SUMMARY

The primary aim of the present investigation was to study the relationship of Total Multidimensional Life Satisfaction in adolescents with Perceived Happiness, Perceived Health Status, Perceived Parental Bonding, Stress dimensions viz Stress Symptoms, Life Event Stress, Academic Stress and its dimensions, Coping Styles, Family Conflict and its dimensions and Academic Achievement. For this purpose, a sample of 400 students (200 males and 200 females) in the age range of 16 -18 years were taken. In addition, gender differences in Multidimensional Life Satisfaction and its correlates were also investigated. Male and female groups were compared on the measures of Total Multidimensional Life Satisfaction and its dimensions, Perceived Happiness, Perceived Health Status, Perceived Parental Bonding, Stress dimensions viz Stress Symptoms, Life Event Stress, Academic Stress and its dimensions, Coping Styles, Family Conflict and its dimensions and Academic Achievement.

To assess the Total Multidimensional Life Satisfaction of adolescents, Multidimensional Student Life Satisfaction Scale developed by Huebner (1994) was used. It measures six dimensions viz Family Satisfaction, Friends’ Satisfaction, Living Environment Satisfaction, School Satisfaction, Self Satisfaction and Overall Satisfaction.

Perceived Happiness was measured on 11 point self –rating scale and Perceived Health Status was also measured on 11 point self -rating scale.

Perceived Parental Bonding was measured using Perceived Parental Bonding Instrument developed by Parker et al.(1979). It has two dimensions which includes Perceived Parental Care and Perceived Parental Overprotection.

To measure Stress, the Stress Symptoms Rating Scale developed by Heilbrun and Pepe (1985) was used. In addition to this, Life Event Stress scale by Albuquerque et al. (1990) was used to measure Stress among adolescents. For measuring Academic Stress and its four dimensions viz Personal Inadequacy, Fear of Failure, Interpersonal Difficulties and
Inadequate Study Facilities, Academic Stress Questionnaire (Rajendran and Kaliappan, 1990) was used.

The **Coping Styles** Inventory by Carver et al. (1989) was used to measure three types of Coping viz Task Focused Coping, Emotions Focused Coping and Avoidance Coping.

To measure **Family Conflict**, Family Conflicts Scale (Lee et al. 2000) was used. It measures six dimensions viz Family Conflict Likelihood, Family Conflict Seriousness, Mother Conflict Likelihood, Mother Conflict Seriousness, Father Conflict Likelihood and Father Conflict Seriousness. **Academic Achievement** was assessed by taking average scores of the last two years final examination scores.

The sample comprised of 400 adolescents (200 males and 200 females) in the age range 16-18 years selected randomly from various schools of tricity. All the subjects were explained about the nature and aim of the investigation and informed consent was obtained before they were enlisted as subjects.

The raw scores consisted of scores on all the above mentioned variables viz Total **Multidimensional Life Satisfaction and its dimensions**, **Perceived Happiness**, **Perceived Health Status**, **Perceived Parental Bonding**, Stress dimensions viz **Stress Symptoms**, **Life Event Stress**, **Academic Stress and its dimensions**, **Coping Styles**, **Family Conflict and its dimensions** and **Academic Achievement**.

The raw scores were analyzed using appropriate statistical techniques viz Means, Standard deviations, t-ratios, Correlational analysis and Regression analysis.

**t-ratios**

A comparison of the mean scores and t- ratios of male and female adolescents revealed that significant differences emerged on the following variables viz **Perceived Happiness**, **Perceived Health Status**, **Task Focused Coping**, **Avoidance Coping**, **Friends’ Satisfaction** and **School Satisfaction**.
CORRELATIONAL ANALYSIS

Correlational analysis was done to study the relationship of Total Multidimensional Life Satisfaction and its dimensions viz Family Satisfaction, Friends’ Satisfaction, Living Environment Satisfaction, School Satisfaction and Self Satisfaction with Perceived Happiness, Perceived Health Status, Perceived Parental Bonding, Task Focused Coping, Emotion Focused Coping, Avoidance Coping, Stress Symptoms, Life Event Stress, Total Academic stress and its components viz Personal Inadequacy, Fear of Failure, Interpersonal Difficulties and Inadequate Study Facilities; Family conflict and its dimensions viz Family Conflict Likelihood, Family Conflict Seriousness, Mother Conflict Likelihood, Mother Conflict Seriousness, Father Conflict Likelihood and Father Conflict Seriousness and Academic Achievement. Many significant correlations have been found between Total Multidimensional Life Satisfaction and the psychosocial variables studied.

In the total sample adolescents, Total Multidimensional Life Satisfaction was positively and significantly related with Perceived Happiness, Perceived Parental Care, Task Focused Coping, Family Satisfaction, Friends’ Satisfaction, School Satisfaction, Living Environment Satisfaction and Self Satisfaction. It was negatively and significantly related with Perceived Parental Overprotection, Stress Symptoms, Family Conflict Likelihood and Mother Conflict Seriousness.

In the male adolescents, Total Multidimensional Life Satisfaction was positively and significantly related with Perceived Happiness, Perceived Parental Care, Task Focused Coping, Family Satisfaction, Friends’ Satisfaction, School Satisfaction, Living Environment Satisfaction and Self Satisfaction. It was negatively and significantly related with Perceived Parental Overprotection and Stress Symptoms.

Among female adolescents, Total Multidimensional Life Satisfaction was positively and significantly related with Perceived Happiness, Perceived Parental Care, Task Focused Coping, Family Satisfaction, Friends’ Satisfaction, School Satisfaction, Living Environment Satisfaction and Self Satisfaction. It was negatively and significantly related with Perceived
Parental Overprotection, Stress Symptoms, Family Conflict Likelihood, Family Conflict Seriousness, Mother Conflict Likelihood and Mother Conflict Seriousness.

Regression Analysis

One of the objectives of the present study was to derive regression equations to delineate the significant predictors for the criterion variables of Total Multidimensional Life Satisfaction, Academic Stress, Stress Symptoms, Perceived Happiness and Academic Achievement. This was done for the total sample, male and female adolescents.

Total Multidimensional Life Satisfaction and its Predictors

With Total Multidimensional Life Satisfaction as the criterion variable, regression equations were run for the total sample, male and female adolescents.

In the total sample adolescents, the predictors that emerged significant, in descending order of contribution were Perceived Parental Care, Stress Symptoms, Task Focused Coping and Perceived Happiness.

Among male adolescents, the predictors that emerged significant in descending order of contribution were Perceived Parental Care, Perceived Happiness, Task Focused Coping, Academic Achievement and Parental Overprotection.

Among female adolescents, the predictors that emerged significant in descending order of contribution were Perceived Parental Care, Perceived Health Status and Task Focused Coping.

Total Academic Stress and its Predictors

With Academic Stress as the criterion variable, regression equations were run for the total sample of adolescents, male and female adolescents.

In the total sample, the predictors that emerged significant, in descending order of contribution were Family Conflict Likelihood, Stress Symptoms, Avoidance Focused Coping, Mother Conflict Seriousness, Family Satisfaction, Friends’ Satisfaction and Mother – Conflict Likelihood.
Among male adolescents, the predictors that emerged significant in descending order of contribution were Family Conflict Likelihood, Stress Symptoms, Father Conflict Seriousness, Mother Conflict Likelihood, Avoidance Focused Coping, Family Satisfaction, Friends Satisfaction, Perceived Parental Care.

Among female adolescents, the predictors that emerged significant in descending order of contribution were Perceived Parental Care, Perceived Health Status, Task Focused Coping.