



An Empirical Study on Emotional and Psychological Well-Being Among Indian Adolescents

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Abstract. Emotional and psychological well-being are cornerstones in shaping the lives of young adults, influencing their personal growth, academic performance, and overall societal engagement. Although the Western frameworks for gauging psychological well-being have been reasonably researched, gaps are wide open in understanding how such frameworks could be applied to Indian adolescents who face huge socio-cultural challenges such as self-actualization, parenting roles, and social expectations. Filling such gaps will be much more important implementing interventions and formulating policies in terms of mental health scholarship in India. This research will assess the emotional well-being of Indian youth using the Six-Factor Model of Ryff, Erikson's Psychosocial Development Theory, and Seligman's PERMA Model. A survey was conducted with 729 students aged 17-19 using the Psychological Well-Being (PWB) 18-item scale. Data were analyzed using ANOVA and correlation analysis from procedures in a study used as a comparative basis. The conclusions indicate that while youth are dynamically motivated and still adaptive, they miss some fundamental aspects of developing intimate relationships and developing a sense of purpose in life. In terms of the study, there is a particular emphasis on the limitations of understanding well-being when designing the tool related to Indian adolescents, which indicates the urgent need for culturally relevant tools to assess growth. The study is concerned with examining practical solutions and policy direction for an embedded system of formal mental health service delivery in schools and access to counselling, in addition to culturally focused 'youth-focused' national policies aimed at raising awareness of mental health among youth. While this study fills a gap in research it contributes to a continually shifting mental space and growing knowledge around adolescent well-being in India and suggests recommendations for developing psychological resilience in Indian youth.

Keywords. Emotional Wellbeing, Positive Psychology, Mental Health.

1 Introduction

Adolescence is a notably transformative period in human development, marked by significant changes in cognition, emotion, and physical growth. Emotional well-being during this stage is crucial—it influences identity formation, self-esteem, and long-term satisfaction with life. This is also a time when adolescents actively explore their identities, form social connections, and begin to take on new responsibilities. The

challenges and pressures they face make it essential to understand the psychological factors that foster emotional resilience and stability.

Emotional well-being does not arise from a single source; rather, it is shaped by a mix of factors such as family environment, academic demands, peer relationships, and the pervasive influence of social media. Psychological theories offer various explanations for how adolescents develop resilience, cope with stress, and achieve emotional stability. Research consistently highlights the importance of promoting emotional wellness in adolescents. There is a clear need for more targeted activities and interventions that provide young people with effective coping skills, accessible mental health resources, and supportive environments that nurture psychological well-being.

In the Indian setting, there is an increasing demand to develop more tools and resources specialized to promote the emotional health of young individuals. While current psychological frameworks provide a foundation, culturally relevant and accessible therapies need to be devised to meet the specific issues experienced by Indian adolescents. More research and policy-oriented measures are required to bridge the mental health awareness-practice gaps.

University and late-adolescent populations show substantial burdens of psychological distress, with pooled estimates indicating depression (~29%), anxiety (~42%), and substantial comorbidity; yet formal help-seeking remains low in many low- and middle-income contexts, largely because of stigma and scarce services (Dessauvagie et al., 2021). Across samples, psychological well-being—conceptualized via Ryff's multidimensional model—is positively associated with autonomy, self-organization, environmental mastery, and purpose in life, resources that both buffer against internalizing problems and predict functional outcomes such as academic success (De-Juanas et al., 2020; Barrera Hernández et al., 2020). Socioeconomic strain, academic pressure, poor social connectedness, negative self-perception, and maladaptive health behaviours consistently emerge as risk factors (Dessauvagie et al., 2021). These results lead to the recognition of the necessity for developmentally timed, culturally adapted interventions that promote autonomy, mastery, and social support while reducing structural barriers to care (De-Juanas et al., 2020; Dessauvagie et al., 2021).

De-Juanas, et. al. (2020) examined the association between autonomy and psychological well-being in youth and how the association varies by developmental phase, particularly during the transition from late adolescence to early adulthood. Using Ryff's model of psychological well-being, the study examined self-acceptance, purpose in life, mastery of environments, and personal growth as experienced dependent on the development of autonomy. Results indicated autonomy increased from adolescence to young adulthood and that autonomy was positively associated with psychological well-being. The authors asserted that developmental promotion of autonomy through supportive contexts, opportunities for choice making, and self-regulation skills enhancement was important for emotional adjustment and reported life satisfaction, particularly in youth.

2 Literature Review

2.1 Factors Influencing Psychological Well-Being in Adolescents

2.1.1 Purpose in Life and Psychological Well-Being

A substantial body of research demonstrates that adolescents who possess a sense of life purpose consistently exhibit higher levels of psychological well-being. Foundational work by Ryff and Keyes (1995) established clear links between meaning in life, happiness, and resilience. More recent data reinforce this association, showing a moderate positive correlation ($r = 0.40$, $p < 0.0001$) between purpose and well-being (Huppert, 2009). These findings suggest that goal setting and a sense of direction are central to healthy adolescent development.

2.1.2 Positive Relationships and Emotional Stability

Social support from friends and family is strongly associated with adolescent well-being. Adolescents who maintain solid interpersonal relationships demonstrate greater emotional resilience and lower levels of stress (Bhat, 2020). Current findings confirm a moderate positive correlation ($r = 0.41$, $p < 0.0001$) between the quality of relationships and psychological well-being, underscoring the importance of supportive social networks.

2.1.3 Autonomy and Environmental Mastery

While autonomy is often conceptualized as a key ingredient of personal growth, its direct relationship with environmental mastery appears limited. Hernandez et al. (2018) reported no significant association between these variables ($r = -0.016$, $p = 0.662$), implying that external support systems may play a more substantial role in helping adolescents navigate and manage their environments.

2.1.4 Personal Growth and Self-Acceptance

Although personal growth is frequently linked to improved self-acceptance, empirical evidence suggests this relationship is not robust ($r = 0.03$, $p = 0.425$; Ryff, 2014). Instead, factors such as social validation and lived experiences may exert a stronger influence on how adolescents perceive and accept themselves.

2.2 Psychological Well-Being and Physical Health

Recent research affirms a strong connection between psychological well-being and physical health outcomes. Hernandez et al. (2018) found that positive emotions, optimism, and overall life satisfaction not only benefit mental health but also contribute to improved physical health and greater longevity. Huppert (2009) further identifies well-being as a protective factor against both chronic illness and mental health disorders. These insights suggest that interventions targeting adolescent well-being should also consider the potential for long-term physical health benefits.

2.3 Cultural Context of Psychological Well-Being Among Indian Adolescents

Within the Indian context, collectivist values place substantial emphasis on family ties, social responsibilities, and academic achievement. While these factors promote emotional security, they may also restrict opportunities for autonomy and self-exploration. Singh and Misra (2021) report that Indian adolescents who experience greater autonomy alongside supportive family relationships tend to report higher levels of well-being. Furthermore, the presence of meaning in life—often shaped by cultural and religious beliefs—plays a critical role in adolescent motivation and long-term aspirations (Bhatia et al., 2025). Taken together, these findings highlight the complex interplay among cultural norms, family dynamics, and psychological well-being for Indian adolescents.

2.4 Gender Differences in Psychological Well-Being

Research on gender differences in adolescent well-being reveals the following patterns:

- Female adolescents often report higher interpersonal satisfaction, self-acceptance, and resilience (Bhilota & Meghnathi, 2020).
- Male adolescents frequently score higher in autonomy and self-regulation (Akhter, 2015).
- However, some studies find no significant gender-based differences in psychological well-being (Moghe & Misra, 2024).

2.5 Parenting Styles and Emotional Well-Being

Parental involvement is a significant determinant of adolescent well-being. The evidence indicates:

- Authoritative parenting supports the development of self-esteem and resilience (Rezvan & D'Souza, 2017).
- Inconsistent parenting practices are associated with increased stress and emotional instability.
- Adolescents with strong family relationships tend to develop more effective coping strategies.

2.6 Indian Context of Psychological Well-Being

Moghe and Misra (2024) observed that Indian students living at home and those in hostels did not exhibit significant differences in psychological well-being, implying that family environment and social factors have greater influence. Nevertheless, much of the current literature relies on Western psychological models, often overlooking local cultural nuances. Future research should prioritize the development of assessment tools and frameworks that are culturally relevant for Indian adolescents.

3 Theoretical Models

This study is grounded in a strength-based developmental perspective, emphasizing adolescents not as passive recipients of support, but as active agents in shaping their emotional lives.

3.1 Erikson's Psychosocial Development Theory

Erikson's theory on psychosocial development outlines eight distinct stages, each marked by a central psychological conflict that shapes personality. For young adults, the key challenge is intimacy versus isolation. In this phase, individuals strive to form meaningful connections with others while also developing a secure sense of self. Failing to achieve this balance can lead to social withdrawal, loneliness, and lasting emotional difficulties.

Those who succeed in building strong emotional bonds and a stable identity tend to show greater psychological well-being and resilience. Erikson emphasized how identification and interpersonal relationships play a major role in emotional health during this period. He characterized young adulthood as a time when people search for significance within relationships while solidifying who they are as individuals. When intimacy isn't achieved, individuals may experience social isolation, frustration with others, and negative mental health outcomes. Understanding this developmental stage is crucial for addressing the mental health needs of young adults.

3.2 PERMA Model (Seligman, 2011)

The PERMA Model, conceptualized by Martin Seligman, outlines five essential elements that contribute to well-being: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment. Positive emotions promote not only emotional stability but also enhance an individual's overall sense of well-being. Engagement refers to being fully absorbed in activities, leading to experiences of flow and a greater sense of purpose. Relationships are fundamental, providing both social support and a buffer against stress. Meaning involves having a sense of purpose, which supports personal growth and facilitates the realization of one's potential. Accomplishments are associated with goal setting and foster a sense of self-efficacy.

The PERMA Model is frequently cited as a comprehensive framework for understanding psychological well-being, as it integrates multiple psychological factors that contribute to resilience and long-term happiness. In the context of Indian adolescents, the model offers valuable insights into the significance of social support and purposeful goal setting for emotional health. By focusing on these components, interventions can be designed to strengthen social relationships and encourage personal achievement, both of which are critical for emotional well-being among youth. The PERMA Model thus provides a relevant approach for addressing the unique challenges faced by Indian adolescents, guiding efforts to enhance resilience and improve psychological outcomes.

3.3 Ryff's Six-Factor Model of Psychological Well-Being

Carol Ryff's six-factor model of psychological well-being, introduced in 1989, is widely regarded as a foundational framework for understanding well-being across various areas of life. The model outlines six core components:

- Autonomy refers to the capacity to think and act independently, without undue influence from societal expectations.
- Environmental Mastery highlights an individual's ability to manage life's demands and effectively navigate their circumstances.
- Personal Growth involves ongoing self-improvement, continuous learning, and realizing one's potential.
- Positive Relations with Others emphasizes the importance of building genuine, trusting social connections.
- Purpose in Life concerns having a sense of direction and engaging in meaningful long-term goals.
- Self-Acceptance is the ability to regard oneself positively, acknowledging both strengths and weaknesses.

Empirical research indicates that strengthening these six dimensions is strongly linked to improved mental health, resilience, and life satisfaction (Ryff & Keyes, 1995). By examining well-being through this model, individuals can systematically identify which aspects contribute to their sense of fulfillment and overall psychological health.

3.3.1 Psychological Well-Being in Adolescence

With identity exploration and self-conception taking centre stage during adolescence, their psychological well-being is very crucial at this stage (Steinberg, 2014) (Ellis et al., 2012). Studies have shown that self-acceptance and personal growth apparently produce greater emotional stability and lower competition with anxiety and sadness in adolescents (Henriksen IO, 2017). Other than autonomy, environmental control leads to greater self-assurance and adaptation to life's situations (Deci and Ryan, 2000).

3.3.2 Psychological Well-Being Among Indian Adolescents (Cultural Context)

India's collectivist culture places a significant focus on familial bonds, social interactions, and external expectations (Singh & Misra, 2021). While excellent relationships contribute to emotional support, the need to comply can occasionally limit autonomy, lowering overall well-being. Studies reveal that Indian teenagers who have higher autonomy and supportive connections tend to have greater psychological well-being.

Additionally, meaning in life is typically influenced by cultural and religious norms, moulding an adolescent's motivation and desires. Research reveals that Indian youth with stronger goal orientation and purpose feel more life happiness and resilience (Reddy, 2023).

3.3.3 Existing Gaps and Need for Research

While various studies have addressed psychological well-being among adolescents, less research has explored the precise relationships between Ryff's six categories within the

Indian context. Understanding these interactions can assist design tailored treatments to improve autonomy, personal growth and social support of Indian youth. This study adds to the already existing literature by:

1. *Examining Ryff's six dimensions amongst Indian adolescents.*
2. *Identifying correlations between the various well-being factors.*
3. *Identifying the areas requiring psychological and social interventions.*

This study, therefore, infuses cultural insights into Ryff's model to comprehensively understand adolescence in India, which can prove useful for developing future mental health programs and policy agendas in the country.

3.4 Centeredness Theory

According to Centeredness Theory, psychological well-being is constituted of five consecutive domains: Self, Family, Relationships, work, and Community. Because of this interrelation of balanced domains, the theory states emotional stability is obtained. Self is focused on personal identity and psychological self-management, whereas Family highlights the necessary role of ties with family members in offering emotional support. Besides, it states relationships refer to the overall influence which the broader social network may exert on one's well-being. Work activities pertain to whatever activities are considered productive and greatly assist in fostering feelings of accomplishment. Community refers to how an individual interacts with society and how belonging becomes a reality from that. The application of the theory to young people shows a necessity for such individuals to develop harmony among these domains of life in order to garner long-term emotional well-being.

Centeredness Theory postulates that psychological well-being is dependent on five mutually interacting domains: Self, Family, Relationship, Work, and Community. Young adult individuals who do maintain a balance across these domains do attain emotional stability. Such framed approaches encompass bringing forth an understanding of well-being beyond the experience of the person and about the fact that a certain societal and relational component should also support and shape it.

3.5 Autonomy Scale (EDATVA)

The Transition to Adulthood Autonomy Scale (EDATVA) was developed and validated by Bernal Romero et al. (2020) to measure autonomy for youth aged 16-21 years in Spain and Colombia. They reconceptualized autonomy as a multidimensional construct that incorporated self-regulation along with relational dimensions as well as socio-contextual considerations. The EDATVA identified four fundamental components through exploratory factor analysis and Rasch modeling: Self-Organization, Critical Thinking, Contextual Understanding, and Socio-Political Competence, which were representative of both individual and socio-mediated constructs of autonomy. The 19-item scale specified in this paper demonstrates an acceptable reliability ($\alpha = 0.84$) and cross-cultural validity. This work highlighted that autonomy experienced during adolescence is influenced by relationships with others as well as social structures, resulting in a more comprehensive understanding of the autonomy construct as it relates to emotional and psychological well-being research.

4 Research Methodology

4.1 Hypotheses and Research Scenarios

- Hypothesis One: An association exists between higher purpose in life and greater psychological well-being.
- Hypothesis Two: A positive relationship exists between autonomy and environmental mastery.
- Hypothesis Three: Stronger positive relations correlate with higher psychological well-being.
- Hypothesis Four: Personal growth is connected positively with self-acceptance.
- Hypothesis Five: Those with high environmental mastery exhibit greater psychological resilience.

4.2 Research Approach

This study used a quantitative survey-based research design with 729 students (268 males, 461 females) aged 17-19. The Psychological Well-Being (PWB) scale consisting of 18 items was employed to assess autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance. The analysis of the data included out of methodologies:

4.2.1 ANOVA Test (Analysis of Variance):

The results from an ANOVA test indicated that there are no significant differences among the six psychological well-being constructs of Self-Acceptance, Autonomy, Personal Growth, Purpose in Life, Environmental Mastery, and Positive Relationships.

4.2.2 Correlation Test:

A Pearson correlation analysis was performed in order to examine relationships among the six psychological well-being dimensions.

The current study aimed to examine emotional well-being among adolescents in India with reference to major psychological subdimensions-autonomy, self-acceptance, purpose in life, and emotional resilience. The study was supposed to investigate the factors that affect these dimensions in adolescents and provide a pattern of emotional well-being through adolescents across a range of socio-economic and cultural backgrounds.

Emotional well-being is vital to adolescent development concerning academic performance, social relationships, and overall mental health. Several psychological frameworks provide structured approaches to assess and interpret emotional well-being. This study compared the well-established models—Ryff's Six-Factor Model (Ryff, C. D., 2019, 2018, 2014), PERMA Model, and Erikson's Theory of Psychosocial Development—to determine the most suitable framework for this research. Understanding emotional well-being in adolescents provides insights for educators, mental health professionals, and policymakers to design targeted interventions. This study addresses a significant gap in existing research on the mental health of adolescents and young adults within the Indian context. By examining areas where

psychological support may be needed, the research highlights opportunities to enhance overall well-being among this population. The researchers employed a systematic, step-by-step approach to gain a clearer understanding of the emotional and psychological states of young adults. Additionally, the study identifies key areas for future intervention to improve emotional well-being during these critical stages of adolescence.

4.2.3 Development of the Survey

A comprehensive survey was designed utilizing established psychological well-being scales to maintain both accuracy and reliability in responses. The instrument assessed several central domains:

- **Autonomy** – The extent to which adolescents can form independent judgments and act without being overly influenced by external opinions.
- **Self-Acceptance** – The degree of positive self-regard, encompassing self-worth and self-approval.
- **Purpose in Life** – The presence of direction, long-term goals, and a sense of meaning.
- **Environmental Mastery** – The ability to manage and adapt one's environment to meet personal needs.
- **Positive Relationships** – The capacity to establish meaningful, trusting, and close connections with others.
- **Personal Growth** – An ongoing motivation for self-improvement and realization of individual potential.

Overall, this approach allowed for a comprehensive evaluation of psychological well-being among adolescents.

4.2.4 Orientation Sessions:

A. **Participant Orientation and Engagement:** Prior to distributing the surveys, orientation meetings were conducted with all participants. These sessions outlined the purpose of the study, highlighted its importance, and clarified why assessing emotional well-being is significant. This approach aimed to facilitate transparency and ensure everyone understood the research context.

B. **Ethical Protocols and Informed Consent:** Both adolescents and their guardians received detailed information regarding confidentiality, their right to withdraw at any time, and the procedures in place to protect their data. Participation only proceeded after obtaining signed informed consent from both the adolescents and their parents or guardians.

C. **Addressing Questions and Concerns:** A dedicated question-and-answer session was provided to address any uncertainties or concerns participants might have had about the study. This was intended to foster comfort and encourage honest, thoughtful responses.

4.2.5 Selection of the Best Theoretical Framework

Three well-supported theoretical models are commonly used to provide insight into adolescent well-being: Ryff's Six-Factor Model of Psychological Well-Being, the

PERMA Model, and Erikson's Theory of Psychosocial Development. These models provide quite different, yet complementary, aspects of emotional health that make them indispensable in the psychological research of these adolescent-oriented topics.

The model provides an all-encompassing broad framework for determining adolescent well-being by emphasizing personal growth and social connection. It is particularly useful to assess how adolescents cope with adversities, preserve autonomy, and achieve a sense of purpose.

4.2.6 Selection of the Best Theoretical Framework

- A holistic view: together these models are always considered the cognitive, emotional, and social domains of well-being.
- Developmental context: interrelatedness in consideration of promulgating authority and values as well as personal identity, purpose, and personal relationship to well-being during adolescence.
- Application: designing interventions for adolescent well-being, such as enhancing autonomy, positive relationships, and meaningful engagement, are included.

The integrated models would contribute a lot to the growth of understanding of adolescent emotional well-being, and consequently, strategies to elevate them. These different models give a broader picture of psychological development inclusive of the cognitive, emotional, and social aspects of emotional well-being. Each model provokes a unique set of insights: Ryff's Six-Factor Model focuses on personal growth, autonomy, and relationship; the PERMA Model reflects positive emotions, engagement, and accomplishments; and Erikson's Theory on Psychosocial Development reflects identity formation during adolescence. When drawn together, these models provide an exhaustive background in which to find factors influencing emotional resilience and self-development in youth.

The model integrated is particularly helpful in the design of interventions to promote autonomy, meaningful relations, and a sense of purpose toward building an environment that cultivates sustainable mental well-being and a developmental journey within the context of the adolescents' life course. In light of empirical support and the relevance assigned to adolescent well-being, Ryff's Six-Factor Model was selected as the most appropriate model for this study. The Six-Factor model, therefore, brought about a well-rounded structure to appraise many factors of well-being salient to Indian adolescents.

4.2.7 Data Collection and Participant Recruitment:

Survey executed across the schools of university to ensure adequate representation from varied urban and semi-urban regions. Adolescents aged 17-19 years participated in the survey for a total of 729.

4.2.8 Confidentiality and Anonymity Measures

To promote honesty in responses, the survey was conducted anonymously. No personal identifiers were collected, and participants were assured that their responses would be used solely for research purposes.

4.2.9 Results Analysis and Data Interpretation

Table 1 depicts the Summary Statistics for Ryff’s Psychological Well-Being Scale (729 Samples)

Table 1: Summary Results for PWB Scale for 729 students							
Dimension	Mean	Std. Dev.	Min.	25%	Median (50%)	75%	Max.
Self-Acceptance	11.81	5.69	3	7	12	17	21
Autonomy	11.86	5.50	3	7	12	17	21
Personal Growth	11.85	5.46	3	7	12	17	21
Purpose in Life	11.99	5.52	3	7	12	17	21
Environmental Mastery	12.01	5.55	3	7	12	17	21
Positive Relationships	12.47	5.39	3	8	13	17	21

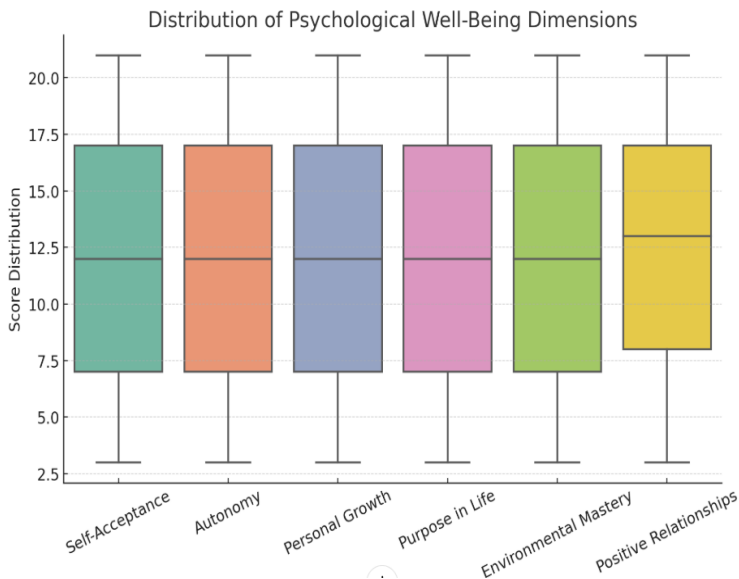


Figure 1: Distribution of Psychological Well Being Dimensions

4.3 ANOVA Test Summary

- F-statistic: 1.416
- p-value: 0.215

4.4 Interpretation and Explanation of ANOVA Results

A one-way ANOVA was performed to find the differences among the six dimensions of psychological well-being: Self-Acceptance, Autonomy, Personal Growth, Purpose

in Life, Environmental Mastery, and Positive Relationships. The results presented an F-statistic of 1.416 and a p-value of 0.215.

Explanation of F-Statistic (1.416): The F-statistic measures the variability between groups concerning the variability within the groups. The value of 1.416 indicates a slight variation among the dimensions so that the differences are not substantial to be statistically significant.

Explanation of p-Value (0.215): The p-value indicates whether the differences thus obtained can be considered statistically significant. A p-value of 0.215 is too much to reject the null hypothesis at the 0.05 level, indicating that any substantial difference among the psychological well-being dimensions is absent.

Interpretation in Research Context: This finding implies that the adolescents in this study experience psychological well-being as a homogeneous construct, whereby no single dimension is substantially different from the others. Ryff's Six-Factor Model emphasizes that well-being isn't just a collection of isolated parts, it's an interconnected system. Effective interventions need to address multiple dimensions at once, not just focus narrowly on one aspect. For future research, it's important to pay attention to how adolescent well-being in India might look different depending on context and unique influences. Ignoring those factors would miss the bigger picture.

4.5 Key Findings

A sense of purpose demonstrates a significant association with adolescent psychological well-being, as indicated by a moderate positive correlation ($r = 0.40$, $p < 0.0001$). This finding underscores the relevance of goal setting and the pursuit of meaning during developmental years. Similarly, the presence of positive social relationships, reflected in a comparable correlation ($r = 0.41$, $p < 0.0001$), highlights the critical impact of friendships, family support, and broader social networks on mental health outcomes among adolescents.

Environmental mastery also emerges as an important factor, with results showing that adolescents who perceive greater control over their surroundings exhibit enhanced psychological resilience ($r = 0.41$, $p < 0.0001$). This suggests that the development of practical life skills and self-efficacy may play a key role in supporting overall well-being during this formative period.

Conversely, the relationship between autonomy and environmental mastery appears negligible ($r = -0.016$, $p = 0.662$), indicating that independent decision-making does not necessarily translate into greater control over one's environment. This finding implies that additional factors, such as external support systems, may contribute more substantially to environmental mastery.

Lastly, the correlation between personal growth and self-acceptance is weak and statistically non-significant ($r = 0.03$, $p = 0.425$), suggesting that efforts toward self-improvement alone may not lead to higher levels of self-acceptance. Instead, it is likely that social validation and lived experiences exert a more substantial influence in this area. Overall, these findings highlight the multifaceted nature of psychological well-being in adolescence and the importance of considering a broad array of influences.

5 Conclusion and Hypothesis Validation

5.1 The Neuroscience of Metaverse

1. Purpose in life, positive relationships, and environmental mastery significantly contribute to well-being.
2. Autonomy and personal growth alone are not strong predictors of well-being.
3. Interventions should focus on fostering meaningful relationships, goal-setting, and life skills.

Table 2: Summary of key insights

<i>Hypothesis</i>	<i>Correlation Coefficient (r)</i>	<i>p-value</i>	<i>Interpretation</i>
H1: Purpose in Life & Psychological Well-Being	0.4	< 0.0001	Moderate positive correlation, significant. Adolescents with a strong sense of purpose tend to have higher overall well-being.
H2: Autonomy & Environmental Mastery	-0.016	0.662	No significant correlation. Autonomy and environmental mastery seem unrelated in this dataset.
H3: Positive Relationships & Psychological Well-Being	0.41	< 0.0001	Moderate positive correlation, significant. Stronger relationships contribute to better psychological well-being.
H4: Personal Growth & Self-Acceptance	0.03	0.425	Weak, non-significant correlation. Personal growth does not strongly predict self-acceptance in this sample.
H5: Environmental Mastery & Psychological Resilience	0.41	< 0.0001	Moderate positive correlation, significant. Greater control over one's environment is linked to higher resilience.

H1, H3, and H5 are supported – Purpose in life, positive relationships, and environmental mastery significantly contribute to psychological well-being.

H2 and H4 are not supported – No strong relationship between autonomy & environmental mastery or personal growth & self-acceptance.

5.2 Limitations

Despite this being a study to assist in adolescent psychological well-being, some things must be acknowledged.

- **Sample Representation:** The study primarily focuses on urban and semi-urban adolescents, limiting the generalizability of the findings to rural populations who may experience different socio-cultural influences.
- **Self-Reported Data:** The self-reported measures render the possibilities of a social-desirability response set, where participants may over- or understate their psychological well-being.
- **Cross-Sectional Design:** Information on psychological well-being is taken at one specific point in time, making it difficult to determine causal relationships between independent and dependent variables.
- **Limited Cultural Adaptation:** Although the findings include insights relevant to cultural considerations, the majority of the psychological well-being scales implemented stem from Western philosophies, hence do not embrace the unique challenges faced by Indian adolescents.
- **Exclusion of External Stressors:** Elements like economic background, parental pressure, and academic stress were not directly analyzed, though they are likely to play a significant role in adolescent well-being.\

5.3 Recommendations for Future Research

There's a real need for deeper investigation into which interventions actually support adolescent well-being in the Indian context. Existing research is often too general, missing key cultural specifics. One crucial step is the creation of an India-specific well-being scale. The current tools fall short—they just don't reflect the lived experiences of Indian adolescents. A new, relevant scale should include factors like academic stress, self-esteem, and the impact of digital exposure, and make sure it's accessible in multiple languages, not just English.

The influence of socio-cultural factors can't be overstated. Family pressure, relentless career expectations, and academic demands have a substantial impact on the emotional health of Indian youth. These realities need to be at the forefront of any research or intervention. Addressing these gaps could transform how India approaches adolescent mental health. More culturally accurate psychological assessments would mean better diagnosis and more effective support for stress, anxiety, and emotional struggles. Integrating mental health education into the school curriculum—making it a regular, open topic rather than a one-off event—would help normalize these conversations among students.

With solid, context-driven evidence, policymakers would be better equipped to push for reforms and develop mental health strategies that actually fit the socio-cultural context Indian adolescents navigate every day. It's time for a shift from imported, generic solutions to approaches that truly resonate with India's youth.

6 Conclusion and Future Research Scope

Ryff's Six-Factor Model is widely recognized as a useful framework for understanding adolescent well-being, but its origins in Western contexts limit its effectiveness in India's unique socio-cultural landscape. While dimensions like autonomy, personal growth, purpose in life, and self-acceptance may appear universal, the intense academic and societal pressures faced by Indian adolescents create a drastically different psychological environment. Western frameworks don't necessarily account for these realities, making the need for culturally relevant assessment tools.

There is a clear gap: India requires mental health assessment tools that are both locally developed and scientifically validated. Existing models fall short, and the demand for contextually appropriate solutions has never been more critical. The research highlights the necessity of structured interventions tailored to the specific challenges Indian youth face, particularly as digital mental health solutions become more prominent. These interventions must be inclusive and adaptable, not simply adapted from other cultures.

Ultimately, the development of a locally relevant mental well-being framework isn't just an academic concern, it's a societal need. Advancing this agenda means prioritizing studies and policies that embrace flexibility, cultural sensitivity, and sustainability, ensuring that mental health support for India's adolescents keeps pace with their evolving needs.

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Renowned for her dynamic and research-driven approach, Dilkirat delivers keynotes, lectures, workshops, and consulting engagements globally on topics such as meaning and purpose, psychological strengths, meaningful work, and building positive, high-performing workplaces. Her distinctive teaching style—blending academic rigor with

practical relevance—has influenced learners, professionals, and institutions across sectors, making her a respected voice at the intersection of psychology, education, and leadership.

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