

## **Correlates of Psychological Well-being and Quality of Life in Late Adolescents**

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### **Abstract**

Psychological well-being has emerged as one of the most important areas of research in modern psychology, particularly in adolescence. Psychological well-being is influenced by factors such as positive relationships, autonomy, mastery, meaning in life, and personal growth. At the same time, quality of life plays a crucial role in shaping well-being, as it reflects an individual's physical health, psychological state, social relations, and environmental conditions. The present study examined the relationship between quality of life and psychological well-being among adolescents. A sample of 120 adolescents (40 males and 80 females) was selected from two colleges in Sonipat, Haryana. Participants were assessed using the Psychological Well-being Scale (Sisodia & Choudhary, 2003) and the WHO Quality of Life-BREF Scale (1994). Data were analyzed using Pearson's Product-Moment correlation. The results revealed that quality of life was positively and significantly correlated with psychological well-being across all domains. These findings highlight the importance of improving quality of life to promote better psychological outcomes among adolescents.

**Keywords:** Psychological well-being, quality of life, adolescents

### **Introduction**

Adolescence is a transitional stage marked by significant physical, cognitive, emotional, and social changes. During this period, individuals experience identity exploration, shifting social roles, and increased academic and interpersonal demands (Steinberg, 2017). These challenges influence both psychological well-being and perceived quality of life.

Psychological well-being refers to an individual's positive functioning and overall life satisfaction beyond the absence of illness (Ryff, 1989). It includes domains such as autonomy, self-acceptance, environmental mastery, positive relations, personal growth, and purpose in life. Quality of life, on the other hand, is a broader construct that encompasses not only

psychological health but also physical, social, and environmental conditions (WHOQOL Group, 1994).

The two constructs are closely interrelated: adolescents with better living conditions and supportive environments are more likely to achieve higher well-being. Conversely, those experiencing low quality of life may develop stress, anxiety, and poor psychological outcomes (Diener et al., 2018). Understanding this relationship is crucial in promoting adolescent health and designing interventions at both family and institutional levels.

### **Review literature**

In recent decades, there has been increasing scholarly attention on psychological well-being and quality of life, particularly in relation to adolescents. According to Ryff (1989), psychological well-being is a multifaceted construct that includes components such as autonomy, self-acceptance, positive interpersonal relationships, purpose in life, environmental mastery, and personal growth. These dimensions highlight that well-being is not only about feeling good but also about effectively managing life's demands and pursuing meaningful goals. Similarly, the World Health Organization (1994) conceptualized quality of life as an individual's perception of their position in life, evaluated within the context of cultural values, goals, expectations, and standards. The WHO framework organizes quality of life into four major domains: physical health, psychological functioning, social relationships, and environmental conditions, pointing to the interplay between internal experiences and external life circumstances.

A range of cross-cultural studies has provided evidence for the close relationship between quality of life and psychological well-being. For example, Park (2004) reported that adolescents with higher well-being tended to experience greater life satisfaction, improved resilience, and better coping strategies. Indian research, such as that by Mehrotra and Tripathi (2015), confirmed this association, showing that college students with better quality of life scored higher on psychological well-being, particularly in the psychological and social domains. Similarly, Choudhury and Panigrahi (2019) demonstrated that adolescents with supportive families, meaningful social networks, and favorable environmental resources reported healthier emotional functioning.

Evidence from international research adds further weight to these findings. Diener, Oishi, and Tay (2018) highlighted that subjective well-being and life satisfaction are influenced not only by individual psychological resources but also by broader contextual factors, including health status and socio-economic conditions. A World Health Organization (2020) review on adolescent mental health emphasized the protective role of supportive environments, reduced stress, and improved access to mental health services. Longitudinal studies also suggest that adolescents with a stronger quality of life foundation are more likely to maintain positive mental health into adulthood (Keyes, 2006).

Overall, the reviewed literature indicates that psychological well-being and quality of life are closely linked, with both personal psychological resources (e.g., autonomy, resilience) and external supports (e.g., family, environment, resources) contributing significantly to adolescents' adjustment and development. Nevertheless, much of this work has been carried out in Western societies, with relatively few studies investigating these variables in Indian adolescents, especially those from smaller towns or semi-urban settings.

### **Rationale of the Study**

Adolescence represents a critical developmental stage when individuals often face heightened stress, identity challenges, and changing social expectations. In the Indian socio-cultural context, adolescents also encounter unique pressures, including intense academic demands, parental expectations, and limited mental health support systems. While prior research underscores the strong link between quality of life and psychological well-being, there remains a lack of systematic exploration of this relationship among Indian adolescents, particularly in regions like Haryana. The present study seeks to address this gap by examining how different domains of quality of life—physical, psychological, social, and environmental—relate to psychological well-being in this population. By doing so, the study not only adds to the empirical literature but also provides practical insights that can guide educational institutions, families, and policymakers in developing interventions that promote healthy adolescent development and well-being.

## Objective

- To study the relationship of quality of life with psychological well-being among adolescents.

## Hypothesis

- Quality of life are positively associated with psychological well-being among adolescents.

## Methodology

### Sample

The study was conducted on 120 adolescents (40 males and 80 females) from two colleges in Sonipat, Haryana. Participants were selected using a cluster random sampling technique. The age range was 16–19 years. While the sample included students from diverse socio-economic backgrounds, the majority belonged to middle socio-economic status.

## Tools

- **WHO Quality Of Life –BREF scale (1994)** was used to measure total four domain of quality of life which was assessed 24 facets by the test, these are physical health, psychological health, social relationships and environment based quality of life.
- **Psychological Well Being Scale (Sisodia and Choudhary, 2003)** measures five dimensions namely Life satisfaction, Efficiency, Sociability, Mental Health and Interpersonal Relations.

## Results and Discussion

Table 1. Inter-correlation Matrix

Variables	Phy-Qul	Psy-Qul	Sos-Qul	Env-Qul	WB
Phy-Qul	1	.67**	.51**	.63**	.60**
Psy-Qul		1	.52**	.61**	.61**
Sos-Qul			1	.55**	.41**
Env-Qul				1	.51**
WB					1

\*p<.05, \*\*p<.01

Psychological well-being have positive and significant association with quality of life among college students. Psychological well-being have significant positive correlates with physical-quality of life ( $r=.60$ ), with psychological- quality of life ( $r=.61$ ), with social-quality of life ( $r=.41$ ) and with environmental- quality of life (.51) among college students. Domain wise results shows that who are higher or better on quality of life are tend to be high on well-being.

The findings confirm the hypothesis that quality of life is positively related to psychological well-being among adolescents. Those reporting higher satisfaction in physical health, social support, and environmental resources also demonstrated higher psychological well-being. These results align with Ryff's (1989) model of well-being, which emphasizes environmental mastery and social relations as key elements. Adolescents with supportive families, safe environments, and good health resources are more likely to thrive emotionally. Similarly, Diener et al. (2018) highlighted that life satisfaction and well-being are shaped by material conditions and social connectedness.

Interestingly, the strongest correlations in this study were found between psychological well-being and the psychological and physical domains of quality of life. This suggests that internal factors (emotional health, energy, resilience) and external factors (physical health, activity levels) jointly contribute to adolescent well-being. The weaker but significant correlation with social quality of life ( $r = .41$ ) may indicate that while peer support and social connectedness are important, they may not alone determine overall well-being unless accompanied by stable physical and psychological health.

These findings are consistent with prior Indian studies (Mehrotra & Tripathi, 2015; Choudhury & Panigrahi, 2019), suggesting that interventions focusing on improving adolescents' living conditions and self-regulation skills can enhance well-being.

## **Implications**

- Educational institutions should promote supportive environments, stress-management workshops, and peer counseling.
- Parents and families must nurture open communication and emotional support.
- Policy makers should design youth programs that strengthen both psychological and environmental quality of life.

## **Limitations**

- The sample was limited to two colleges in Sonipat, which may reduce generalizability.
- Self-report measures may be influenced by social desirability bias.
- A cross-sectional design limits conclusions about causality.

## **Conclusion**

The present study highlights a positive and significant association between quality of life and psychological well-being among adolescents. Adolescents with higher physical, psychological, social, and environmental quality of life reported greater well-being. These findings reinforce the need to foster supportive family, school, and community contexts that improve adolescents' life quality and, in turn, enhance their psychological health.

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