



THE RELATIONSHIP BETWEEN LIFE SATISFACTION AND MENTAL HEALTH OF ADOLESCENTS

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ABSTRACT

Introduction Adolescence and early adulthood is a time of many changes, such as changing schools, leaving home, starting college, or starting a new job. For many, these events, in addition to being exciting, can bring a lot of stress and anxiety. These feelings in some cases and if not recognized can lead to mental illnesses. The mental health of teenagers is essential because they are in a sensitive period that determines their personality and mental health. Satisfaction with life is among the things that play a significant role in the mental health of teenagers. For this reason, in this article, we are trying to examine the role of life satisfaction on the mental health of adolescents.

Method: The descriptive research method is of correlation type. The selection of samples is done using a multi-stage sampling method, and 200 adolescent girls and boys (100 people in each group) will be selected as samples. The students filled out the TSLWS life satisfaction questionnaire. To analyze the research data, in addition to using statistical description methods, the Pearson correlation method is used to test the hypothesis. The data collection method is in the field. In this research, firstly, in the first stage, districts one and three were selected among the districts of the Karaj education region; in the second stage, ten schools were randomly selected from each district. Finally, in the third stage, students who were in the teenage age stage and were culturally, socially, and economically somewhat similar were identified and selected with the cooperation of school principals and teachers.

Results: The results of the data analysis confirmed a positive and significant relationship between life satisfaction and mental health.

Keywords: Life Satisfaction, Adolescents, Mental Health

INTRODUCTION

In the opinion of WHO experts, mental health includes a definition that encompasses the ability to solve conflicts and personal tendencies rationally, fairly, and properly, to change and correct the individuals and social environment, and to make balanced and consistent relationships with others. From their viewpoint, mental health is not just about not having mental illnesses but is the potential to respond to different kinds of living experiences flexibly and significantly. Mental health comprises four components: somatic symptoms, anxiety, depression, and social function (Sarafino, 2005).

Inglehart (1998) (Hashemlou, 2021) defines the concept of satisfaction as feeling satisfied with the reflection of the balance between personal dreams and the objective situation of the person. A person can be considered a satisfied individual when has a kind of cognitive and judgmental experience, which indeed means the ability to understand the difference between dream and achievement. This definition covers a range from a sense of deprivation to a perception of prosperity.

Tools: Tale Satisfaction with Life Scale (TSLWS) and General Health Questionnaire by Goldberg & Hillier were evaluated, and data collected from descriptive and inferential statistics, including Pearson correlation were analyzed.

Research objectives

Main objective

Determining the relationship between life satisfaction and mental health of adolescents.

Research hypothesis

There is a positive relationship between life satisfaction and the mental health of adolescents.

Adolescence is one of the most sensitive and complicated developmental periods for a person. It is the period of fast physical, emotional, and mental changes and the period of transition from childhood to adulthood. Hence, most psychologists consider it a period of storm and severe tension. This is one most critical periods of living years during which, an individual's calmness disappears human balance is disturbed, and mental, social, and biological changes occur, and begins with puberty or puberty (Harris et al., 2002). Lack of life satisfaction is correlated with weaker health status, depression symptoms, personality problems, improper health behaviors, and poor social position. In the process of family life, adolescence is considered a period full of activities and emotions due to numerous ups and downs during this stage with diverse incidents in many families. However, some problems also occur in determining limits and defining relationships and care of family members. Nevertheless, some others experience more suitable conditions (Gladink, 2007). Changes occurring in this period make the adolescent sensitive to life pressures. Hence, most psychologists consider it a story period with severe tension, and a period of extraordinary physical, rational, and emotional abilities (Henry Massen et al., 2005). Bergman and Scott (2001) explained that most risky behaviors begin in the ages younger than 18. These behaviors that are increasing day by day are a reflection of psychological and emotional problems (Soleimaninia et al., 2005). When a difficulty or crisis occurs for an adolescent during adolescence, some reactions such as drug abuse, insecure aggressive and sexual behaviors, and suicide at the final stage are shown to solve the problem, which threat their present and future health and sometimes causes death during adolescence or early years of younghood (Lindberg et al., 2001). In the Iranian society of today, inconsistent expansion of immigration from villages to cities, and subsequently the increased urban life and marginalization due to the lack of capacity of cities causing more economic problems and a high percentage of society youth have led to more social harms and paved the way for the occurrence of many harms such as the criminal tendency of adolescents (Khalaji, 1999). Mental

health is among the favorite topics of researchers.

Many researchers have shown that life satisfaction is one of the mental health predictors. Life satisfaction is distinguished from other psychological constructs, such as positive and negative emotions, self-esteem, and optimism. The future-based temporal approach expresses a kind of hope and optimism, which is obtained from satisfaction with the past, present, and future.

Experience of happiness is one of the significant variables considered by adolescents, and life satisfaction is the superior goal of life, while reverse experiences such as sadness and displeasure prevent the person from doing tasks. According to Diener et al. (Roud, 2005, quoted from Abolghasemi, 2012), life satisfaction definition, similar to quality of life is based on the criteria selected by the person, indicating their perception of prosperity. Satisfaction is indeed an inner experience that ensures positive emotions and a lack of negative feelings. Life satisfaction is necessary for a useful, effective, and personally satisfying life, and consists of individuals' cognitive evaluation of their living situations (Keyes et al., 2002).

Mental health is defined as a mental mode with emotional health relatively free of anxiety and disability symptoms, the ability to make informative relationships, cope with stressful demands, and drivers in life. Mental health is an underlying need and is vital for improving the quality of life of humans. Mental health provides the field for intellectual and communicational skills and results in emotional growth, flexibility, and finally life satisfaction. Also, successful performance of functions and therefore, constructive activities, having good relationships with others, the ability to adapt to changes, and dealing with unpleasant incidents of life are all implications of mental health (Biabangard & Javadi, 2004). Hamarat et al. (2001) studied the mental health and life satisfaction rate, and their results showed that a high resilience level is along with a high rate of life satisfaction. In this case, the research results showed that mental health has a positive and significant relationship with less emotional problems and more life satisfaction. Moreover, the results obtained by Basu (2004) indicated a positive and significant relationship between mental health with life satisfaction. There is no doubt that the health of the body and mind of individuals in a society is a substantial issue that the modern world is dealing with. Providing the health of people is at the first rank of importance and priority in all countries. According to the studies mentioned above, the extant study aims to find the type of relationship between life satisfaction and mental health of male and female adolescents. The concept of adolescence, the importance of adolescence, mental health, various dimensions of mental health, and life satisfaction notion are expressed in the following paragraphs. The relationship between life satisfaction and the mental health of adolescents is discussed and results are analyzed in the next step.

Definition of adolescence: a period of life is named adolescence through which, childhood is connected to adulthood. At the beginning of this period, bodily changes occur and appearance shows it. However, its end occurs along with the beginning of adulthood by consideration of more fluctuating emotional and social changes, so the formation of rational structures is detectable during this period. Relying on the appearance regulations, therefore, the start of adolescence is among cognitive secrets, and its end has a cultural structure (Conger & Peterson, 1984; quoted from Mansour, 2002).

Some characteristics of adolescence

The important adolescence stage is among the growth and development stages and its effects are highly subcritical in the long term. The importance of a growth and evolution period sometimes is subject to its somatic or psychological effects. Adolescence is important in terms of both aspects (psychological and bodily effects). A person needs necessary adaptations to develop new tendencies, values, and desires during this period.

Transition stage

Transition means a person's passage from one to another stage of growth and development, so what happened in childhood would affect the present and future. When a person moves from childhood to the next stage, must leave childhood behaviors and replace them with new patterns of behaviors and orientations. Also, such a person has to play the adulthood roles and take responsibility for their activities.

The stage of adolescence change is the stage of some changes, such as emotional, sexual, desires, roles, and patterns.

Difficult stage

Adolescence can be named a difficult stage for two reasons; first, when adolescents face any problem during childhood, parents or children are there to solve his/her problems. Therefore, adolescents do not have the experience required to deal with new problems of adolescence period. Second, adolescent wants to feel independent and cope with their problems. Thus, adolescents do not allow parents and teachers to help them.

Finding identity

During childhood, a person wants to identify her/himself with heroes and wear and walk like them. In early adolescence, identification is highly important for boys and girls, but gradually try to find identity personally. They are not satisfied with being similar to their peers in every sense.

Scary stage

Adolescents are interested in breaking taboos and do not accept social customs easily. This frightens them not to be blamed by society (Shoarinejad, 2012).

Puberty

The term “puberty” means grown and matured in the Dehkhoda Dictionary. According to the Moin Persian Dictionary, puberty means reaching the growth age, becoming a man or woman (Moin Encyclopedic Dictionary). The puberty period is considered after childhood and before adulthood; i.e., from 11-13 to 14-18 age ranges of humans. In most societies, this period is considered the period of considerable changes in the educational and social life of a person. In terms of education, individuals end the high school education level mainly at the end of puberty period, for instance, and socially are considered adults with legal rights. On the other hand, some growth psychology scholars take the puberty period as a period of conflict and crisis; Stanley Hall who is known as the father of puberty psychology defines the puberty period as a period of storm and mental pressure. Jean-Jacques Rousseau considered the puberty period as a rebirth. When a person reaches puberty period, it is like another person with different bodily and mental characteristics appear in them (Rezaie, 2015). Some think that puberty is adolescence, but they are different. They have some common principles. Academically, puberty is defined as success or a stage in which, the person can sexually reproduce its signs are seen in the growth of organs and evolutions in secondary sexual features (Sharifi, 2011).

Age of puberty

There is no certain age for the beginning of natural puberty, so it may differ in different environments. Some factors, such as environmental, cultural, hereditary, social, and nutritional factors affect the emergence of puberty; however, it starts at 11 in the majority of girls (Rezaie, 2011).

The dependence between puberty and adolescence cannot be proved. Evolutions occurring during adolescence imply rational evolution and its significant effect on the creation of

emotional and social dimensions, as well as abstract thinking as the factor separating from childhood. Adolescents would enter this period along with such changes and after acquiring the conditions required for entering the adulthood community (Piaget & Inhelder, 1972; quoted from Mansour, 2002). In other words, adolescence is a period of life between puberty and maturity, becoming an adult. In the process of development or maturity, a person becomes a mature person and can take the responsibilities and adulthood roles (H. & Hoseini, 2005). In the family life period of individuals, adolescence can be considered as an active and most emotional period in which, they experience many ups and downs with various forms depending on the family situation. In his case, some of them can determine the borders of accurate relationships and care and handle them, but others face problems (Gladink, 2003).

Explanation of adolescence change based on biopsychosocial and social approach

Adolescence changes can be explained based on various approaches, including biological, social, and psychological.

According to the biological approach, the beginning of the adolescence stage occurs with increased activity of the pituitary gland and secretion of new hormones that did not exist before. After the release of new hormones, other internal glands become active and release sexual and growth hormones.

Adolescence mutation is the outcome of this period so we see fast growth in height and weight, as well as sexual maturity. Thus, the food needs become and heterogenous growth of body organs creates a temporary unpleasant feeling for adolescents. Such acceleration in the growth of organs, especially among boys causes incompatibility with the gravity center of the body and the earth. These changes and the necessity for adolescents to adapt to these variations cause more attention paid to physical characteristics. Their mental image of self will be highly influenced by somatic and physiological changes, which is known as body image (Kaplan and Sadock, 1999 quoted from Jahantigh, 2011).

According to the psychological approach, a person enters the level of abstract operational thinking within the adolescence stage. Due to such change, adolescent pays more attention to themselves and what others think about them. Adolescents think that others analyze their behaviors, appearances, feelings, and personal traits with a fault-finding scrutiny. In this period, adolescent learns reasoning and hypothesis-creating skills and always compares “available” and “possible.” In this process, they find the gaps and shortcomings of creators and become more rebellious. Autonomy and independence-seeking are the most critical issues of adolescence period; "I disagree, so I am alive." The problem arises when an adolescent cannot settle the conflict between permanent dependence on parents and the desire to be independent (Kaplan and Sadock, 1999 quoted from Jahantigh, 2011).

According to the social approach, adolescents have along tendency for relationships with a group of peers. In this way, they learn how to control social behavior and share issues and feelings. Parents can enhance their control over their children and understand their children in this process by perceiving them and showing their eagerness to help them. When such a relationship is made, adolescents do not have to make a difference between best friends and the influence of parents or choose one of them. Higher self-confidence and self-reliance among adolescents help them to consider the importance of differences between parents and peers using the experiences of both groups without relying on one of them (Kaplan and Sadock, 1999 quoted from Jahantigh, 2011).

Important characteristics of adolescence age

A) This period has a vital influence over other periods of life: a review of the life of a person shows that three periods have a higher effect on other years rather than other periods of life so that time differs during these three periods:

The fetal period is the first period when organs and abilities used in other periods of life are acquired. This period is completed within nine months and non-acquisition of required capabilities in this period, including healthy organs of the body would cause difficulties in other periods of life (Tirgani, 2008, quoted from Jahantigh, 2011).

The first year of life is the second period with special importance. Breathing in the first hours of life at birth time is highly substantial. If this time takes longer may cause some harm and negative effects on the person in the long term. Hence, breathing in the first moments is the first attempt that deliverers make for the newborn. It takes no months for the child to get weight and reach from three kilos to nine and obtain more abilities. Despite the lack of ability to move in early infancy, at the end of one year the infant can stand on the feet, move, and talk (Tirgani, 2008, quoted from Jahantigh, 2011).

Adolescence is the most important and third step of life; the transition from childhood to adulthood occurs in this period along with obtaining some capabilities and competencies for being productive in adulthood life. If someone cannot acquire these abilities would face problems in adulthood (Tirgani, 2008, quoted from Jahantigh, 2011).

B) During adolescence, a person enters from childhood to adulthood and becomes ready for this period. Individuals acquire emotional and affectional traits of adulthood and find the (social and personal) identity during this period. In this case, the evolution and continuation of mental and emotional maturity, as well as physical puberty can be seen (Tirgani, 2008, quoted from Jahantigh, 2011).

C) Adolescence is the origin of most social issues, and unsound physical and mental behaviors. Drug abuse habits, mortalities, and risky pregnancies mostly occur during this period. According to available studies, most people have experienced their first smoking during the puberty period (Tirgani, 2008, quoted from Jahantigh, 2011).

Definition of health by WHO

World Health Organization (WHO) defines health as a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity (disability). The rich Iranian literature also points to these two dimensions in brief: health depends on the well-being territory (Hakim Nezami in Panj Ganj Book).

This definition by an international organization provides an idealist and nonpractical approach because no one has all three healthy physical, mental, and social aspects. Moreover, this definition does not consider any border between disease and health. It would be a tall peak that nobody can reach. However, all people try to achieve this goal. Some ranges can be considered for health levels regarding the surrounding facilities to compensate for this perfectionism.

Health dimensions

Regarding the health definition by WHO, various dimensions exist for health. The spiritual aspect has been recently added to the social, mental, and physical dimensions. These dimensions affect and influence each other so that physical problems affect the mind, mental problems affect the body, and both affect society, and social disorders affect other dimensions of health. Therefore, health promotion must encompass all aspects of individual (physical, mental, and spiritual) and social (health of the whole society) health.

Physical, mental, and social disorders

Various dimensions of health are examined and described separately to understand the topic easily. Nevertheless, these dimensions cannot be separated from each other.

Physical dimension

When health is discussed, physical health is the first option that comes to mind because it is valuable in a better way than others. Accurate function of body organs can provide physical health. Biologically, physical health signs can be seen in the coordinated and appropriate performance of body cells and organs.

Good and natural appearance, relatively fixed weight in older ages, normal pulse and blood pressure, logical weight increase in growth ages, matched body movements, fit body, no abnormal change in body organs, regular digestion system, easy and comfortable sleep, sufficient appetite, and normal weight are among the signs of physical health.

Mental dimension

The appearance-based signs of physical health make it simpler for measurement rather the mental health. In addition to not having a mental disease within this dimension among personal characteristics, the person must be able to show a proper reaction to problems and incidents of life and show a suitable adaptation under the environmental circumstances. Many mental diseases such as depression, anxiety, etc. affect physical health too, so there is an interconnection between mental and physical dimensions. Some signs can be seen in mental health: suitable performance in dealing with problems, accepting criticism, accurate judgment when coping with problems, and a person's adaptation to self and others.

Life satisfaction concept

Inglehart believes that a sense of life satisfaction occurs when a balance is created between the current situation and the desires or dreams of the person. The matched expectations and desires of the person indeed lead to a high satisfaction rate. Lack of such balance or any problem in its trajectory would result in dissatisfaction and unhappiness, and this feeling continues until reaching this balance (Barzgar, 2007).

The rule of relativity also exists in the sense of life satisfaction, and just criteria become diverse in different communities so that some factors, including cultural factors (religion, traditions, customs, etc.) would change the person's opinions about life satisfaction. Some materialist communities pay more attention to financial needs, while others consider non-material factors (e.g., altruism, sympathy, empathy, and adherence to ethical principles) as important as material factors. In the second group, a sense of life satisfaction requires achieving the non-material dimension. Personal conditions highly affect the sense of life satisfaction, but the role of social factors is more highlighted in their presence or absence. On the one hand, society can provide the field for the person to fulfill all of their dreams and goals, and on the other hand, can pave the way for people to interact with their fellow humans and experience peace, security, and confidence that are necessary factors for a good life (Rafiei Bahabadi & Hajiani, 2013).

Life satisfaction is one of the underlying principles of the social life because this satisfaction feeling would affect other aspects of life. This positive process in the life of a person brings individual influences and social implications. In this way, the health of the person and society is ensured, the development process is accelerated due to optimism and hope among individuals, the sense of disability, isolation, and mistrust between people is removed, and society finally becomes sustainable because of created sense of belonging and social commitment. Dissatisfaction leads to reverse responses, causing pessimism among individuals in the long term and subsequent isolation, social mistrust, and lack of social capital that its continuation would sacrifice the next generations. Life satisfaction depends on individual circumstances in addition to social factors. As mentioned, society can pave the way for the realization of goals and dreams, and provide the field for people to make relationships with others and experience peace of mind, security, and calmness that make an appropriate life. The presence of some social and individual conditions results in a general sense of life satisfaction

and a positive attitude toward the world (Hezarjaribi & Safarishali, 2009).

Life satisfaction is a common topic in psychology and sociology. These sciences try to detect the factors affecting life satisfaction and its outcomes in individual and collective lives. In addition to individual effects, life satisfaction brings significant social implications. Ensuring the health of a person and society, accelerating the process of development through the creation of hope and capability, making interest in the community, building trust among people, and improving the sense of belonging and social commitment for society's survival are some examples of social consequences. On the contrary, lack of life satisfaction would lead to pessimism, isolation, lack of social trust, and scarification of the next generations in the long term. Life satisfaction depends on the individual's conditions and social factors. According to available studies, life satisfaction is such an important case that can be used to predict the deviation or offense rate of individuals. In general, life satisfaction is an element that paves the way for development (Niazi et al., 2015; Rabbani & Beheshti, 2011).

According to definitions presented by life satisfaction theorists, Smith explains that no distinction exists between life satisfaction rate and quality of life. People's attitudes toward their lives indicate life satisfaction, so a high level of this index implies a positive attitude toward life. In contrast, a person who is dissatisfied with life shows a negative attitude towards life. Some researchers like "Davis and Nvatsvrn" consider a set of adaptive and maladaptive feelings involved in the definition of life satisfaction, which indicates human expectations are matched with rewards received from life. Generally, a positive feeling towards life is called life satisfaction, which is a mental feeling that originates from some factors such as conditions ruling life, relationships ruling it, and cultural and social factors. Thus, as a subjective criterion, this feeling depends on the perception a person has about his/her life (Tabrizi, 2011; quoted from Niazi, Ganji, Namvar Moghadam, 2015).

Ultimately, individual and social values, place, and time would affect life satisfaction, which can be examined through some individual, social, objective, and subjective dimensions. Assessment of this topic would improve the material and humanistic standards, so this variable must receive more and more attention.

Studies conducted on life satisfaction

Various Iranian and foreign studies have been done on the role of social factors on life satisfaction some of which are reviewed herein:

Salman Safdari (1995) carried out a study titled "Social Satisfaction and its Influential Factors in Tehran" and examined the variables of security feeling, distributive justice, political trust, need, belonging and social support, individualism, social trust, hope, and, relative deprivation and confirmed their relationship with the life satisfaction variable.

Hezarjaribi and Safarishali (2009) conducted a study titled "Life Satisfaction and the Place of Security between Citizens" in Tehran to examine the relationship of some variables such as meeting needs, religiosity, feeling deprivation, justice, and hope for future with the life satisfaction and their effect on the latter component. According to this study, individual satisfaction is increased and social satisfaction is decreased. This study shows that security feeling has more contribution to the expression of life satisfaction.

Hezarjaribi (2011) carried out a study under the title "The Study of Feeling Social Justice and Effective Factors on It" to evaluate the rate of feeling social justice (dependent variable) by using two variables "distributive justice and procedural justice." The results show that variables "trust in officials' efficiency (with 0.57 coefficient), religiosity (0.20), comparing self with other (0.16), sense of security (0.10)" have a high effect on the rate of feeling justice among people. However, variables "feeling alienation (-0.09) and living district (-0.09)" would reduce the feeling of justice. Overall, these variables expressed 0.53% of variations in feeling justice.

Another study was done under the title “examining the effect of social security on the life satisfaction rate among students; case study: students of Social Science and Management Faculty of Islamic Azad University North Tehran.” The sample size of the study equaled 352. According to the results of this study, the higher the life satisfaction rate of individuals, the more social security with a correlation above 0.61 will be obtained (Mohseni Tabrizi et al., 2011).

In the opinion of Inglehart, there is an interconnection between life satisfaction and self-expression values, so the higher the tolerance power of citizens, the more participation in civic protests, liberalism tendencies, and trust in others they will have. Therefore, they are more satisfied with life and feel a sense of prosperity more than others (Welzel et al., 2003).

Norman Bradbourne from the US and Kaplowitz David from “The National Opinion Research Center¹” were the first researchers evaluating the sense of satisfaction and security of people. Moreover, the importance of life satisfaction in social development policies and national planning of governments has been emphasized by them (Hewstone & Strobe, 2001).

Because theoretical and empirical topics are important parts of studies. This study has examined the relationship between the life satisfaction of adolescents living in District 4 of Karaj to complete other Iranian studies done on this subject. The results of this study are discussed and concluded in the next chapters.

Inferential statistics, analysis of research hypotheses

This part of the study analyzes research hypotheses according to the provided information. Statistical correlation tests have been used herein.

Research hypotheses

There is a positive relationship between life satisfaction and the mental health of adolescents.

Hypothesis: The Pearson correlation test was used to examine the relationship between life satisfaction and the mental health of adolescents, and its results are reported in the table below.

Table 1. Correlation between life satisfaction and mental health

		Mental health
Life satisfaction	Pearson correlation coefficient	0.481
	Sig.	0.001

According to Table 1, an assessment of the relationship between life satisfaction and mental health showed there is a correlation rate of 0.481 between life satisfaction and mental health, and the significance level of the test for mental health is less than 0.05; therefore, H₀ is rejected with a confidence level of 95% and the research hypothesis is confirmed. In other words, there is a significant relationship between life satisfaction and mental health. Because the correlation value is positive the relationship is significant and a positive relationship means the presence of a direct relationship between variables. Therefore, the higher the life satisfaction of adolescents, the higher the mental health they will have.

Interpretation of findings

Findings showed a positive and significant relationship between life satisfaction and the mental health of adolescents. In this case, the results are matched with findings obtained by

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Bakhshipour Roudsari et al. (2005) who found a significant relationship between mental health and life satisfaction of adolescents.

1. Because the society of this study comprised high-school students, it is suggested to do this study on other groups of the society.
2. It is recommended to examine other factors affecting mental health in further studies.
3. Further studies can investigate the validity and reliability of data based on the research data.
4. Since this study has been conducted at a certain time and place, it is recommended that researchers do similar longitudinal studies.
5. According to the result, to enhance the mental health of adolescents, school officials are advised to provide a field for students to participate in constant courses, conferences, and congresses about the importance of mental health and life satisfaction and strategies to cope with stress to promote the knowledge and skill required for enhancing the mental health of adolescents.

CONCLUSION

One of the factors affecting mental health is the concept of life satisfaction, which we studied from the perspective of theorists. Therefore, we analyzed this relationship and the results showed that there is a positive and significant relationship between mental health and life satisfaction, and these results are consistent with other findings in the same field. Interventions aimed at improving mental health, such as counseling, peer support programs, and mental health significantly affect life satisfaction during adolescence. Adolescents who have good mental health usually report higher levels of happiness, satisfaction, and overall life satisfaction. This relationship is very important, because life satisfaction encompasses a wide range of factors, including personal achievements, social relationships, and overall well-being.

In this article, we examined the concept of adolescence, puberty, and various dimensions of mental health, and by targeting life satisfaction as a , and educational initiatives, it can increase adolescents' life satisfaction and create a more positive outlook on life.

In recent years, the need for mental health education in schools has received increasing attention. By raising awareness and providing resources, educators can empower adolescents to recognize and address their mental health needs. Furthermore, environments that prioritize mental health can significantly contribute to life satisfaction among adolescents.

Finally, the interplay between mental health and life satisfaction is critical for the development of healthy, well-rounded individuals. By prioritizing mental health support, society can enhance the overall quality of life of adolescents and equip them with the skills and resilience needed to navigate the complexities of adolescence and beyond. Investing in adolescent mental health not only benefits the individual, but also contributes to healthier communities and a more hopeful future for all.

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