

PERSONAL MEANING AND GENERAL WELL-BEING OF ADOLESCENTS IN¹ DEPEIYIN TOWNSHIP

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Abstract

The main purpose of this study was to investigate the personal meaning and general well-being of adolescents in Depeiyin Township. A total of 600 (316 males and 284 females) students selected from six schools in Depeiyin Township participated in this study. Personal Meaning profile (PMP) consisting of 30 items developed by Wong (1998) was used to measure personal meaning and Adolescents' General Well-Being (AGWB) consisting of 27 items developed by Colombo (1986) was used to measure general well-being in this study. According to the results, the levels of adolescents' personal meaning and general well-being in Depeiyin Township were satisfactory. Based on the results of independent samples *t* test, there were no significant differences in both personal meaning and general well-being of adolescents according to grade, school locality and subject combination. However, female adolescents were significantly higher than male adolescents in general well-being. One way ANOVA results showed that there was no significant difference not only in personal meaning but also in general well-being of adolescents according to aged group. Then, Pearson-Product Moment correlation was conducted and it was found that the personal meaning and the general well-being of adolescents were significantly and positively correlated. Finally, simple linear regression was used to predict general well-being from personal meaning and the result indicated that the adjusted R square was .237 and therefore 24% of variance in general well-being was explained by personal meaning of adolescents. Therefore, it may be concluded that personal meaning can affect on the general well-being of adolescents. The findings of this study may be expected to have some contribution to the benefit of education.

Keywords: Personal meaning, General well-being, Adolescence, Adolescent

Introduction

Adolescence is a very critical and important stage in the development of human being. Most of the physiological, psychological, and social changes within the person take place during this period of life (Erikson, 1968). Wong (1998) suggested that the role of meaning in an adolescent's life can be a central point for a successful transition into adulthood. Well-being is also a predictor of academic success and involves cognitive and psychosocial elements. Generating well-being among adolescents need to be addressed as they are a pillar of a nation and a generation that will shape society (Garcia Alandete, 2015). Vernon (2008) described well-being as thriving in everyday circumstances and finding meaning in life. Moreover, general well-being is a very important factor in every phase of life. So, in education research field, there is a need for studying general well-being of students.

Promoting well-being is important in learning, education and sustainable development. Seligman describes five qualities to well-being; positive emotion, engagement, relationship, meaning and achievement. Well-being is often connected to happiness. Happier students may be more enthusiastic about their education, less likely to miss class and more committed towards their academic success than unhappy students. Well-being is related to teaching, education, learning and achievements. Teachers, educators and parents with other professionals should have the competence to discover learning process that promotes well-being in school.

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Purpose of the Study

The main purpose of the study is to investigate the personal meaning and general well-being of adolescents in Depeiyin Township.

Definitions of Key Terms

- Personal meaning** : Personal meaning is defined as an individually constructed cognitive system that is grounded in subjective values and capable of endowing life with personal significance and satisfaction (Wong, 1989).
- General well-being** : General well-being was defined as dynamic state of wellness, which has physical, social and mental/psychological dimensions (Colombo, 1986).
- Adolescence** : Adolescence is defined as a transitional period between childhood and adulthood, which describes the teenage years between 10 and 19 (World Health Organization (WHO), 2014).
- Adolescent** : Adolescent is defined as a young person, usually between the ages of 12 and 18, who is developing into an adult (Longman Dictionary of Contemporary English, 2009).

Review of Related Literature

Adolescence is today defined as a distinct period of adjustment of as a journey to adulthood where a teenager has to face rapid physical, cognitive and social changes (Nurmi, 2001).

Reker and Wong (1998) have identified the major sources of meaning: (a) meeting such basic needs (b) leisure activities or hobbies; (c) creative work; (d) personal relationships (e) personal achievement (f) personal growth (g) social and political activism (h) altruism; (i) enduring values and ideals (j) traditions and culture (k) legacy and religion.

Well-being is seen as an essential part of a positive quality of life (Sagiv, Roccas & Hazan, 2004). Columbo (1986) describes adolescents' well-being as a multidimensional construct, incorporating psychological, physical, and social dimensions. Adolescents with higher than average psychological well-being are regarded as more successful in meeting situational demands and stressors while a deficit in psychological well-being can mean a lack of success and the occurrence of emotional problems (Visser & Routledge, 2007).

Recently, Dodge et al. (2012) further defined well-being as the balance point between an individual's resource pool and the challenges faced. They used the term seesaw to describe an individual's need to return to a set-point for well-being and the individual's need for equilibrium. The concept of well-being comprises two main elements: feeling good and functioning well. Feelings of happiness, contentment, enjoyment, curiosity and engagement are characteristic of someone who has a positive experience of their life. Experiencing positive relationships, having some control over one's life and having a sense of purpose are all important attributes of well-being.

De Lazzari (2000) found that scores on the PMP (Personal Meaning Profile) were better than emotional intelligence at predicting life satisfaction among high school students. Mascaro and Rosen (2005) indicated that in young adult population, individuals with high levels of

meaning tend to have fewer symptoms of depression, to be more character logically hopeful, and to be more likely to be experiencing states of hope than individuals with low levels of meaning.

Garcia-Alandete (2015) conducted a study on the implication of the meaning of life and psychological well-being of Spanish College students. The results showed a significant relationship between meaning in life and psychological well-being dimensions, in terms of covariance and prediction, especially with global Psychological Well-Being, Self-Acceptation, Environmental Mastery, and Positive Relations.

Singh et al (2014) initiated a study on "Meaning in Life as a correlate of Mental Health". Results indicate a significant positive correlation between mental health (which was measured in terms of emotional, psychological and social well-being) and presence of meaning. Moreover, Shek (1992) found that students who scored highest both in terms of quality of existence as well as purpose of existence also scored highest in psychological well-being. Furthermore, it was discovered that students who both high quality and purpose of existence had lower symptom levels with respect to psychological well-being, better self-image, and higher ego strength. These positive correlations contribute to the view that life purpose and meaning are key attributes for establishing a full human existence.

Previous research has shown that well-being, resilience, and character strengths are related to greater academic success and college completion (Hartley, 2011). Therefore, it may be suggested that students who have more meaning in their lives are in a position of psychological well-being that is amicable for achieving a successful transition into adulthood (cited in De Lazzari, 2000).

Method

The personal meaning and general well-being of adolescents in Depeiyin Township were examined by using questionnaire survey method.

Participants for the Study

The participants for the study were 600 students (316 males and 284 females) from Depeiyin Township, Sagaing Region in 2018-2019 academic years.

Instruments and Data Collection Procedure

The research instruments were Personal Meaning Profile developed by Wong (1989) and Adolescent's General Well-Being Questionnaire developed by Colombo, 1986. After modifying the required instrument and applying it for data collection, The personal meaning and general well-being of adolescents were investigated among the selected schools from Depeiyin Township, Sagaing Region during October, 2018.

Findings

Table 1 Descriptive Statistics for the Subscales of Adolescents' Personal Meaning

Subscales	N	Minimum	Maximum	Mean	SD
Achievement	600	11	25	18.70	2.92
Relationship	600	9	25	19.78	2.63
Religion	600	9	25	20.99	2.32
Self-transcendence	600	9	25	20.25	2.47
Self-acceptance	600	10	25	19.66	2.42
Intimacy	600	9	25	19.68	2.61
Total (Personal Meaning)	600	61	146	119.37	11.05

According to Table 1, it was found that the level of personal meaning for adolescents in Depeiyn Township was satisfactory as the observed mean score (119.37) was greater than the theoretical mean score (90).

According to Table 2, there was slightly difference between mean values of male and female adolescents' personal meaning. It was seen that mean values of female adolescents were higher in personal meaning than that of male adolescents.

Table 2 Means and Standard Deviations of Adolescents' Personal Meaning by Gender

Variable	Gender	N	Mean	SD
Achievement	Male	316	18.68	2.97
	Female	284	18.73	2.88
Relationship	Male	316	19.76	2.73
	Female	284	19.80	2.52
Religion	Male	316	20.84	2.52
	Female	284	21.15	2.08
Self-transcendence	Male	316	20.05	2.53
	Female	284	20.48	2.39
Self-acceptance	Male	316	19.41	2.48
	Female	284	19.94	2.32
Intimacy	Male	316	19.88	2.77
	Female	284	20.10	2.43
Total (Personal Meaning)	Male	316	118.63	11.78
	Female	284	120.19	10.15

To find out whether there were significant differences between male and female adolescents in personal meaning, independent samples *t* test was used.

Table 3 Results of Independent Samples *t* test on Subscales of Personal Meaning by Gender

Variable	<i>t</i>	<i>df</i>	<i>p</i>	Mean Difference
Achievement	-.23	598	.82	-0.03
Relationship	-.20	598	.84	-0.04
Religion	-1.62	598	.11	-0.31
Self-transcendence	-2.11*	598	.04	-0.43
Self-acceptance	-2.67**	598	.01	-0.53
Intimacy	-.99	598	.32	-0.22
Total (Personal Meaning)	-1.74	598	.08	-1.56

Note: ** The mean difference is significant at the 0.01 level.

* The mean difference is significant at the 0.05 level.

According to Table 3, there was no significant difference in adolescents' personal meaning by gender. Therefore, it can be interpreted that adolescents did not differ in personal meaning by gender.

According to Table 4, it was seen that mean values of Grade 9 adolescents were slightly higher in personal meaning than that of Grade 10 adolescents.

Table 4 Means and Standard Deviations of Adolescents' Personal Meaning by Grade

Variable	Grade	N	Mean	SD
Achievement	Grade 9	326	18.79	2.797
	Grade 10	274	18.59	3.069
Relationship	Grade 9	326	20.01	2.533
	Grade 10	274	19.50	2.719
Religion	Grade 9	326	20.92	2.232
	Grade 10	274	21.08	2.43
Self-transcendence	Grade 9	326	20.26	2.28
	Grade 10	274	20.24	2.68
Self-acceptance	Grade 9	326	19.66	2.42
	Grade 10	274	19.66	2.42
Intimacy	Grade 9	326	19.99	2.62
	Grade 10	274	19.97	2.61
Total (Personal Meaning)	Grade 9	326	119.63	11.78
	Grade 10	274	119.05	10.15

The result of independent samples *t* test which indicated the comparison of adolescents' personal meaning by gender was shown in Table 5.

Table 5 Results of Independent Samples *t* test on Subscales of Personal Meaning by Grade

Variable	<i>t</i>	<i>df</i>	<i>p</i>	Mean Difference
Achievement	.83	598	.40	.20
Relationship	2.37*	598	.02	.41
Religion	-.84	598	.40	-.16
Self-transcendence	.07	598	.95	.02
Self-acceptance	.03	598	.98	-.01
Intimacy	.08	598	.94	.02
Total (Personal Meaning)	.64	598	.52	.58

The result of independent samples *t* test revealed that there was no significant difference in adolescents' personal meaning by grade. Therefore, it can be interpreted that adolescents did not differ in personal meaning by grade.

According to Table 6, the mean scores of urban adolescent were found slightly higher than those of rural adolescents in personal meaning.

Table 6 Means and Standard Deviations of Adolescents' Personal Meaning by School Locality

Variable	School locality	N	Mean	SD
Achievement	Urban	300	18.75	2.90
	Rural	300	18.66	2.96
Relationship	Urban	300	19.70	2.59
	Rural	300	19.86	2.67
Religion	Urban	300	21.04	2.41
	Rural	300	20.94	2.24
Self-transcendence	Urban	300	20.28	2.62
	Rural	300	20.22	2.31
Self-acceptance	Urban	300	19.73	2.44
	Rural	300	19.59	2.40
Intimacy	Urban	300	20.03	2.50
	Rural	300	19.94	2.72
Total (Personal Meaning)	Urban	300	119.52	11.41
	Rural	300	119.22	10.70

To study whether there was significant difference in personal meaning between urban and rural adolescents or not, independent samples *t* test was used.

Table 7 Results of Independent Samples *t* test on Subscales of Personal Meaning by School Locality

Variable	<i>t</i>	<i>df</i>	<i>p</i>	Mean Difference
Achievement	.39	598	.70	.09
Relationship	-.78	598	.44	-.16
Religion	.49	598	.62	.10
Self-transcendence	.28	598	.78	.06
Self-acceptance	.68	598	.50	.14
Intimacy	.41	598	.69	.09
Total (Personal Meaning)	.33	598	.74	.30

The result of independent samples *t* test revealed that there was no significant difference between urban and rural adolescents in the whole personal meaning.

According to Table 8, Combination-1 adolescents were slightly higher in personal meaning than Combination-7 adolescents.

Table 8 Means and Standard Deviations of Adolescents' Personal Meaning by Subject Combination

Variable	Subject Combination	N	Mean	SD
Achievement	Combination-1	308	18.66	2.88
	Combination-7	292	18.75	2.98
Relationship	Combination-1	308	19.81	2.56
	Combination-7	292	19.75	2.70
Religion	Combination-1	308	20.81	2.41
	Combination-7	292	21.18	2.21
Self-transcendence	Combination-1	308	20.11	2.62
	Combination-7	292	20.40	2.29
Self-acceptance	Combination-1	308	19.42	2.57
	Combination-7	292	19.92	2.22
Intimacy	Combination-1	308	20.01	2.58
	Combination-7	292	19.96	2.64
Total (Personal Meaning)	Combination-1	308	118.81	11.68
	Combination-7	292	119.96	10.34

To study whether there was significant difference in personal meaning between Combination-1 and Combination-1 adolescents or not, independent samples *t* test was used. The result of independent samples *t* test which showed the comparison of personal meaning between urban and rural adolescents was shown in Table 9.

Table 9 Results of Independent Samples *t* test on Subscales of Personal Meaning by Subject Combination"

Variable	<i>t</i>	<i>df</i>	<i>p</i>	Mean Difference
Achievement	.380	598	.70	-.09
Relationship	-.24	598	.81	.06
Religion	1.94*	598	.05	-.37
Self-transcendence	1.48	598	.14	-.29
Self-acceptance	2.57**	598	.01	-.50
Intimacy	-.25	598	.80	.05
Total (Personal Meaning)	1.28	598	.20	-1.15

According to Table 9, there was no significant difference in adolescents' personal meaning by subject combination. Therefore, it can be interpreted that adolescents did not differ in personal meaning by subject combination.

Based on the results in Table 10, 16⁺ years old adolescents had the highest mean scores in personal meaning and second highest was 15⁺ years old adolescents' mean scores.

Table 10 Means and Standard Deviations for Adolescents' Personal Meaning by Aged Group

Variable	Aged Group	<i>N</i>	Mean	<i>SD</i>
Achievement	14 ⁺	167	18.88	2.78
	15 ⁺	247	18.39	2.89
	16 ⁺	186	18.96	3.07
Relationship	14 ⁺	167	19.93	2.42
	15 ⁺	247	19.77	2.72
	16 ⁺	186	19.65	2.69
Religion	14 ⁺	167	20.66	2.40
	15 ⁺	247	21.05	2.22
	16 ⁺	186	21.20	2.37
Self-transcendence	14 ⁺	167	20.24	2.17
	15 ⁺	247	20.16	2.68
	16 ⁺	186	20.39	2.43
Self-acceptance	14 ⁺	167	19.51	2.39
	15 ⁺	247	19.64	2.37
	16 ⁺	186	19.83	2.50
Intimacy	14 ⁺	167	19.86	2.54
	15 ⁺	247	19.99	2.65
	16 ⁺	186	20.09	2.63
Total (Personal Meaning)	14 ⁺	167	119.08	10.44
	15 ⁺	247	119.00	11.18
	16 ⁺	186	120.11	11.43

To explore the significant differences in adolescents' personal meaning by aged group, One Way Analysis of Variance (ANOVA) was used.

Table 11 Results of ANOVA in Adolescents' Personal Meaning by Aged Group

Variable		Sum of Squared	df	Mean Square	F	p
Total (Personal Meaning)	Between Groups	147.93	2	73.96	.61	.55
	Within Groups	73029.67	597	122.33		
	Total	73177.60	599			

Based on the results of Table 11, the mean scores of adolescents' personal meaning by aged group were no statistically significant difference.

Table 12 Descriptive Statistics for the Subscales of Adolescents' General Well-Being

Subscales	No of items	Minimum	Maximum	Mean	Mean %	SD
Mental Well-Being	16	26	71	52.17	65.21	6.12
Physical Well-Being	5	5	25	16.19	64.76	2.93
Social Well-Being	6	14	30	24.53	81.76	2.88
Total (General Well-Being)	27	56	119	92.81	68.74	8.66

According to Table 12, the theoretical mean score for adolescents' general well-being was 81 and the observed mean score was 92.81. Therefore, it can be said that the level of general well-being for adolescents in Depeiyin Township was satisfactory as the observed mean score was higher than theoretical mean score.

Table 13 Mean Percent and Standard Deviations of Adolescents' General Well-Being by Gender

Variable	No of items	Gender	N	Mean %	SD
Mental Well-Being	16	Male	316	64.17	6.22
		Female	284	66.36	5.89
Physical Well -Being	5	Male	316	65.24	3.06
		Female	284	64.16	2.79
Social Well-Being	6	Male	316	81.3	2.98
		Female	284	82.3	2.76
Total (General Well-Being)	27	Male	316	68.17	9.01
		Female	284	69.50	8.36

According to Table 13, it was observed that the mean score for male adolescents was slightly greater than that of female adolescents in general well-being.

Table 14 Result of Independent Samples *t* test for Adolescents' General Well-Being by Gender

Variable	<i>t</i>	df	<i>p</i>	Mean Difference
Mental Well-Being	.63***	598	.00	-1.19
Physical Well-Being	.23	598	.26	.27
Social Well-Being	.35	598	.19	-1.0
Total (General Well-Being)	.67**	598	.01	-1.33

The result of independent samples *t* test showed that there was significant difference in adolescents' general well-being by gender at the 0.01 level.

According to Table 15, the mean percents of Grade 10 adolescents were slightly greater than those of Grade 9 in general well-being. Therefore, it can be assumed that the Grade 10 adolescents had slightly higher general well-being than that of Grade 9 adolescents.

Table 15 Mean Percent and Standard Deviations of Adolescents' General Well-Being by Grade

Variable	No of items	Grade	N	Mean %	SD
Mental Well-Being	16	Grade 9	326	64.8	6.21
		Grade 10	274	65.7	5.10
Physical Well-Being	5	Grade 9	326	54.17	2.74
		Grade 10	274	53.7	3.15
Social Well-Being	6	Grade 9	326	99.04	2.70
		Grade 10	274	97.04	3.07
Total (General Well-Being)	27	Grade 9	326	68.78	8.51
		Grade 10	274	68.83	9.04

Table 16 Result of Independent Samples *t* test for Adolescents' General Well-Being by Grade

Variable	<i>t</i>	<i>df</i>	<i>p</i>	Mean Difference
Mental Well-Being	-1.43	598	.15	-.90
Physical Well-Being	.55	598	.58	.47
Social Well-Being	2.10*	598	.04	2.00
Total (General Well-Being)	-.12	598	.90	-.05

The result of independent samples *t* test revealed that there was no significantly difference of adolescents' general well-being by grade. Therefore, it can be interpreted that general well-being of Grade 9 and Grade 10 adolescents was not different.

Table 17 Mean Percent and Standard Deviations of Adolescents' General Well-Being by School Locality

Variable	No of items	Grade	N	Mean %	SD
Mental Well-Being	16	Urban	300	65.18	6.59
		Rural	300	65.24	5.62
Physical Well-Being	5	Urban	300	54.20	2.92
		Rural	300	53.70	2.95
Social Well-Being	6	Urban	300	98.00	2.99
		Rural	300	98.28	2.78
Total (General Well-Being)	27	Urban	300	68.82	9.43
		Rural	300	68.78	8.02

According to Table 17, it was represented that the mean percent of rural adolescents' general well-being was slightly greater than that of urban adolescents.

Table 18 Result of Independent Samples *t* test for Adolescents' General Well-Being by School Locality

Variable	<i>t</i>	<i>df</i>	<i>p</i>	Mean Difference
Mental Well-Being	-.08	598	.94	-.06
Physical Well-Being	.65	598	.51	.50
Social Well-Being	-.30	598	.77	-.28
Total (General Well-Being)	.07	598	.95	.04

The result of independent samples *t* test stated that there was no significantly difference of adolescents' general well-being by school locality.

Table 19 Mean Percent and Standard Deviations of Adolescents' General Well-Being by Subject Combination

Variable	No of items	Grade	N	Mean %	SD
Mental Well-Being	16	Combination-1	308	65.32	5.94
		Combination-7	292	65.10	6.29
Physical Well-Being	5	Combination-1	308	54.03	2.90
		Combination-7	292	53.9	2.97
Social Well-Being	6	Combination-1	308	98.48	2.72
		Combination-7	292	97.8	3.03
Total (General Well-Being)	27	Combination-1	308	68.95	8.21
		Combination-7	292	68.66	9.24

Table 19 showed that the mean % of Combination-1 adolescents were slightly greater than that of Combination-7 adolescents in all subscales of general well-being.

Table 20 Result of Independent Samples *t* test for Adolescents' General Well-Being by Subject Combination

Variable	<i>t</i>	<i>df</i>	<i>p</i>	Mean Difference
Mental Well-Being	.37	598	.72	.22
Physical Well-Being	.17	598	.87	.13
Social Well-Being	.70	598	.48	.68
Total (General Well-Being)	.54	598	.59	.29

Table 20 showed that there were no significant differences in adolescents' general well-being according to their subject combination so that it can be interpreted that the general well-being of adolescents did not significantly differ across subject combination.

Table 21 Mean and Standard Deviation for Adolescents' General Well-Being by Aged Group

Variable	No of items	Aged Group	N	Mean %	SD
Mental Well-Being	16	14 ⁺	167	64.92	6.20
		15 ⁺	247	64.81	6.15
		16 ⁺	186	66.00	5.99
Physical Well-Being	5	14 ⁺	167	53.80	2.75
		15 ⁺	247	53.70	2.91
		16 ⁺	186	54.40	3.13
Social Well-Being	6	14 ⁺	167	99.32	2.50
		15 ⁺	247	98.56	2.89
		16 ⁺	186	96.52	3.16
Total (General Well-Being)	27	14 ⁺	167	68.82	8.38
		15 ⁺	247	68.59	8.77
		16 ⁺	186	68.80	8.75

According to the results of the Table 21, the 14⁺ years old adolescents got the highest mean % and the 15⁺ years old adolescents got the lowest mean %.

Table 22 Results of ANOVA in Adolescents' General Well-Being by Aged Group

Variable		Sum of Squared	df	Mean Square	F	p
Mental Well-Being	Between Groups	108.16	2	54.08	1.4	.24
	Within Groups	22336.50	597	37.42		
	Total	22444.66	599			
Physical Well-Being	Between Groups	4.80	2	2.40	.28	.76
	Within Groups	5149.66	597	8.63		
	Total	5154.47	599			
Social Well-Being	Between Groups	47.32	2	23.66	2.8	.06
	Within Groups	4930.07	597	8.26		
	Total	4977.40	599			
Total (General Well-Being)	Between Groups	44.70	2	22.35	.29	.75
	Within Groups	45779.596	597	76.68		
	Total	45824.293	599			

The result showed that the adolescents' general well-being was not significantly different in accordance with aged group.

The descriptive statistics for personal meaning and general well-being were worked to investigate their correlation.

Table 23 Pearson Correlation Between Personal Meaning and General Well-Being of Adolescents

Variables	Personal Meaning	General Well-Being
Personal Meaning	1	.489**
General Well-Being	.489**	1

Note: ** Correlation is significant at 0.01 level (2-tailed).

According to Table 23, it was found that there was a significant positive relationship between personal meaning and general well-being of adolescents ($r = .489$, $p < .01$), which indicate that as personal meaning increase, general well-being increase accordingly. It can be interpreted that adolescents who are higher personal meaning will be better in general well-being.

Next, to obtain more detailed information, Pearson Product-moment correlation was computed again to find out the inter-relationship between personal meaning dimensions and general well-being dimensions and the result was shown in Table 24.

Table 24 Inter-correlations Among Personal Meaning Dimensions and General Well-Being Dimensions

Dimensions	1	2	3	4	5	6	7	8	9
1.Achievement	1				.				
2.Relationship	.420**	1	.						
3.Religion	.384**	.316**	1						
4.Self-transcendence	.533**	.535**	.467**	1					
5.Self-acceptance	.409**	.386**	.427**	.428**	1				
6.Intimacy	.376**	.516**	.317**	.399**	.366**	1			
7.Mental Well-Being	.226**	.268**	.211**	.281**	.166**	.241**	1		
8.Physical Well-Being	.181**	.167**	.136**	.188**	.153**	.104**	.274**	1	
9.Social Well-Being	.406**	.451**	.305**	.512**	.349**	.445**	.258**	.186**	1

Note: ** Correlation is significant at the 0.01 level (2-tailed).

According to Table 24, the dimensions of personal meaning were significantly inter-correlated with dimensions of general well-being. Thus, it can be found that all the dimensions of personal meaning were positively correlated to adolescents' general well-being dimensions. It meant that the higher personal meaning adolescents had, the more they have general well-being.

Table 25 Model Summary for Personal Meaning and General Well-Being of Adolescents

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.489 ^a	.239	.237	7.638

a. Predictors: (Constant), personal meaning item total

The result indicates that the adjusted *R* square was .237. This indicates that 24% of the variance in general well-being was explained by personal meaning of adolescents.

Table 27 Result of Regression Coefficient for Personal Meaning and General Well-Being of Adolescents

Model	Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	<i>p</i>
	<i>B</i>	Std. Error	β		
1 (Constant)	46.733	3.385	.489	13.807	.000
Personal Meaning Item total	.387	.028		13.694	.000

a. Dependent Variable: general well-being item total

According to the result, the identified equation to understand the relationship was;

$$\text{GWB} = 46.73 + .38 \text{ PM}$$

Where, GWB = General Well-being

PM = Personal Meaning



Figure 4.15 Predictor Power of Personal Meaning on General Well-Being

Next, in order to explore the effects of personal meaning dimensions on general well-being, simple linear regression was again computed.

Table 28 Regression for Personal Meaning Dimensions Predicting General Well-Being

Predictors	General Well-Being			<i>t</i>	<i>p</i>
	<i>B</i>	Std. Error	β		
Constant	47.761	3.525		13.549	.000
Achievement	.299	.133	.100	2.256	.024
Relationship	.482	.154	.145	3.129	.002
Religion	.233	.160	.062	1.462	.144
Self-transcendence	.738	.172	.208	4.299	.000
Self-acceptance	.087	.155	.024	.562	.575
Intimacy	.423	.145	.126	2.920	.004

The result showed that the achievement dimension positively predicted adolescents' general well-being ($\beta=.100$, $p < 0.05$), the relationship dimension also positively predicted adolescents' general well-being ($\beta=.145$, $p < 0.01$), the religion dimension also positively predicted adolescents' general well-being ($\beta=.062$, $p=.144$), the self-transcendence dimension

also positively predicted adolescents' general well-being ($\beta = .208, p < .001$), the self-acceptance dimension also positively predicted adolescents' general well-being ($\beta = .024, p = .575$) and the intimacy dimension also positively predicted adolescents' general well-being ($\beta = .126, p < .01$). Then the model can be defined in the following equation.

$$\text{GWB} = 47.761 + .299 \text{ AC} + .482 \text{ RS} + .233 \text{ RG} + .738 \text{ ST} + .087 \text{ SA} + .423 \text{ IM}$$

Where, GWB = General Well-Being

AC = Achievement Dimension

RS = Relationship Dimension

RG = Religion Dimension

ST = Self-transcendence Dimension

SA = Self-acceptance Dimension

IM = Intimacy Dimension

In this study, there was no significant difference in the personal meaning and general well-being of adolescents by grade, subject combination, school locality and aged group. However, there was no significant difference in adolescents' personal meaning by gender but female adolescents' general well-being were significantly higher than that of male adolescent. Due to Myanmar culture, parents and teachers cultivate their children unequally. Depeiyn is a province town and there its urban and rural region has no obvious difference in culture.

In this study, based on the result of Pearson Product-Moment Correlation Coefficient, personal meaning was significantly and positively correlated with general well-being. Furthermore, personal meaning and general well-being were in strong correlation between each other. So, the correlation of personal meaning and general well-being with each other, along with the explanation of variance in general well-being by personal meaning are all important indicators in terms of development of adolescents.

Conclusions

Personal meaning may be a protective factor of mental health, enhancing the life satisfaction and the general well-being. It is essential to include the personal meaning in the counselling process to develop a meaning centred counselling, focusing on the personal positive functioning and strengths, and integrating the personal characteristics and circumstances and the cultural values of the participants. A meaning centred counselling needs to be deepening the understanding of the fundamental human motivation which is the meaning of life, and the cognitive behavioural process involved in meeting it.

The findings also have significant implications to faculty the adolescents. The positive meaning and the general well-being of the respondents may also be attributed to their sharing of knowledge as well as their guidance to other students. The teachers will have to be encouraged to sustain their commitment to the school by helping the students to establish a positive personal meaning and a positive general well-being.

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