Chapter-2

Review of Literature
According to Diener (1999), Subjective well-being is composed of life satisfaction, the presence of positive affect, and the absence of negative affect. Thus, a person is described as enjoying a high level of SWB if he/she is satisfied with life, frequently experiences positive emotions and seldom feels negative emotions. It is an important aspect of one’s psychological disposition and a mental state that helps a person to maintain equilibrium, anchored in hope and optimism, even during the adversities of life.

A study by Khan (2012) found that Gender, socio-economic status, marital status and religious beliefs of the students were significantly influencing the outcome variables. Significant positive relationship was found between positive psychological strengths and subjective well-being, mentoring from teachers and educational encouragement from parents, siblings and friends. Regression analysis revealed that mentoring on the part of the teachers significantly predicted positive psychological strengths and subjective well-being. Educational encouragement from the parents, siblings and friends, significantly predicted the positive psychological strengths and subjective well-being. Role of mentoring and educational encouragement from parents, siblings and teachers was found to be imperative in developing
positive psychological strengths and subjective well-being in contemporary adolescents, as well as preparing skills to face challenges of life in a complex world.

**Subjective Well-Being and Gender**

In Western societies, studies conducted on subjective well-being show that the impact of gender on subjective well-being was found to be not significant. According to Fujita (1991) we need more valid information about effect of gender on subjective well-being. There is no gender difference on adolescents’ subjective well-being. (Ali Eryilmaz, 2010). Contrary to these findings a study by Hasida Ben-Zur, (2003) revealed that gender was a contributing to SWB.

Pareek and Madhu (2012) found that relationship between altruism and subjective well-being is remarkable which is noteworthy in females as compared to males. Bhupinder and Rakhi Udainiya (2009) found that gender had no significant effect on the measure of well-being.

A study by Sood and Gupta (2012) showed that gender has no influence on subject well-being. But the study has revealed age effects on well-being. Katja et al (2009) indicated that school satisfaction, body satisfaction, and self-rated good health explained 50% of the variance in global satisfaction.
among female respondents. For males, most significant predictors for global satisfaction included, in addition to those observed among girls, low-intensity drinking which explained 31% of the variance. The most significant associations for global ill-being for females were school dissatisfaction, high-intensity drinking, and self-rated moderate health, explaining 34% of the variance. In global ill-being, the variables of body dissatisfaction and regular drinking explained only 14% of the variance for boys. The results support the need to enhance adolescent positive attitudes toward life and school, self-perception, and adolescent coping with negative emotions.

**Subjective well-being and Age**

Adolescents whose ages are 15 were found to have higher subjective well-being than adolescents whose were of 17, and this differences is statistically significant (Ali Eryilmaz, 2010). In their study, 12-15 year olds scored higher on subject well-being than age 16-19 year olds.

**Subjective well-being and Education**

The studies which investigate the relationship between subjective well-being and education demonstrate that the impact of education on subjective well-being is weak. The effect of education can be meaningful when we compare poor countries with comparatively rich countries. Because of the fact that education supplies people extra leisure activities, and also social statues,
people who live in a rich country are much happier than people who live in poor countries Veenhoven (1994) Which in Turkey, it seems that there are hardly any studies which investigate adolescents’ subjective well-being (Koker, 1991; Nalbant, 1993). Subjective well-being supplies for adolescents with greater adaptation to life. In another words, it prevents from psychopathology in adults and adolescents. Therefore, it is important to find what factors are related with adolescents’ subjective well-being.

**Subjective Well-Being and Income**

The relationship between income and subjective well-being is very interesting. Even for very wealthy individuals in Western societies, income is not the cause of subjective well-being. The same effect can be seen on subjective well-being with respect to income. The effect of income can be meaningful when we compare poor countries with comparatively rich countries. Because of the fact that income supplies people to meet their basic needs, people who live in a poor country are much happier than people who live in a rich countries. More interesting finding is that the growth-rate of countries in the period of high income levels, subjective well-being of individuals increases in parallel with increasing income. But this effect does not show continuity. Because of the fact that people can have greater adaptation to all conditions, the situation cannot be seen as a new stimulant Diener, Suh, Lucas & Smith (1999). There are lower significant relationships
between SES and adolescents’ subjective well-being. There is a negative lower significant relationship between SES and negative affect. In addition to this, there are positive lower significant relationship between SES and life satisfaction and total point of adolescents’ subjective well-being. (Ali Eryilmaz, 2010).

Diener et al (2010) found that income influences life satisfaction, but less so affect. Positive feelings such as enjoying life were more strongly predicted by “psychosocial wealth,” factors such as social support and learning new things. Linssen et al (2011) had tested the impact of income levels and amount of money spent on expensive services and goods on subjective well-being. The results of the multi-level regression analyses show that individuals who spent more on conspicuous consumption report lower levels of subjective well-being. Surprisingly an individual’s relative income position does not affect feelings of well-being. Motivated by positional concerns, people do not passively accept their relative rank but instead consume conspicuous goods to keep up with the Joneses. Conspicuous consumption always comes at the account of the consumption of basic needs.

Contrary to above mentioned findings, study by Ravallion and Lokshin (2005) found that subjective well-being falls with average neighborhood income, but only among upper income households. Low relative
income/consumption does not appear to affect subjective well-being among low-income samples in South Africa (Kingdon & Knight, 2006), rural Ethiopia (Akay & Martinsson, 2008) and Venezuela (Kuegler, 2009), whereas studies by Guillén-Royo (2008) in Peru, and Knight et al (2009) in rural China show that an unfavorable relative economic position negatively affects well-being, even among the poor.

Ryan, Howell, and Colleen (2008) found that the average economic status-SWB effect size was strongest among low-income developing economies (r = .28) and for samples that were least educated (r = .36). The relation was weakest among high-income developing economies (r = .10) and for highly educated samples (r = .13). Controlling for numerous covariates, the partial r effect size remained significant for the least-educated samples (pr = .18). Moderator analyses showed the economic status-SWB relation to be strongest when (a) economic status was defined as wealth (a stock variable), instead of as income (a flow variable), and (b) SWB was measured as life satisfaction (a cognitive assessment), instead of as happiness (an emotional assessment).

Biswas-Diener, Vitterso, and Diener (2010) results found that although Danes are higher in life satisfaction, Americans are higher in positive and negative affect—they are more “emotional.” The Danes outscored Americans in enjoying life, and on Cantril’s Ladder of life
evaluation. It appears that while rich Americans and Danes are equally happy, poor Danes are happier than their American counterparts, and this is part of the explanation for the high scores of Denmark on subjective well-being.

Diener et al (2010) revealed that South Koreans report low levels of SWB, especially when considered against the backdrop of the economic successes of the nation. For example, levels of anger and depression are high. The suicide rate is now the highest among OECD (Organization for Economic Co-operation and Development) countries. The nation is a case study for the fact that rapid economic development and success do not guarantee high SWB. Several possible causes of low SWB are considered. For example, one “culprit” may be social relationships. A significant number of Koreans feel they have no one to count on, almost half do not feel respected, and levels of corruptions are high for an economically developed country. A number of possible society-wide interventions to raise SWB are described in the study.

Morrison, Tay & Diener (2010) identified that national satisfaction predicted life satisfaction. More interestingly, these relations were stronger for the poor and those living in poor nations, for those low in residential mobility, and for those in non-Western nations. The reverse pattern was found for satisfaction with job, standard of living, and health. People in
wealthier and Western nations more heavily weight these personal circumstances in evaluating their life satisfaction. For those living in bad circumstances and for those more tightly tied to their group, how the nation seems to be faring has a greater impact on how the individual thinks she or he is personally faring.

Subjective Well-Being and Religion

Ahmed and Abdel-Khalek (2012) investigated that religion is an important element and a positive aspect in the lives of the Kuwaiti samples in the study during adolescence, early and middle adulthood. Diener & Tay (2010) found that societies with difficult life circumstances are more religious, and in those nations religious people have higher SWB. However, in the least religious nations, which are usually more economically prosperous, both religious and nonreligious people have high SWB, and religious people are, if anything, slightly lower in SWB. In the USA, which is a moderately religious nation, religious people have worse life circumstances on average, but higher SWB. This occurred in both the most and least religious states, but even the least religious states in the USA are quite religious compared to the least religious nations of the world.
Subjective Well-Bing and Altruism

Pareek and Jain (2012) had done a study to explore the effect on subjective well-being of adolescents in the light of their measures of altruism and forgiveness. Moreover, attempt is also made to see the effect in context of gender differences. By the findings, it can be said that female adolescents are high on subjective well-being, with a high life satisfaction and have altruistic behavior to enhance it very much. The altruism enhances their subjective well-being in a very effective way. Thus the result which came out in this combined analysis can be attributed to reflect the strength of the relationship in females between altruism and subjective well-being.

Kurt and Moely (1976) found that females obtained higher altruistic scores than males. The study have also found that females in general were more altruistic than males but this difference occurred only under certain pre-training and partner-sex conditions. Males were generally less responsive than females showing consistently rivalry behavior across all conditions.

Subjective Well-Being and Family structure

A study by Dinisman et al (2012) showed that Adolescents living with two parents reported better SWB in all life domains than those in the other two groups. Differences between adolescents living with one parent and
adolescents living in care were mostly found in relation to interpersonal relationships and health. Furthermore, it was found that adolescents living in care have the least stable lives, followed by adolescents living with one parent, while adolescents living with two parents lead much more stable lives. These findings highlight the need to address the SWB of vulnerable children, particularly those living in care. Results are discussed in view of the value of stability to children's lives.

Family type had no significant effect on the measure of well-being (Bhupinder & Raki Udainiya, 2009). Hasnain and Khan (2004) results indicated that both orphan male and females had significantly poorer psychological well-being than their counterparts. The results were discussed in terms of the importance of emotional warmth and psychological care given by parents in the development of psychological feelings of well-being in children.

Becchetti and Pisani (2013) investigated the determinants of life satisfaction of the young—by means of an econometric analysis which focused specifically on the relationship between household wealth and life satisfaction of secondary school students living in three Italian cities: Rome, Milan and Genoa. The study found that family home ownership, mortgages and (class) relative wealth significantly affect the life satisfaction of students.
Other significant controls are geographical residence (those living in Milan are significantly less satisfied with life), the mother’s occupation, and trust in family and friendships. The characteristics of household wealth variables make it hard to conceive any inverse causality (and endogeneity highly unlikely), thus suggesting a direct causality nexus for these factors. The study had explained why this research provides important insights that should be taken into account when developing policies to promote the subjective well-being of the young.

Morgan, Melissa, Vera, Elizabeth, Gonzales and Rufus (2011) examined the relationship between subjective well-being criteria (negative affect, positive affect, and subjective well-being) and individual, family, friends, school, and neighborhood predictor variables in 159 ethnically diverse, urban adolescents. Results indicated that negative affect was significantly predicted by family variables, positive affect was significantly predicted by individual, school, and friend variables, and satisfaction with life was significantly predicted by individual and family variables.

A study by Turkisher (1994) indicated that late adolescent girls who reported secure attachment also tended to report high levels of self-esteem and subjective well-being. Further, these relationships, although significant
among men, were stronger for late adolescent women in this study. Implications for school psychologists were addressed as well in this study.

**Subjective Well-Being and Other Psychological Correlates**

Riddle, Romans and John (2012) studied the effects of enculturation, self-esteem, subjective well-being, and social support on resilience among urban American Indian (AI) adolescents from a South Central region of the United States. Of the 196 participants, 114 (58.2%) were female and 82 (41.8%) were male (ages 14-18 years). Thirty-three percent of the variance in resilience was accounted for by enculturation, self-esteem, and social support, while 34% of the variance in resilience was contributed by enculturation, subjective well-being, and social support. However, social support from friends remained the strongest predictor.

Avci (2012) found a positive significant relationship between subjective well-being and self-esteem levels of college nursing students. Furthermore, a significant relation was also observed between the subjective well-being and self-esteem levels of students by their perceived income levels and relations. While a significant difference was observed between the subjective well-being and self-esteem scores by gender, no difference was found to exist between subjective well-being scores.
Lisa and Paula (2007) explored the levels and meanings of wellbeing among 91 young people (aged 16-24) from a rural center in south-east Australia. Key components of wellbeing for young people were found to include relationships, psychological dimensions and personal issues while family and "pressure" impacted wellbeing. For most young people, wellbeing was multidimensional, holistic and centered around their own lives.

In a study by Yoon, Eunju, Lee, and Richard (2010), Subjective well-being theories of goal approach and value-as-a-moderator were applied to examine the role of importance of social connectedness on the relationship between social connectedness and subjective well-being in a community sample of 204 Korean immigrants. It was hypothesized that social connectedness in ethnic and mainstream society is a stronger predictor of well-being to immigrants who highly value/desire it than to those who do not. The results from hierarchical multiple regression analyses provided partial support for the hypotheses. For immigrants who highly valued connectedness in the ethnic community, positive affect increased with greater connectedness in the ethnic community, whereas, for immigrants who did not value it, connectedness in the ethnic community was not associated with positive affect.

Biswas-Diener, and Diener (2006) found mean rating of life satisfaction was slightly negative for both American samples but positive for the pavement
dwellers in Calcutta. Satisfaction with self-related domains was positive, whereas satisfaction with material related domains was generally negative. Satisfaction with social domains appears to be the area of largest variation among the groups. The study had emphasized importance of social factors and basic material needs as they relate to overall subjective well-being of the homeless.

**Subjective Well-Being and Health**

Diener & Chan (2010) Reviews seven types of data that suggest that high SWB contributes to health and longevity. From longitudinal prospective studies to experimental mood inductions where physiological outcomes are assessed, the data are clear and convincing that types of SWB such as high positive affect and low negative affect are beneficial to health and longevity. Studies on animals and intervention studies confirm the conclusion that SWB can causally influence health and longevity. The data are compelling, but not “beyond a reasonable doubt.”

A positive relationship was expected due to both a shared environment and the possibility of the genetic transmission of subjective well-being ‘set-points’. In a study by Cummins (2008), a positive significant relationship was found for the summated scale of satisfaction domains forming the Personal Well-being Index and for the specific domains of health and security for the
future. However, no relationship was found for the other five domains that make up this Index or for satisfaction with life as a whole. These results have provided some evidence for the expected influence of a shared environment; but have failed to provide evidence for high heritability of set-points for subjective well-being.

Diener (1984) and Lyubomirsky et al (2005) concluded that individuals having a higher subjective well-being are more social and creative, have a better immune system, live longer, earn more money, are better citizens, are more productive in business life, have a higher marriage satisfaction and cope with stress better. According to studies done in mental health field, 450 million people worldwide have a mental or behavioral disorders. Besides these, one out of every four people experiences a mental or behavioral problem at least once in a lifetime (WHO, 2001). Mental disorders both bring psychological, social and economic burden to society and also increase risk of physical diseases. People’s adaptation to life impairs consequently (Gultekin et al., 2010). Thus, people continue their lives unhappily. At this point, it is important to find one’s inner and outer sources, which lead mental health of adolescents to positive side.

Young people's health and wellbeing is generally different to older people's with different health behaviors and causes of death. Health statistics in
Australia identify higher rates of car accidents and use of illicit substances among young people. Injury and poisonings have been the main causes of death in recent years (AIHW, 2003). While young people have lower rates of chronic disease and medical conditions than older Australians (AIHW, 2003), rates of mental illness and suicide (especially for young men) tend to be higher (Glover et al., 1998; Mitchell, 2000; Bourke, 2003). Therefore, health status among young Australians has been related to social behaviors, mental health status and wellbeing (Glover et al., 1998; AIHW, 2003).

Blending health, youth and psychological perspectives would provide a more comprehensive measure of young people’s SWB. A study by Lisa Bourke and Paula Geldens (2007) identified adolescents who experience frequent positive emotions would be more likely to experience success in school given that they are emotionally prepared to explore, solve problems, and succeed at new learning tasks (Reschly et al., 2008).

**SWB and Personality**

Forgiveness of self and forgiveness of situation play a good role in elevating subjective well-being of adolescents. Positive result was found between subjective well-being and predictor altruism which simply means that if it is present in an individual, he or she would definitely have a high subjective well-being.
Subjective Well-Being and Basic Needs

Diener and Tay (2010) found that across the world the fulfillment of universal needs predicts SWB. For example, across cultural regions, life satisfaction was predicted by basic physical needs, positive feelings by respect and mastery needs, and negative feelings by both lack of basic needs and lack of autonomy. The effects of needs were relatively independent of one another, so that psychosocial needs contribute to subjective well-being even if basic needs were unmet. The poorest people in the world were unlikely to have their needs met, but were able to enjoy life as much as rich people in those rare circumstances when their basic and psychosocial needs were met. However, even when their needs were met the “happy peasants” reported lower life satisfaction, which appears to be influenced by acquired desires that are not based on universal needs. Societies strongly influenced whether basic needs were met, but psychosocial need fulfillment was due more to individual differences. Finally, the ownership of modern conveniences seemed to raise life satisfaction but not enjoyment of life.

Subjective Well-Being and Social Relationships

Diener & Tay (2010) found that societies that are strong in social relationships have higher SWB. The effects were not just due to the fact that more individuals in such nations have strong relationships and therefore
higher SWB. In addition to this, people with strong relationships were even happier in nations where such relationships are prevalent, and people with weak social support were better off in societies with strong social support compared to their counterparts in nations with weak social support. Furthermore, helping others was about as important as receiving social support, and society-wide helping was beneficial to the subjective well-being even of non helpers.

**Subjective wellbeing and psychosocial factors**

In investigations of well-being, social support, and self-esteem in adolescents, it has been recommended that a broad range of contextual influences be taken into account (Baumeister, Campbell, Krueger, & Vohs, 2003; Garfenski, 2000; Garfenski & Diekstra, 1996; Hare, 1979). Specifically with regard to adolescents, peer, family, and school, contexts have been found to have differential relationships with adolescents’ view of the self and perceptions of support (Caldwell, Silverman, Lefforge, & Silver, 2004). For example, feeling good about oneself in the context of school (i.e., school self-esteem) has been found to be related to overall self-esteem, but this relationship is moderated by race; while feeling good about oneself in one’s family (i.e., family self-esteem) has been found to be more predictive of general self-esteem than school self-esteem regardless of race (Hare, 1979). Thus, in
investigating ethnically and racially diverse groups of adolescents, it may be beneficial to consider feelings of self-esteem in area-specific contexts.

Hasida Ben-Zur, (2003) found perceived mastery and dispositional optimism are related to the happiness and well-being of adolescents. María Teresa Muñoz Sastre and Gaëlle Ferrière (2000) uncovered an important relationship between “placement in a children’s home, a feeling of personal growth, and life satisfaction. This relationship seemed to be independent from the relationship that links placement in a children’s home, satisfaction with family life, and life satisfaction. Although it may be difficult to repair family life, there is a possibility to work to improve the subjective well-being of adolescents placed in children’s homes. To the extent that these adolescents could develop a greater feeling of personal growth, their subjective well-being could also be increased.

The relationship between adolescents’ subjective well-being and their parents’ socioeconomic status are low and positive. (Ali Eryilmaz, 2010). Hasida Ben-Zur, (2003) stated that adolescents reporting warm relationships and open communication with their parents show higher levels of both internal resources and well-being. Parental and family influences on adolescents’ characteristics can be genetic or environmental in origin, and
both were found to contribute to stability and change in the developmental patterns of adolescent adjustment (Neiderhiser et al., 1996).

Parents as socialization agents teach their children through discipline and instructions (Perry and Bussy, 1984), and children also learn through vicarious social learning, explained according to identification, modeling, and other learning processes (e.g., Bandura, 1992; Coleman, 1992), that can lead to similar parent–adolescent characteristics and behaviors. Furthermore, family process theory (Larson and Richards, 1994) suggests that the joint family environment leads to shared forms of cognition, values, attitudes, and emotions on the part of adolescents and their parents. Several studies have investigated the similarity between parents’ and children’s affective responses. Moderate agreement was reported between 161 mothers’ and daughters’ ratings of family cohesion and family conflict (Paikoff et al., 1993).

Regard for parents has been positively related to psychosocial competence, as indicated by measurements of self-esteem and susceptibility to antisocial peer pressure (Sim, 2000). In sum, warm and close relationships with parents may affect the development of internal resources and contribute to the SWB of adolescents. Family relationships and their changes have been found to have a significant role in adolescent development and health. Changes in family
structure are common place in Finland: each year, about 32,000 children and adolescents experience family breakup either because of parental separation or death.