.716		144.239	2.928*	.033
	Within Groups	34289.242		49.266		
	Total	34721.959				

According to ANOVA results, there was significant difference in autonomy, environmental mastery, personal growth, self-acceptance and psychological well-being of student teachers according to college at 0.01level, 0.05 level.

Table 16 Results of Game-Howell Multiple Comparison for Psychological Well-being of Student Teachers by College

Variable	College (I)	College (I-J)	Mean Difference (I-J)	<i>p</i>
Psychological Well-being	MEDC	TEDC	2.118*	.021

According to the results of Table 16, student teachers from MEDC were significantly higher than those from TEDC.

Table 17 Relationship Between Parent-adolescent Conflict and Psychological Well-being of Student Teachers

Variable	Parent-adolescent Conflict	Psychological Well-being
Parent-adolescent Conflict		.275**
Psychological Well-being	.275**	

By the result of Table 20, there was significant positive relationship between parent-adolescent conflict and psychological well-being of student teachers ($r=.275$, $p<0.01$).

Conclusion

The main purpose of this study was to explore parent-adolescent conflict and psychological well-being among Education Degree College Students. For this purpose, the researcher adapted the questionnaires developed by Wohbie Birhan (2007) and Ryff (2014) in this study. After organizing, tabulating and interpreting the data, the following findings are discussed in this section.

This study examined overall parent-adolescent conflict and each subscale by gender. The results of the independent samples *t* test indicated that there were significant differences in disciplinary by gender.

To Compare parent-adolescent conflict of student teachers by Education level, independent samples *t* test was used and the result revealed that there was a significant difference in parent-adolescent conflict by Education level. This may be due to regular done in the home, homework may have a larger impact on the parent-adolescent conflict than other academic skills such as test-taking strategies.

In studying, parent-adolescent Conflict of Student Teachers by Subject Combination, the result revealed that there was no significant difference in parent-adolescent conflict by subject combination.

To Compare parent-adolescent conflict of students by college, one -way ANOVA was used and the result revealed that there was significant difference in overall parent-adolescent conflict by college. It may be due to the fact the student teachers in HpEDC, MEDC, YEDC and TEDC may have more autonomy and academic about how to do typical done in the home, homework may have a larger impact on the parent-adolescent conflict than other academic skills such as test-taking strategies than student teachers in other colleges.

By Comparing overall psychological well-being and each subscale by gender, the results of the independent samples *t* test indicated that there were no significant differences in psychological well-being by gender. It may be concluded both male and female student teachers were creating opportunities for social interaction and engagement is sufficient for facilitation meaningful relationship, particularly across racial/ ethnic groups.

By Comparing overall Education level and each subscale; (autonomy, environmental mastery, personal growth, positive relation, purpose in life and self-acceptance), The results of the independent samples *t* test indicated that there were no significant differences in psychological well-being by Education level.

One-way ANOVA was used and the result revealed that there were no significant differences in psychological well-being by subject combination.

The result revealed that there was a significant difference in overall psychological well-being and autonomy, environmental mastery, personal growth, positive relation and self-acceptance by college. It may be concluded MEDC student teachers may probably experience better feeling and functioning effectively, have confidence to take on and put in the necessary effort to succeed at challenging tasks.

According to the result of study, there was a statistically significant correlation between parent-adolescent conflict and psychological well-being of student teachers.

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