

QUALITY OF LIFE IN ADOLESCENTS

MÁRIA KALINKOVÁ - ĽUBOMÍR PAŠKA
 Department of Physical Education and Sport
 Faculty of Education
 Constantine the Philosopher University in Nitra
 Slovakia

ABSTRACT

In this paper we present summarizing of views of the authors dealing with the issue of the quality of life of adolescents. The solution is differentiated with respect to various aspects and areas of life, with different views and attitudes of experts on the topic. In addition, we point out even further the possibility of the sample survey using a questionnaire SQUALA and methods of evaluation. The contribution is part of a grant project KEGA no. 014UKF-4/2013, titled: „Improving the quality and level of health of adolescents by means of physical activity in primary and secondary schools“.

Keywords: quality of life, adolescent, questionnaire SQUALA, QOL, WHO

INTRODUCTION

The term quality of life is an overall life satisfaction, general feeling of mental harmony, life satisfaction and personal well-being. It is connected with sophistication and integrity of man, with his education and intelligence, with health issues, the value system of the individual and society. Quality of life can be researched from several perspectives - psychological, philosophical, biological, sociological, economic and political (Ondrejkoovič, 2003).

“There exist a number of definitions of quality of life in literature. However, there is no one that would be accepted. On the most general level, quality of life is understood as a consequence of the interaction of many different factors that often influence with unfamiliar way human development at the level of individual and whole society”(Hnilicová, 2005, p. 207). Quality of life by Liba (2005) expresses a positive evaluation pole, which creates a presumption of active development of their human potential, and also according Křivohlavý (2001) determines the level of satisfaction with the achievement of human goals, determining the direction of his life. According to Mares (2005) comprehensively covers mental state of the individual, his somatic health, the level of independence of the close relatives, belief, faith, social relationships and to respect all the main features of the environment. Quality of life defines Sejščová (2006) as perception of their own position in life in the context of the culture and value systems with regard to environmental objectives, expectations, standards and concerns.

The term of adolescence is derived from the Latin word “adolescere” which means grow up, mature and swell. This relatively long period is characterized by various developmental changes from physical, hormonal, emotional to the cognitive. It is a period of transition from childhood to adulthood, when the adolescent becomes sexually mature, decides your future career path, experiencing their first intimate relationships, distract from parents directed more towards friends and at the end of this stage he is becoming economically independent from their parents. It is a time when a young person begins to find his own identity. The term adolescence is often confused with the concept of adolescence, which is a very ambiguous term, as it also covers the period of puberty. The authors understand the adolescence rather broad definition of time (age: 14, 15-20, 22) and a particular specification of adolescence. Its top is bordered sexual maturation (mostly aged 14-16) with the condition of psychological maturation of the individual and ends the age of majority and legal responsibilities, completion of education, early working life, marriage and founding a of his own family (20-22 yrs.).

The authors Macek (2003) and Taxová (1987) understand adolescence equally essential, in addition to biological criteria (end of somatic growth and sexual maturation) and to achieve psychological (achieving full autonomy), sociological (adoption of the role of social adaptation) and educational (achieve a certain level of education to obtain professional qualifications) criteria. The individual becomes an adult when all criteria are fulfilled.

METHODS

Measuring quality of life would be under Dragomirecká (1997) conducted thoughtfully and should be made with clear goal whether it will address by objective or subjective data, that quality of life will equate with contentment, comfort, or be as complex variable or whether it will measure the absence of side effects of symptoms, dissatisfaction or you can find positive signs of quality. If the quality of life will express one or the aggregate value or shall be expressed by profile (In Ocetková, 2007). Křivohlavý (2002) lists three methods for measuring quality of life. He divides them according to whether the evaluator is the second person, or the person itself, resp. whether it is a mixed evaluation methods. Mares (2006) states splitting methods for measuring the quality of life of adults, but also children and adolescents in terms of their form to the quantitative (questionnaires, assessment scales), qualitative (drawing, interview, etc.) and mixed. The method are further classified in terms of usability for *generic* (generic regardless of health or disease, the type of disease), *specific* (applicable in one context, for example methods evaluating QOL in children with asthma, cancer patients etc.), mixed (generic approach is added to a special module that evaluates specific problems related to a particular disease or lack of).

Ocetková (2007) recommends determining the quality of life by questionnaire method. The introduction of the questionnaire suggest to find the basic information about the respondent, such as age, gender, level of sport activity, how many times a week do a sport activity. Next they learn how is assessed individual parts of the questionnaire SQUALA by respondents, which determines the importance of people attach to certain areas of life, which they consider important in life. Then assess the extent to which these areas are satisfied. SQUALA contains two items. The first line defines areas from objective side “*as is important to you ...*” and the second from the subjective view “*how are you satisfied with ...*”. Both items are assessed on a 5-point scale (1 very important 2 important, 3 something between, 4 unimportant, 5 completely unimportant) and (1 very satisfied, 2 satisfied, 3 something between, 4 dissatisfied, 5 very dissatisfied), depending on what importance is attributed to each region. Items of SQUALA are divided into eight areas:

- 1 area of physical well-being - health, sleep, solution of everyday activities, do not have problems
- 2 area of psychosocial well-being - family, personal relationships, intimate relationships, hobbies, safety
- 3 area of spiritual well-being - justice, freedom, beauty and art, truth
- 4 area of material well-being - money, good food
- 5 education - to be educated, to go to school
- 6 leisure time - possibility to spend your free time, have plenty of things for fun
- 7 appearance and ownership of things - look good, to dress nicely, have things that I like
- 8 orientation to the future - to have children and jobs in the future that will entertain me (Ocetková, 2007).

When processing data of questioner SQUALA we recommend using basic descriptive statistics (number, mean, standard deviation, mathematical difference). Differences between subjective and objective understanding the quality of life for dependent groups to assess by the Wilcoxon test, the differences between independent groups in turn, by Mann-Whitney U test. When determining causality

between variables' frequency of physical activity and quality of life "to use Spearman correlation coefficient (Hendl, 2004). We also assess the statistical significance of differences and relations to evaluate the significance level $p < 0.01$ to $p < 0.20$. We recommend realizing implemented statistical data in the statistical program MS Excel and SPSS.

RESULTS

We created questionnaire based on available literature and other resources on issues the quality of life in adolescent (fig. 1.1).

Figure 1.1



Questionnaire survey of sports activities and quality of life for young people

Dear students, We would like to ask you truthfully filled out a questionnaire, which is part of the grant project of Ministry of Education KEGA 014UKF-4/2013. Grant is solved by a team of authors at the Department of Physical Education and Sport Faculty of Education, Constantine the Philosopher University in Nitra. It is aimed at improving the quality and level of health by means of physical activities in adolescents. The questionnaire is anonymous data will be used only for research purposes.

PART A

At first we would like to know something about you (make a circle)

1. How old are you? 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25
2. Gender: boy girl
3. What class do you attend? (make a circle)
Primary school - year: 5. 6. 7. 8. 9.
8 year grammar school: Prima , Sekunda, Tercia, Kvarta, Kvinta, Sexta, Septima, Oktáva
Secondary school - year: 1. 2. 3. 4. 5.
4. What is your attitude to sport activities?:
a) passive athlete (he does not seek movement, (not) participate in compulsory TV)
b) occasional athlete (unorganized physical activity)
c) active athlete (regularity, not a member of a sports organization)
d) active athlete (regularity, member of a sports organization)
e) top athlete (member of national team)
5. Who brought you to sport, physical activities?
a) father, b) mother, c) grandparents, d) teacher of PE, e) trainer f) friend/ girlfriend
6. How many hours per week do you practice some sport activities (except PE hours at school)?
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 and more
7. How to evaluate the quality of your physical activities: excellent - very good - good - weak
8. Did you try sometimes addictive or psychotropic substances? Yes - No
9. How much time (hours) per day do you spend on the internet or playing PC games? (make a circle)
0 – 0.5 - 1 – 1.5 – 2 – 2.5 – 3 – 4 – 5 and more hours
10. How often do you use computer for schoolwork (projects, assignments, term paper...)? (make a circle):
Every day – 1-2x per week – 1-2x per month – less often
11. Can you swim?
a) Yes I can, b) not very well; c) I cannot swim at all
12. If you had the chance, what sports activities you would like to participate (write number of sports activities in order of importance: 1 - the greatest interest, 2 - the second largest interest, 3 - The third biggest concern):
1. 2..... 3.

1. Hiking - winter, summer, mountain climbing, cycling
2. bodybuilding-aerobics, zumba, spinning
3. Swimming
4. Team Sports-football, volleyball, basketball, hockey
5. Physically small non-traditional games
6. Winter sports - skating, skiing, downhill, cross country,
7. Gymnastics
8. Athletics - jogging
9. Martial arts (karate, aikido, judo, wrestling, box...)
10. Other: Horseback riding, tennis, rafting, cycling, hockey, badminton, snowboarding, skating - inline,
13. How many hours of physical education do you attend per week? _____
14. Estimate about how much day you walk by foot:
Distance in km.: _____ time in hrs.: _____
15. Estimate how many hours a day you sit for different activities (at school, at the computer, in reading ...): Make a circle in hours

0 – 0.5 - 1 – 1.5 – 2 – 2.5 – 3 – 4 – 5 and more hours

Make a circle in the table from 1 to 5

- 1 - strongly disagree
- 2 - disagree
- 3 - Neither agree nor disagree
- 4 - agree
- 5 - strongly agree

When perform some physical activity:

1.	I am delighted about it and I enjoy it.	1	2	3	4	5
2.	I'm bored with it.	1	2	3	4	5
3.	I do not like it.	1	2	3	4	5
4.	It's pleasant for me.	1	2	3	4	5
5.	Nor is it a fun.	1	2	3	4	5
6.	It gives me energy.	1	2	3	4	5
7.	I have a bad mood.	1	2	3	4	5
8.	It's very pleasant.	1	2	3	4	5
9.	My body feels good.	1	2	3	4	5
10.	It gives me something.	1	2	3	4	5
11.	It's exciting.	1	2	3	4	5
12.	It just kills me.	1	2	3	4	5
13.	It is not interesting at all.	1	2	3	4	5
14.	It gives me a sense of achievement.	1	2	3	4	5
15.	I'm doing well with.	1	2	3	4	5
16.	I'd rather be doing something else.	1	2	3	4	5

In the following parts we would like to find out what is important for you in your life and how are you satisfied with some happy things in your life

PART B - (in given row you can only do one cross)

	How important is for you....	completely unimportant	little Important	moderately important	Very important	completely important
1.	Be Healthy					
2.	not to be dependent on the assistance of others in normal daily activities					
3.	be happy, has no problems and worries					
4.	to be in a comfortable environment (eg, have a nice living)					
5.	sleep Well					
6.	to have good family relations					
7.	to have friends and understand them					
8.	have good relationships with other people (teachers, peers ...)					
9.	manage everything I need					
10.	To have relationship with someone (having a boyfriend / girl-friend)					
11.	to be interested in what is happening in the world, around me					
12.	to have faith (believe in some spiritual power, the power that is God)					
13.	to relax in free time					
14.	to have hobbies in free time					
15.	to be safe, be sure that nothing wrong will happen to me					
16.	justice					
17.	freedom					
18.	Beauty and art					
19.	truth					
20.	Money					
21.	good food					
22.	to be educated					
23.	attend school					
24.	able to spend my free time as I want to					
25.	to have plenty of things for my entertainment					
26.	look good					
27.	to dress nicely					
28.	to have things that I like, I wish					
29.	to have and raise own children					
30.	To have a job sometime that I will love					

	How are you satisfied....	very dissatisfied	dissatisfied	something between	satisfied	very satisfied
1.	With your health					
2.	as an independent to help of others during normal daily activities					
3.	With that as you are happy without problems and worries					
4.	With that in which comfortable environment do you live (eg whether you have nice housing)					
5.	With that, how well do you sleep					
6.	With that, what are the relationships in your family					
7.	With your friends (those with who they are and how many you have)					
8.	With that, what are your relations with other people (eg, teachers, peers)					
9.	With that, how to manage everything you need					
10.	With its intimate relationship (whether you have or do not have a boyfriend or girlfriend)					
11.	With that, if you can be interested enough in what you is going on the world around you					
12.	With own faith					
13.	With that, if you can to relax enough in free time					
14.	With that, how much you can realize to your hobbies.					
15.	With that, how does it feel to be safe (you're sure that nothing wrong happens to you)					
16.	With the way the world is fair					
17.	With the way you feel free as you feel free					
18.	With the way your life is filled with beauty and art					
19.	With the way people are truthful					
20.	With the money that you got					
21.	with food					
22.	With your education					
23.	With that you can attend school					
24.	With that, if you can spend your free time as you want					
25.	With how much things you have for your entertainment					
26.	With the way you look, how do you go dressed					
27.	With that, if you have things that you like or you wish					
28.	With the way you was evaluated at classes of physical education					

Thank you for filling.

DISCUSSION

The first we met with the term "quality of life" in Greek philosophy, where the idea of happiness was based on a subjective feeling of well-being and the internal configuration of things. Democritus argued that happiness and contentment in life is not dependent on our surroundings, but on how we understand it (Sýkorová, 2008).

Aristoteles by Sulganová (2009) described the feeling of happiness than their own good. Contentment and prosperity represented the term "eudaimonia". Bliss defined as the highest good act performed by people who create presumption of moral perfection, which can be understood as the fulfillment and realization of morality every day. The term "quality of life" is thus affected by its history and it is assumed that there was mentioned in a work of classical authors, although in different contexts as it is understood nowadays. Only in the last years of 20th century puts the quality of life of political attention, making it the subject of study and scientific interest (Cross, 2005). For the first time we meet the concept of "quality of life" in the twenties of the 20th century, when thinking in terms of economic development for material support of social classes that came from lower class (Hnilcová, 2005).

Works of Diener et al. (1997) and Pašková (2010) dealing with physical being and tend to the WHO concept that differentiate physical, mental and social well-being. By Pašková (2010) physical activity at the level an active sportsman (non-professional and semiprofessional) increases the frequency of experiencing positive emotions (joy, and especially physical freshness) and reduces the frequency of experiencing negative emotions. In abroad, there are approaches that connect the frequency of physical activities to the very experiencing of these activities (Motl, et al., 2001). The 380 college students aged 17-23 years studying at universities in Slovakia presented that physical activity in minimal content increases the subjective well-being of adolescents as well as the satisfaction with oneself, contributes to the experiencing of more frequent positive emotions, increases the satisfaction of adolescents. They spend most of the time by the physical activity, increase their physical fitness, body and appearance, which is the important part of self-image for this group.

Křivohlavý (2004) identifies three theories how to understand the subjective well-being based on life goals, theory satisfying of life needs and the theory of biological foundations of well-being. Personal wellbeing is defined by the World Health Organization (WHO) as a characteristic of health with by differentiation physical, mental, social dimension and ability to live the economically productive life. We include between predictors and determinants of well-being: health state, objective indicators of activity, physical function, subjective assessment of overall health, socio-economic status, age, religious activities, ethnicity, retirement, widowhood, parenting, social support,

life events, orphan, personality characteristics and self-esteem (Kebza, 2005). The quality and quantity of their development is closely linked to the well-being (Šolcová a Kebza, 2004).

We often meet with differentiation of adolescence to early, middle and later in the literature. The different phases are interlinked and interrelated, but they are special in some way. During *the early phase* dominate pubescent, emotional and cognitive changes, adoption of new roles and adaptation to the new environment, associated with the transition from primary to secondary school. It is a period full of surprises. *Middle adolescence* is characterized by an effort to differentiate themselves from their surroundings (eg in clothing, music) and creating a specific lifestyle so called youth culture. It's that time of finding their own identity, uniqueness, authenticity, period of social moratorium; it means time for searching and experimenting in different areas. They change interpersonal relationships, especially mate (erotic relationships and friendships), changes occur in relation to authority. In *later adolescence* the individual is aware of the transition to adulthood, ending school and directing to employment. Important is the feeling to belong to participate something (social aspect of identity). Important are the expectations and goals for the future and identify new roles adulthood like independent living, parenting, etc. (Macek, 2003). Mentioned author in his publication presents several classical concepts of adolescence, which differ not only chronologically, but also different characteristics, properties and characteristics of adolescence, which are at the center of its attention: adolescence as a storm and conflict, the theory which represents the traditional view of this age period full of contradictions and turbulences and stresses the complexity and conflicting of this period, adolescence as a time to do developmental tasks adolescence as a process of learning and adopting new roles, adolescence as a conceptualization of own living space, adolescence creating of their own development..

Quality of life is understood differently in different parts of life. Studies on the quality of life in adolescents agree that the personal satisfaction of basic needs is dependent on macrosystem changes. Nevertheless, there are common factors that determine satisfaction with life and they are essential for a happy and fulfilling life. These include health, work, meeting the needs and so on. When comparing the sexes, the level of personal well-being differs only in relation to health and physical problems when girls feel worse than boys (Macek, 2003). The research on adolescents 14-16 years old focused on the areas: ownership affairs, health, and health status, life goals, relationships with family and friends, a feeling of security, activities outside the home and feelings of happiness. The results showed the importance of health and relationships with family and friends. The quality of life was influenced by activity outside the home and property affairs by lesser proportion (Liba, 2005).

Many international researches shows that in adolescence level of subjective well-being decreases, although there is still a positive orientation, but rather the quality of life in relation to health, understand as the overall physical, mental, spiritual and social status through which an individual achieves optimal quality of life (Křivohlavý, 2001). Quality of life (QOL) is defined by Hartl and Hartlova (2000) as an expression of the sense of life of happiness or by Sláma (2005) as subjective global assessment of his own life as multifaceted quality of life, which includes the area of physical, functional fitness, psycho-socio-emotional area, social, existential and spiritual area. Relationship the quality of life and health was identified by World Health Organization WHO in 1993 as the perception of each person's own life in the context of the culture and value systems with regard to their own life expectations, objectives, standards and concerns. This concept is influenced by the mental state of a person and by physical health, level of independence and its relationship to the environment, an essential feature of many other studies, for example according Groba (1998) and Džuka (1993) decrease was not presented (In Macek, 2003). According to Conger and Elder (1994, In Macek, 2003) the impact of changes in macro-system to the quality of life in adolescence is especially apparent when it hits their daily lives and meet basic personal needs. When comparing both genders, the level of personal well-being differs only in relation to health and physical problems when girls feel worse than boys (In Sykorová, 2008).

CONCLUSION

We would like to contribute to the issue of the impact of sports activity (its frequency, as well as subjective experiencing) on quality of life and extend the findings of a group of young adolescents from secondary schools in our work. Currently, the issue related to the quality of life of a person engaged in quite enough writers, but relatively very small amount of researches about QOL is solved during his teenage years. Published studies cannot be generalized to the whole population, because they are characterized by high limitations. For this reason it is necessary to point out the attention of experts on the issue of quality of life in this important developmental period of the individual and thus help to improve the conditions that would increase QOL. Quality of life is studied in a number of scientific disciplines, such as psychology, sociology, ecology, political science, economics and so on in recent years. In the field of psychology researchers dealt mainly with QOL during adulthood in the past and little forgetting the population of children, adolescents and seniors. Only in past few years, scientists became more interested in the problems of adolescence. For this reason, we decided to point out the attention of our research to the quality of life in adolescents. The period of adolescence is characterized by various developmental changes of physical, hormonal, emotional to the cognitive. It is a period of transition from childhood to adulthood, when the adolescent becomes sexually mature, decides your future career path, experiencing their first intimate relationships, distract from parents directed more to mates and at the end of this stage is becoming economically independent from their parents. But it is also the period when the young man begins to find his own identity. For all of those characteristics it is very interesting to see how adolescents themselves perceive their quality of life during this transitional period. The society itself should ensure such conditions that would contribute to improving the quality of life of adolescents. It is necessary to know how adolescents are experiencing these changes, how it affects their lives, which factors in their lives have the greatest impact on quality of life and what conditions lead to improve the quality of life.

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