PSYCHOLOGICAL WELL BEING OF EMERGING ADULTS IN RELATION TO THEIR PARENTS DURING PANDEMIC COVID-19

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Abstract

Relations with parents have a lot of influence because emerging adults with student status are spending more time at home during pandemic. This study aims to describe the psychological well-being of emerging adults during the Covid-19 pandemic. The research method used is a phenomenological qualitative approach with Interpretative Phenomenological Analysis. Data were obtained through in-depth interviews, involving six respondents consisting of 3 girls and 3 boys selected by purposive sampling technique. The inclusive criteria are emerging adults, live at home with their parents during the pandemic, and willing to become respondents. The result were six themes related to psychological well-being, namely feelings during a pandemic, difficulties experienced, solutions to overcome them, relationships with parents, support provided by parents, and hopes related to a pandemic situation. An interesting finding in this study is that respondents who have positive or negative relationships with their parents will still be able to achieve psychological well-being. The difference is that the process of respondents with negative relationships is more difficult than respondents with positive relationships. Emerging adults must be able to find the meaning of life so that in difficult situations they can still be independent and adapt well.

Keywords: psychological well-being; relation with parent; phenomenology; pandemic Covid-19

INTRODUCTION

The implementation of Community Activity Restrictions (PPKM) by the government has led to many activities being conducted virtually. One of the sectors significantly impacted is education, from elementary schools to universities, where remote learning is now the norm. Online learning (or "*pembelajaran daring*" in Indonesian) refers to a method of distance education that utilizes internet networks for the learning process (Isman, 2016). This shift to online learning has necessitated adjustments by students regarding how they engage in academic activities. The transition from traditional face-to-face learning to online platforms during the pandemic has had a significant impact on students' learning resilience and academic abilities. Previously, students enjoyed in-person classes, interactions with peers, and the college experience on campus. However, these have been replaced by virtual meetings with parents at home. This change in dynamics within families has affected the parent-child relationship during the ongoing Covid-19 pandemic. Social restrictions have confined many activities to the home environment, which, to some extent, influences the quality of the relationship between students and their parents (Putri et al., 2021).

Parents and children must adapt to the rapidly changing conditions caused by the Covid-19 pandemic. These changes can have both positive and negative effects on the relationship between students and their parents. On the positive side, the pandemic situation can create opportunities to strengthen bonds with parents, solve problems communally, and foster deeper connections compared to before the pandemic. However, there are also negative aspects. The pandemic can lead to increased conflicts and feelings of isolation because family members must adjust to changes in work, school, entertainment, social needs, health precautions, and financial concerns caused by the pandemic (Gunther-Bel et al., 2020).

The relationship between parents and children will thrive if they can be open with each other (Desmita, 2017). The psychological well-

being of a child is significantly influenced by the quality of parenting, the parenting style employed by parents, and how parents fulfill their roles. Both positive and negative experiences play a role in a child's psychological well-being. The unpreparedness resulting from the pandemic can lead to physical and mental challenges for children. Gunawan and Bintari (2021) found unpleasant events caused by the Covid-19 pandemic can induce stress and impact psychological well-being. Children greatly rely on their parents' support, especially during this pandemic. The better parents are at fulfilling their roles, the higher the child's psychological well-being tends to be.

In this uncertain situation, it is natural for every individual to desire well-being, both physically and psychologically. The ultimate goal of human life is to achieve psychological well-being (Ryff, 1989). Psychological well-being is a state in which individuals accept their strengths and weaknesses, have life goals, develop positive relationships with others, become self-reliant, exert control over their environment, and continue to grow personally. It is also closely related to how humans perceive their daily activities and express personal feelings based on life experiences (Ryff, 2014).

Prabowo (2016) argue that psychological well-being is a condition in which individuals can accept themselves with their strengths and weaknesses, interact with others, and exercise control, independence, and adaptability within their environment. Psychological well-being is closely related to an individual's feelings about daily activities, which lead to the expression of personal emotions based on their experiences. It can be understood as a state where individuals fulfill their psychological potential and develop optimally (Eva et al., 2020).

Psychological well-being encompasses several dimensions, including the ability to accept oneself, to acknowledging both strengths and weaknesses, to cultivate

positive relationships with others, to foster independence, to establish meaningful life goals and aspirations to develop personal potential and attain specific qualities, and to master one's environment, feeling capable of navigating it effectively (Ryff, 2014). Various factors influence psychological well-being, such as social support, socioeconomic status, personality traits, religiosity, and social networks (Ryff, 2014).

The previous research using quantitative methods found that an individual's psychological well-being can be influenced by the perception of social support received (Desiningrum, 2014; Indriani & Sugiasih, 2016), psychospiritual therapy (Aliza, 2015), aerobic exercise (Kurniati, 2015), optimism (Khoirunnisa & Ratnaningsih, 2016), dual role conflict (Indriani & Sugiasih, 2016), internal locus of control (Sari & Listiara, 2017), spirituality (Lisnawati & Al Rahmah, 2018), forgiveness (Juwita & Kustanti, 2020), religiosity (Bidjuni & Kallo, 2019), loneliness (Pramitha & Astuti, 2021), as well as coping strategies and resilience (Nurhidayah et al., 2021). Mareta (2018) added that a harmonious relationship with parents can be a source of children's psychological well-being. Harmonious family relationships can be a source of social support which can improve psychological well-being (Prameswari & Muhid, 2022). External stress faced by students can be overcome by spending time with family. Togetherness during the pandemic has made the intensity of interaction with parents at home much more frequent compared to before the pandemic (Ravens-Sieberer et al., 2022; Fegert et al., 2020).

In this research, the term "child" refers to college students who are in the stage of emerging adulthood. Emerging adulthood is a developmental phase where individuals appear to have moved beyond adolescence but have not yet entered early adulthood. It spans between the ages of 18 to 29 years (Arnett, 2015). During this period, there is enthusiasm, especially in preparing plans to face the challenges of true adulthood. Students engage

in exploration across various aspects of life and try new things. There are several developmental tasks to be fulfilled during this transition to adulthood, including living independently from parents, advancing in career and academics, building intimate and deep interpersonal relationships, making independent decisions, and achieving emotional maturity (Arnett, 2015). The variation in psychological well-being experienced by students can lead to increased anxiety and depression, as well as a significant decline in their quality of life (Araújo et al., 2021). Poor psychological well-being among students can hinder their optimal functioning. The Covid-19 pandemic has significantly impacted human existence. One way to enhance students' learning motivation is through parental attention to their educational development. Parents play a crucial role in supporting their children's educational success, especially during remote learning. Parents are needed to teach and accompany their children's learning, create a comfortable environment for focused learning, encourage their children to study, provide necessary learning facilities, and guide them based on their individual talents and interests (Adlina et al., 2022).

Based on the description and phenomena above, the researchers' focus is on conducting qualitative research regarding psychological well-being of students in relation to their parents during the Covid-19 pandemic, which has not been previously explored. Referring to the exposition above, it becomes evident that parents, as key figures within families, play a central role, especially given the current context of the Covid-19 pandemic. The study aims to describe the psychological well-being of students based on their family relationships during this pandemic, where remote learning is necessary, challenges are faced, and the quality of relationships with parents influences the issues encountered during this time. These descriptions are important to understand the characteristic of relationship that emerged between emerging adults and their parent during pandemic Covid-19.

METHOD

Participants

The research involved six respondents selected using the purposive sampling technique. Only respondents who met the inclusion criteria were included in the study. These criteria included being an emerging adult who is currently a college student, residing with both parents during the Covid-19 pandemic, and being willing to participate as a respondent, as indicated by their willingness to complete the informed consent. The six selected respondents consisted of three males and three females were interviewed.

Instruments

Data collection was carried out by conducting separate interviews with the respondents. Interviews serve as a data collection method through purposeful conversations between two parties: the interviewer, who poses questions; and the interviewee, who provides answers (Moleong, 2018). Considering time, resources, and effectiveness, the researcher opted for semi-structured interviews. During the interviews, the researcher recorded the conversations after obtaining consent from the research participants. The purpose of recording was to ensure data accuracy by replaying the recorded content. The interview transcripts were then transcribed into written form, which is highly beneficial for data analysis. The research instrument consisted of an interview guide with four main questions: 1) What were the experiences during remote learning amid the Covid-19 pandemic? 2) How were the relationships with parents during the pandemic? 3) What difficulties were encountered during the pandemic? 4) What efforts were made to overcome the challenges faced?

The interviews were conducted twice. The second interview aimed to confirm certain statements made by the respondents during the first interview, delve deeper into those points, and introduce new questions to enhance understanding of their experiences.

Analytical technique

The qualitative data analysis conducted in this phenomenological research employs the Interpretative Phenomenological Analysis (IPA) method. IPA is a data analysis technique well-suited for this study because it helps us understand how an individual makes sense of their life experiences within the context of their personal and social worlds. It emphasizes the individual's perception of objects or events in their natural setting (Smith et al., 2021).

The IPA analysis process involves several stages (Smith et al., 2021):
1. Reading and Re-reading Transcripts: The researcher repeatedly reads the interview transcripts.
2. Initial Noting: Preliminary notes are made during the reading process.
3. Developing Emergent Themes: Themes emerge from the data, capturing the essence of participants' experiences.
4. Searching for Connections Across Emergent Themes: The researcher identifies overarching themes that connect emergent themes.
5. Moving to the Next Cases: The analysis continues with subsequent interview transcripts.
6. Looking for Patterns Across Cases: Patterns or commonalities are sought across different participants.

This method allows us to delve into the rich and nuanced meanings individuals attribute to their lived experiences.

RESULT AND DISCUSSION

The research involved six students, consisting of three males and three females, who met the inclusion criteria. These criteria included being an emerging adult, currently a college student, residing with both parents during the Covid-19 pandemic, and being willing to participate as a respondent by completing the informed consent. The qualitative data analysis revealed six main themes, which are presented in Table 1.

Table 1.
Themes Discovered

No	Superordinate Theme	Emergent Theme		
1	Feelings During Pandemic	- Feeling heavy - Stressed - Bored due to increased offline learning	- Facing difficulties but adapting.	
2	Difficulties Experienced	- Network constraints - Time management - Heavy workload - Understanding lessons - Having comorbidities	- Financial challenges - Environmental distractions - Decreased productivity - Limited outdoor activities.	
3	Relationship with parents	Positive Relationship - Engaging in activities together - Open communication - Understanding the child's needs and conditions Negative Relationship - Limited communication and meetings - Indifference - Frequent anger - Lack of attention - Suspicion due to non-compliance with health protocols		

Table 1. (continued)

4	Parental Support	Positive Relationship: - Providing encouragement, advice, attention - Comforting - Meeting needs - Enhancing togetherness - Creating a conducive environment Negative Relationship: - Imposing responsibilities - Lack of attention		
5	Hopes	- Returning to face-to-face classes - Meeting friends	-	Pandemic ending soon Being productive
6	Solutions	Positive Relationship: - Building good habits - Conditioning the environment - Making task lists - Reducing unproductive activities - Engaging in productive tasks. Negative Relationship: - Communicating needs and conditions - Writing a diary - Self-entertainment - Understanding parents' situation - Finding meaning in life		

Feelings during the Covid-19 pandemic

During the Covid-19 pandemic, respondents experienced various feelings while staying at home and engaging in remote learning. Here are their reported experiences:

1. Boredom: Respondents 1 and 3 expressed feeling bored due to the shift to offline learning.
2. Pressure: Respondent 2 felt pressured.
3. Stress: Respondent 6 experienced stress due to the workload and inability to go out for refreshment.
4. Challenges of Self-Directed Learning: Respondents 2 and 3 found it challenging to learn without direct guidance from instructors.
5. Adaptation: Respondents 4, 5, and 6 initially faced difficulties but eventually adapted to the situation.
6. Lack of Effectiveness and Boredom: Initially, remote learning was less

effective and efficient, and the absence of direct supervision by instructors (as in face-to-face learning) led to boredom. Additionally, the infrequent use of video cameras during online classes allowed some students to doze off.

Feelings of pressure, stress, and anxiety during the Covid-19 pandemic depend on individual efforts to adapt to their environment, age, personality, learning processes, and environmental conditions (Savitsky et al., 2020). These findings align with another research which indicates that students are starting to feel frustrated with less interactive remote learning methods (Lubis et al., 2021). If online learning continues, it may further decrease students' motivation to learn, subsequently affecting their academic performance. Hasanah et al. (2020) add that online learning can lead to stress due to the volume of subjects to be studied, lack of

feedback from instructors, teaching quality, and an increasing number of assignments. Initially facing challenges during the transition to remote learning, students gradually adapt over time. Their efforts to overcome difficulties align with Ryff's (1989) dimensions of psychological well-being: environmental mastery (the ability to choose and create an environment suitable for one's psychological condition) and autonomy (the ability to behave according to personal principles, even if they conflict with social norms).

Challenges during the Covid-19

The challenges experienced during the Covid-19 pandemic include various aspects:
1. Network Constraints: respondents faced difficulties due to network limitations.
2. Home Environment Distractions: many distractions from the home environment during remote learning were reported.
3. Limited Activities: the pandemic restricted activities, affecting respondents' daily lives.
4. Financial Strain and Time Management: Respondent 2 struggled with financial issues and time management.
5. Health Condition and Learning Difficulties: Respondent 3 faced the most challenging situation due to asthma, difficulty understanding remote learning, and limitations even within the home environment (such as wearing a mask).
6. Understanding Course Material and Productivity: Respondent 4 found it hard to comprehend course material and felt unproductive during the pandemic.
7. Adaptation and Limited Activities: Respondent 5 adapted well to the situation despite limited activities.
8. Task Overload: Respondent 6 complained about the heavy workload during remote learning, making it challenging to manage study time, breaks, assignments, and rest.
9. Network Issues: Some respondents had to leave home to find better network signals, consistent with a Kumparan survey (Yunus, 2020) that reported 65% of students facing internet-related issues, 26% facing time-related challenges, and 7% experiencing gadget-related problems during remote learning.

Two other respondents mentioned that they faced difficulties in time management. For instance, one respondent helped their parents with sales, while another felt stressed due to conflicting activities. Stress and anxiety during the Covid-19 pandemic result from several factors, including adaptation to the environment, age, personality, learning processes, and environmental conditions (Lubis et al., 2021). The challenges of remote learning can impact students' abilities, leading to a phenomenon known as learning loss—a decline in learning competencies.

Solutions to overcome challenges

Various solutions were implemented by the respondents to overcome challenges during the Covid-19 pandemic:
1. Building Good Habits and Environment Conditioning: Respondent 1 focused on creating a conducive study environment and maintaining good habits.
2. Communication with Family and friends: Respondents 1, 4, and 5 communicated openly with their parents and family members living in the same household. Respondents 2 coped by attending virtual meetings with friends outside of class hours to communicate with friends. Respondent 5 reassured friends that they would eventually reunite.
3. Productive Activities: Respondents 1, 4, and 6 engaged in productive activities.
4. Task Lists: Respondent 6 created task lists. Specifically, respondents 4 and 6 utilized their free time productively by reviewing recorded online meetings, participating in faculty-led online classes, and avoiding procrastination.
5. Self-Entertainment: Respondents 2 and 3 found solace in self-entertainment, such as watching funny cat videos on YouTube or series on various platforms.
6. Self-Reliance and Meaning of Life: Respondent 3 coped by relying on

themselves, maintaining a diary, reducing unproductive activities, understanding their parents' busy schedules, and finding meaning in life. They expressed gratitude for having supportive family members and remained committed to health precautions, including consistent mask-wearing.

Even with the coping strategy of Building Good Habits and Environment Conditioning, respondent 1 addressed boredom during virtual learning by focusing on their laptop screen and occasionally turning on the camera when required. They avoided studying from their bedroom to prevent the temptation of lying down and enlisted family members' help to create an optimal study environment.

Relationship with parents

The relationship between respondents and their parents during the pandemic is generally divided into two categories: positive and negative relationships. Positive relationships with parents are characterized by engaging in activities together, open communication, and understanding the needs and conditions of the child. Negative relationships with parents are marked by limited communication and meetings even though they live in the same household, being more indifferent, frequent anger, lack of attention to the child, and mutual suspicion due to non-compliance with health protocols. Relationships are a form of interpersonal relationship between two or more individuals, which can be said to be effective if they meet indicators including understanding or empathy, pleasure, influencing attitudes, creating good social relationships, and being able to cause action (Wulandari & Rahmi, 2018). Interpersonal relationships between children and parents involve patterns of mutual influence, lasting over time, and continuing into the future. The relationship between parents and adolescents can be measured through three aspects: support, power, and conflict. Parents play several roles, including providing support, exercising control through authority, and occasionally experiencing disagreements

within the established relationship (Qonitatin et al., 2020).

A good relationship between children and parents can be formed when communication is open (Desmita, 2017; Goodman et al., 2019). In addition, a positive climate in the family shown through attention and patience can also affect the effectiveness of communication in children with parents (Samfira, 2022). Effective communication makes children feel more open to sharing with their parents. This indicates the quality of closeness and the parent-child relationship (Martiani et al., 2021). Positive communication is characterized by clear message delivery, empathy, active listening, providing support, and problem-solving efforts. Openness is demonstrated by parents, for example, giving children the opportunity to develop their abilities using other people's perspectives, thinking about moral issues, and providing assistance when needed (Ratih et al., 2024). Conversely, children can also develop their ability to listen supportively, enhancing empathy and sensitivity in understanding their parents (McLaren & Sillars, 2020).

Nevertheless, in the application of effective communication between parents and children, many challenges are encountered. The biggest challenge for parents is the gap between the ideal values taught by parents (previous generations) and the reality experienced by children (current generations). This intergenerational gap, caused by differences in mindset between parents and children, hinders effective and intensive communication, potentially leading to misunderstandings and disputes. Disputes can arise when parents fail to understand and adapt to their children's needs. Parents need to understand how to communicate with their children appropriately to avoid misunderstandings and maintain a harmonious relationship, which becomes challenging for parents when dealing with adolescents outside the home (Martiani et al., 2021). If not addressed promptly, this can lead

to a less close relationship between parents and children, as both parties lose trust in each other. Lack of trust makes children potential for deviant behavior and conflict between parents and adolescents (McLaren & Sillars, 2020). Poor communication is characterized by focusing on adolescents' weaknesses while neglecting their potential, leading to increased closedness in adolescents and worsening the parent-adolescent relationship (Goodman et al., 2019).

Respondents who have a negative relationship with their parents are respondents 1, 2, and 3. Respondents 4, 5, and 6 claim to have a positive relationship with their parents and have become closer during the pandemic because they can spend more time together and interact at home. Positive relationships are characterized by engaging in activities together, maintaining open communication, and providing mutual support. The relationships formed with parents during the pandemic affect the conditions experienced by the respondents. According to Fry et al. (2012), a positive relationship with others is an indicator of psychological well-being perceived by an individual. Humans, as social beings, cannot be separated from others. In life, humans interact, socialize, and communicate with others. If the process of interaction and communication goes smoothly, it will create a good relationship between individuals (Prayogi & Handarini, 2017). One external factor that affects an individual's psychological well-being is the interpersonal relationships they have, including the relationships formed with parents. The presence of parents with their children is essential for interaction, communication, and mutual understanding (Harmaini, 2013). The fifth respondent expressed the following statement:

> "In the past, it was very rare to be able to joke as openly as we do now. I also engage in daily conversations. The topics are diverse, ranging from current news to recent events around us, or often for sharing our own feelings." (R5)

Respondent 1 explains the negative relationship with their father due to communication limitations. The father works away from home to provide for the family, resulting in infrequent meetings and communication only through chatting or video calls. Although the respondent claims to be happy to communicate with their father, they sometimes feel sad because they cannot meet in person as often as before. Dewi and Widayanti (2012) argue that each family member has their own role. Similarly, a father serves as the head of the family, responsible for earning a living to meet the family's needs and providing care for their children and spouse.

Respondent 3 has a different situation from other respondents who have a negative relationship with their parents. The existing condition actually leads the respondent to have a fairly positive self-acceptance of workaholic parents. The subject's father applies an authoritarian and assertive communication pattern within the family, where everything that happens at home aligns with what the father says. Respondent 3 also feels emotionally neglected, but they understand and tolerate this condition because they see the hard work their parents put in to support the entire family. Respondent 3 states that their relationship with siblings and grandparents is good, and they care for each other. Despite feeling less noticed by both parents, they accepted this and believe that as the second child, they should strive to be an independent and continually maturing individual. Respondent 3 also chooses to express their feelings through writing a diary. Psychological well-being encompasses a broad concept, including emotional stability, positive interpersonal relationships, self-control, and evolving indicators of psychological well-being, such as the role of emotions (Ryff & Keyes, 1995; Ryff, 2014). The relationships formed with parents are related to the emotional support provided by the parents to the respondent while at home. Four respondents, namely respondents 1, 4, 5, and 6, mention that their parents offer

emotional support in the form of encouragement, advice, and approval of their actions.

Support from parents

The support provided from parents to respondents 1, 2, and 4 includes receiving facilities and resources for online learning from parents, such as installing Wi-Fi, providing media and equipment, and offering participation in various activities to enhance soft skills. Respondent 5 has attentive parents who inquire about academic progress and friendships, as well as provide solutions and advice. While at home, they often spend quality time together by watching movies and tennis matches, as well as ordering food online. According to Wikanestri and Prabowo (2015), individuals who receive social support have higher levels of psychological well-being. Those who receive social support have better problem-solving strategies, which can reduce the effects of psychological issues experienced by individuals and maintain psychological well-being. Social support can also alleviate psychological problems such as anxiety, depression, and stress. Individuals who receive social support have better problem-solving strategies, which can mitigate the effects of psychological issues they experience, thus preserving their psychological well-being (Prayogi & Handarini, 2017).

Oktaria (2013) argued that the time spent together by children and parents at home is not only devoted to watching television and playing smartphones but also to paying attention to the child's development and education. The role of parents in a child's education includes being caregivers and educators, guides, motivators, and facilitators (Umar, 2015). Parents play a significant role in a child's education and development. Online learning at home can run smoothly because parents provide facilities that support it (Lilawati, 2020).

Expectations regarding conditions

Respondents have expectations related to the conditions and situations experienced during the Covid-19 pandemic. They hope for a return to face-to-face classes to meet their friends, which is the experience of almost all respondents except for respondent 3. Respondent 3 does not have significant expectations; they simply hope for the pandemic to end soon, similar to the anticipation expressed by respondent 6. The most important aspect for respondent 3 is to be more productive with their time, as also hoped for by respondent 4. Having hopes gives individuals a sense of purpose in life. Consistent with the psychological well-being dimension described by Ryff (1989), having hopes allows individuals to have life goals to achieve and find meaning. The pursuit of goals fosters independence, creates positive relationships with others, and has the potential to improve well-being (Steger et al., 2007).

The achievement of respondents' psychological well-being is analyzed based on six aspects that contribute to psychological well-being according to Ryff (1989). These aspects include self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. Autonomy describes individuals who can regulate their behavior from within, are not dependent on others, and evaluate themselves based on their personal standards. Respondent 3, who finds meaning in life, aligns with the dimension of positive relations with others. Having close and meaningful relationships with important people in their life, especially their grandmother who cares for and lives with them, contributes to their positive well-being. This positive relationship allows respondent 3 to have a positive view of themselves and others. They explore self-development, make independent decisions, adapt their environment to their needs, and have meaningful life goals.

An interesting finding in this study is that both respondents with negative and positive relationships with their parents can still achieve psychological well-being. The difference lies in the process that respondents with negative relationships must undergo,

which is more challenging compared to respondents with positive relationships. Respondents must have self-acceptance to independently cope with the problems they face, even without support from their parents. The hopes they hold make respondents stronger in finding meaning in life, so they do not rely on external factors for their happiness and psychological well-being. Both respondents with negative and positive relationships with their parents share good self-acceptance, independence, self-development, and the ability to adapt to their environment. The difference lies in the fact that respondents with negative relationships must find life goals that strengthen them and make them grateful for any hardships they face. These respondents must also confront more complex life difficulties than those with positive relationships and find solutions. Respondents with negative relationships, due to lack of support and attention from their parents, rely on self-entertainment, try to understand their parents' busyness, and strive to find meaning in their efforts to make their parents happy. The psychological dynamics of respondents' well-being in their relationships with parents during the Covid-19 pandemic can be illustrated in Figure 1 below.
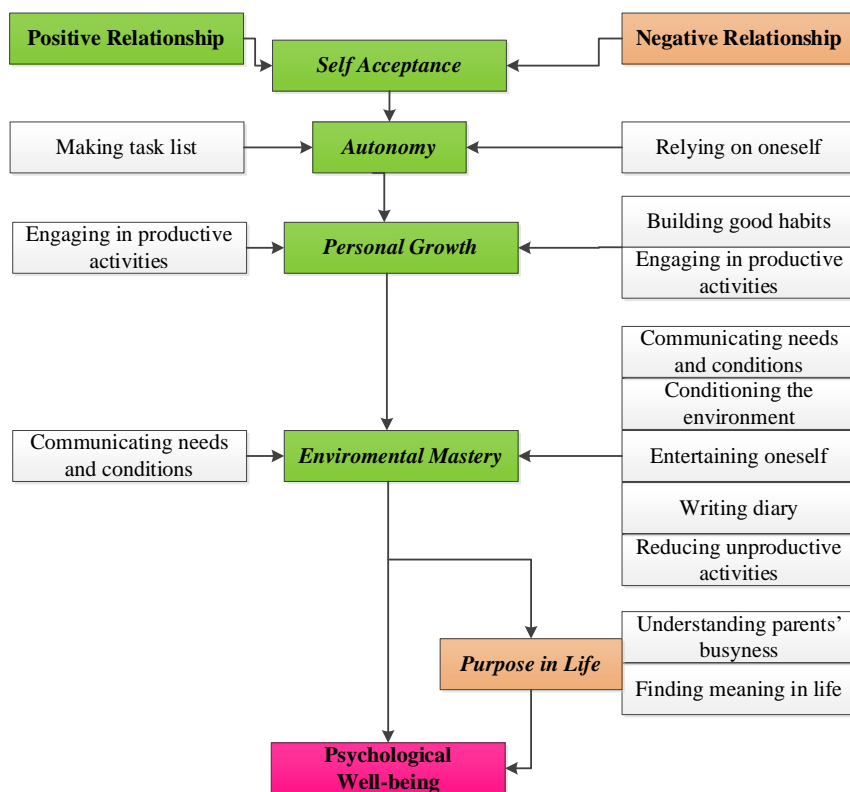

Figure 1. The Dynamics of Psychological Well-Being Formation

CONCLUSION

The psychological description of the psychological well-being of emerging adults during the Covid-19 pandemic includes feelings and difficulties experienced, solutions implemented, relationships with parents, parental support, and hopes regarding the pandemic situation. The relationship with parents helps provide support and motivation to adapt successfully to the situation and find solutions to the challenges faced. Emerging adults who have negative relationships with their parents can still achieve psychological well-being if they empower their own potential and abilities, consider external

factors beyond the family, master their environment, and find meaning in life. Meaning in life gives individuals life goals to pursue with independence and without relying on others for problem-solving.

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