

Subjective wellbeing during adolescence: a literature review on key factors relating to adolescent's subjective wellbeing and education outcomes

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Abstract. Adolescence is a critical period of development, in which teenagers are continuously changing mentally, physically, and psychologically. They are learning more about the world and trying to strive for both parental independence and inclusion in social groups. The present paper covers recent literature on subjective wellbeing (SWB) among adolescents, aimed at measuring their emotional and retrospective cognitive evaluations of their own lives and identifying key factors that relate to SWB. Evidence shows the importance of the social dimension of life in shaping adolescent SWB. Parenting support, school contexts and school connectedness are among the most significant predictors of academic achievement and SWB.

Keywords. subjective wellbeing, adolescence, education, school connectedness, school environment

1. Introduction

This article draws together some findings from an initial literature review of the main factors related to adolescent subjective well-being and psychological well-being in high and low middle income countries. Within the last 15 years, developments in disciplines such as positive psychology, educational psychology have provided much evidence about the dynamics of adolescence in relation to young people's emotional capacities and responses to their environment. In low and middle income countries adolescents can face challenging contexts with structural constraints that influence their life experiences. Even though external factors may predict vulnerabilities, such as unequal distribution of income, especially in middle-low income countries, literature has given much attention to the measurement of subjective well-being, a particular dimension of psychological wellbeing. This article presents findings from a literature review on some main factors affecting subjective wellbeing in adolescents and its implication in relation to school environment and education attainments. The literature review suggests that the internal resources and social support that teenagers may feel from their family, schoolmates, friends, and teachers are very important for their psychological well-being. In turn this quality impacts on other dimensions of life, such as education attainment and self- development.

2. Methodology

The literature review was based on peer review articles selected from academic journals and grey literature. The SBA, electronic library system of the University of Florence (Italy) was the search engine used, accessing different journals and databases online¹. The search covered a broader scope using the search term “adolescent well-being”. After a random sampling, and setting the criteria of inclusion, a total number of 67 final sample of articles related to factors affecting adolescent wellbeing were obtained. Of these 67, 25 articles were related to subjective well-being and/or psychological well-being domains; and 13 articles related to education/school. From these studies emerged a strong relationship between subjective wellbeing, school environments and education attainments.

3. Defining Adolescence and Subjective well-being

In Psychology, adolescence is defined as a critical period of development, in which teenagers are continuously changing mentally, physically, and psychologically. They are learning more about the world and trying to strive for both parental independence and inclusion in social groups. On the one hand, adolescents want to be perceived as adults with capable decision-making skills, but on the other, they also want to remain members of a large peer group (Cripps et al., 2009).

Subjective Well-Being (SWB) is defined as “a person’s cognitive and affective evaluations of his or her life” (Diener et al., 2002, p. 63). Positive psychologists have defined happiness as a combination of life satisfaction and the relative frequency of positive and negative affect. SWB therefore encompasses emotions as well as evaluations of one’s satisfaction with general and specific areas of one’s life. Concepts encompassed by SWB include positive and negative affect, happiness, and life satisfaction.

4. Measuring Subjective wellbeing: cognitive evaluation versus emotional evaluation

This section wants to explain which are the advantages and the limitations related to its measurement. Given the subjective nature of happiness and well-being, researchers and psychologists do not agree in measurement methodology, and different scales are used in the literature, leading to some measurement constraints and confusion. As such, it is quite difficult to speak of drivers or determinants of subjective well-being for adolescents.

Subjective well-being has been studied intensively by Ed Diener², within the positive psychology³ discipline. As Diener defines it, subjective well-being refers to how people

¹ Databases used were Springer, PsychoInfo, ERIC, Jstore, PubMed, Wiley Online, Science Direct, ProQuest, Cengage Learning, Scopus

² Ed Diener is one of the lead researchers in the field of subjective well-being and is also senior scientist with the Gallup World Poll Organization.

³ Positive psychology was founded by Seligman and Csikszentmihalyi (2000) who identified that psychology is not just the study of pathology, weakness, and damage; but it is also the study of strength and virtue.

experience and evaluate the quality of their lives and includes both emotional reactions and cognitive judgments. The cognitive element refers to what one thinks about his or her life satisfaction (LS) in global terms, based on a retrospective evaluation of life (life as a whole) and in domain terms (in specific areas of life such as work, relationships, health etc.). When psychologists measure SWB, they are measuring how people think and feel about their lives. The three components of SWB are life satisfaction (LS), positive affect (PA) and negative affect (NA), and are independent factors that should be measured and studied separately. Thus, the presence of positive affect does not mean the absence of negative affect and vice versa. In order to identify any correlates or predictors of SWB, it is worth noting the instruments used in measuring the components of SWB. Measures of subjective well-being are capable of capturing valid and meaningful information. However, like all self-reported measures, survey-based measures of subjective well-being are sensitive to the measurement methodology.⁴ Life satisfaction can be measured in different ways: using a questionnaire such as the five (5) item satisfaction with life questionnaire; affectivity can be measured by for example, the PANAS, positive affect negative affect schedule (Long et al., 2012). Both of the previous measures are examples of self-reported measures. Other methods of assessment include the Experience Sampling Method (ESM), for example informant reports from family and friends and memory recall of positive versus negative life events.

Peer reviewed articles on adolescent subjective well-being mostly centre on measurement analysis. If, for the cognitive part of life satisfaction, there is an agreement on methodology of measurement, debates are still underway in the affectivity dimension of the life satisfaction (NA – negative affect and PA positive affect on different domains). This tension occurs because while positive and negative emotions can be bound to situations (linked to a certain period of life), the overall cognitive appraisal of one's life and reactions to events over time is largely stable. It is for this reason that self-reported life satisfaction is considered the most stable indicator of SWB, as it is a retrospectively evaluation of life as a whole. Subjective well-being is usually observed through questions about individual's "happiness" or "life satisfaction". Examples of such questions are: "Taking all things together, how happy would you say you are?" or "All things considered, how satisfied are you with your life as a whole these days?". Happiness is seen as "a more emotional, situational and mood-related aspect of subjective well-being, which is more volatile and subject to short-term fluctuations" (Brockmann et al., 2009, p. 395). Life satisfaction, on the contrary, refers to a more cognitive and less transitory evaluation of well-being (Diener et al., 2002).

The literature review mainly identified studies on subjective well-being and adolescents focused in rich countries. Economic growth, after a certain level, does not make people happier (as Easterlin paradox suggests) guiding the idea that the happiness and well-being of individuals should shape government policy; today such thinking has growing policy relevance as governments around the world survey their populations in an effort to design social policies that promote wellbeing beyond economic welfare. For example, consider the Stiglitz or Sarkozy commission, appointed by former president of France in 2008.

⁴ For Further information on subjective wellbeing measurement also refer to: OECD (2013), *OECD Guidelines on Measuring Subjective Well-being*, OECD Publishing.

Diener & Tay (2015) have recently presented data on subjective well-being using the Gallup World Poll. Results suggests that there are large differences in SWB between nation states and these differences are predicted not only by economic development, but also by environmental health, equality and freedom in nations. There are also large disparities within many countries.

Happiness (subjective well-being) is important for policy makers and can be useful through an understanding of its determinants. Subjective wellbeing could provide a useful measurement of quality of life to inform policy. Such information reflects not only economic development but also other protective aspects and domains of life, such as social relationships, engagement with the natural environment, health, broader societal cohesion and well-being, beyond economic aspects. For example, certain policies that affect employment and inflation can be evaluated with respects to how they change happiness level: linking the particular institutional or structural conditions that impact on happiness.

5. Factors associated to subjective wellbeing in relation to adolescents

Identifying protective and risk factors associated with adolescent subjective well-being is important in order to understand what influences a young person's life. It can help us understand their development and which are the dimensions of life that matters most to good outcomes and best to support safe transitions to healthy and capable adults. Identity development is crucial for adolescent wellbeing and is a path starting from early childhood to adulthood, being crucial in adolescent transition. The process of identity formation during the transition from adolescence to adulthood and the determinants of a positive or negative process is a central issue in the contemporary social sciences. The factors impacting on adolescent formation are not exclusively psychological or structural, but refer to a sphere of relationships in which adolescents act as active agents in their own development. From the preliminary literature scan some main factors were to be associated with subjective well-being in different life domains, both in high and lower - middle income country contexts:

- Personality and internal resources;
- Family relationship and parental support;
- social support (including parenting, peers and other adults);
- School connectedness (sense of feeling connected to school environment and people);
- Personality and Internal resources

Given the measurements constraints, especially for the PA and NA aspects, rather than life satisfaction (LS), there is not yet a clear understanding of how SWB is influenced both by life conditions and personality traits within individuals' personal development. However, some studies have attempted to analyse predictors and factors influencing adolescent SWB and psychological wellbeing.

Personality is considered one of the major determinants of subjective wellbeing for positive psychologists (see e.g., Diener, 2009). For adolescents personality, together with resilience can be identified as a determinant of wellbeing, remembering that adolescents are still in a phase of identity development and the personality formation is not total-

ly yet defined. Personality is a broad concept influenced by genetics, environment and learning attitudes. Garcia (2011) studied personality among a sample of high school students in Sweden. The results showed that traits of Neuroticism, Extraversion, Conscientiousness, and Persistence were strongly associated with psychological wellbeing, subjective wellbeing and life satisfaction. Bradshaw et al. (2011), in a study examining subjective wellbeing across countries and within the UK, comparing results at macro and micro levels suggest that personality is one of the strongest and most consistent predictors of subjective wellbeing. They unpack the difference between a bottom up approach and the top down approach concerning the predictors of subjective wellbeing. In the bottom up approach subjective wellbeing is influenced by individuals' demographic characteristics and other objective life conditions. The top down approach states, on the contrary, that only a small proportion of objective circumstances explain a small proportion of the variance in subjective wellbeing.

Ben-Zur (2003) studied the link between subjective wellbeing, adolescent's internal resources and parental factors in two samples of adolescents in Israel. The research was measured using the affectivity dimension, using NA and PA associated to optimism and mastery. Results showed that demographic variables did not relate to PA and NA except for gender, with female adolescents showing higher levels of NA than males. Adolescent subjective wellbeing (optimism) was related to positive relationships with parents. Warm and close relationships with parents can affect the development on internal resources (dispositional optimism) and contribute to adolescent subjective well-being (correlations were found between parents' and children's' emotional responses).

As part of the of the personality traits, a particular aspect studied in literature is the concept of resilience. Resilience is defined as the capacity of the individual to endure and develop in contexts of adverse experiences and conditions (Camfield et al., 2012). Implicit within this notion are two critical conditions: (1) exposure to significant threat or severe adversity; and (2) the achievement of positive adaptation despite major assaults on the developmental process (Luthar et al., 2007). Resilience has become a popular construct associated as a protective factor in the achievement of different outcomes for adolescents. However, there is no common understanding of resilience across disciplines and topic areas (Luthar et al. 2007; Camfield, 2012). The concept of resilience does not identify the many pathways to adolescent wellbeing in different contexts. Adolescents in different contexts could experience different challenges to adaptation and self-development. For example, while many European and American studies attribute resilience to individual competencies, like self-confidence, self-esteem, in developing country contexts social competency may be considered more important. An example is given by Camfield (2012) analysis of resilience and wellbeing among a sample of adolescents aged 11-12 and 13-15 living in urban Ethiopia. The author highlights the importance of social competency, giving the concept of resilience a relational dimension. A key competency shown by teenagers in this setting was the ability to relate well to others. The sample of adolescents object of the study showed the complex role of social connections in resilience outcomes. Quantitative analysis showed a consistent difference among boys and girls in their number of friends; qualitative analysis showed instead many commonalities among boys and girls: adolescents felt obliged to support their caregivers (e.g. making housework or getting a job lowering school outcomes), showing valued social competencies (obedience,

generosity, supportiveness) and receiving at the same time support from older siblings, from neighbourhoods, local networks.

The development of ethnic identity is also a significant developmental task for adolescents, in relation to personal behaviour, psychological wellbeing, academic outcomes and the relationship with discrimination. Ethnic and racial identity can be conceptualized as a developmental process or as a qualitative status at one point in life (Wakefield & Hudley, 2007, p. 149) and is linked to different adjustments regarding psychological, social, academic behaviours of adolescents, defining ethnic identity as a predictor of adolescent functioning. Adolescents from ethnic minority groups develop a strong resilience to protect themselves from discrimination. There is strong evidence to suggest that experiences of discrimination is linked to low self-esteem, depression and stress, and that a positive ethnic identity seems to help adolescents with coping strategies (Wakefield & Hudley, 2007). Strong identity development is also linked to better academic success and positive psychological functioning. The process of searching for self-identity can bring an increased understanding of self-concept, meaning, and self-confidence. Those adolescents who explore their ethnic identity and understand what it means for them, are more likely to show positive adjustment in relation to social and psychological wellbeing, such as self-esteem, purpose in life, self-confidence. Obviously discrimination is still embedded in societies, which negatively affects wellbeing of minority groups, but studies on different ethnic adolescents groups in US (Martinez & Dukes, 1997), found that a strong sense of ethnic identity can mitigate such negative effects.

5.1 Family relationships and parental support

Parental support and adolescents' perception of support related to their wellbeing has been widely studied by psychologists (Barber et al., 2005; Santorock, 2004; Steinberg, 2001) Regarding self-development, we might recall here the Self Determination Theory (SDT) that suggests that parenting style is fundamental in the relationship with adolescents and their wellbeing (Santorock, 2004). At the same time this relationship has also a powerful influence in autonomous development. Kocayoruk et al. (2015) explored the relationship between parental support and autonomous development and adolescents' wellbeing among students aged 14 and 18 in high school in Turkey. Findings suggest that when parenting behaviours provide a setting for adolescents to have autonomous development, adolescent well-being is higher. The level of autonomous development changed in relation to the different parenting styles adopted in families. Involvement, autonomy support and warmth contributed to autonomous self-development that is the key to face life with a strong identity. Navarro et al., (2014) also showed that family relationships are an important predictor of subjective wellbeing. The longitudinal study in Spain, explored how adolescents (10 to 15 years old) define their own wellbeing and what factors influence wellbeing during this age period. These children identified a key factor of their wellbeing as relations with family and friends. Children with lower SWB⁵ indicated that relationships with friends and having basic needs covered were important factors. Children,

⁵ Suggest Foot note the scoring method they use, rather than put it in the text. Will make it flow a little easier for the reader

with higher SWB tended to refer more to family relationships as the key factor.

5.2 Social support

Here the dimension of social support includes studies researching the relationship among adolescents and parenting, peers and other adults. Palomar-Lever and Victorio-Estrada (2014) conducted a study with around 1000 adolescents from poor Mexican households⁶. The results indicated that the subjective well-being of these adolescents was dependent on a positive self-concept (self-esteem and strength), positive interactions with parents (respectful, understanding and close) and with friends (supportive), with importance placed on gaining personal education, and the absence of emotional upset (stress or depression). Among the population studied, males and younger age groups, as well as those who only study, reported greater subjective well-being.

Other studies have found correlation between social support, life satisfaction and subjective wellbeing. Sarriera et al. (2015) explore the subjective wellbeing, overall life satisfaction and perceived social support of Brazilian adolescents analysing the relationships among them, using a personal wellbeing index (PWI); a measure of perceived social support of family and friends, and a scale measuring overall life satisfaction. Overall life satisfaction was found to be lower for girls than boys. But the main finding of the study is that, for all Brazilian adolescents the perception of social support from family and friends is a significant dimension of wellbeing. Social support contributed to the overall life satisfaction of adolescents, and was identified as a predictor of wellbeing.

5.3 School connectedness

School connectedness is an important protective factor of wellbeing: the belief held by students that adults (teachers and staff) and peers in the school care both about their learning and about them as individuals. The abundant school climate literature provides some evidence for how school may influence student outcomes. Young people who feel connected to their school are less likely to engage in many risk behaviours, including early sexual initiation, alcohol, tobacco, and other drug use, and violence and gang involvement. This suggests that school connectedness is another important aspect that influence positively or negatively psychological wellbeing of adolescents.

Evidence suggests that depression and anxiety are inversely associated with children who are more highly connected to school (Waters et al. 2009). For adolescents to feel related within their social environment in school is important to achieve psychological wellbeing, but this is not always an easy task to reach for adolescents. As school can also be a place where peers affect already vulnerable adolescents, worsening their psychological distress and risking unhealthy behaviours (substance use, alcohol). School connectedness is something regarding all the system of school, including organizational (structure, function, built environment) and interpersonal (peers, family, teachers) aspects that reflects on autonomy, competences and relatedness of adolescents.

Subjective wellbeing in relation to school and education will be discussed more dee-

⁶ 1,093 youth participated in the study (61 % urban, 56 % males, average age 14.92, average number of completed years of schooling of 8.33). from a probabilistic nationally representation sample covering poor rural and urban Mexican households eligible for services federal social services

ply in the further section, in order to reveal the emotional perceptions of adolescents in relation to school environment and to their proper educational attainments.

Cross-cultural examinations and comparisons of subjective wellbeing have focused mainly on developed countries because less is known about subjective wellbeing in developing countries, so that a gap is found in literature.

6. What implications for education outcomes in relation to adolescents' psychological and subjective wellbeing?

The school environment is a very important factor for adolescent socialization and growth influencing the identity development and education attainment. Adolescents spend more time in school than in any other setting and in this place they are exposed to culture, positive friendship or negative relationships and experiences that can contribute in shaping their own identity. As such, school can also be considered as a developmental context that can contribute to the formation of identity and personality (Waters et al., 2009). Also, as school increases adolescent's social networks, students can face threats related to dealing with different cultural beliefs and discriminatory behaviours (from class mates, from teachers). For example, a large study by Portes & Rumbaut (2001), considering Asian, Mexican and central and south American immigrant high school students growing up in major metropolitan areas in the United States, shows how the majority of the sample analysed felt more discriminated in school than in any other context. Even though there is no a clear understanding of the internal processes and mechanisms that explain how external environments shape identity formation, experiences in school are central for adolescents' identity development, as might be other contexts, such as neighbourhoods, parental conditions, etc. (Portes & Rumbaut, 2001).

The increases in enrolment into school over the past three decades, particularly at the primary level, have been large. From 1980 to 2015 primary and secondary enrolment rates have increased in all regions of the world. Since the mid-1990s, the Millennium Development Goals (MDGs) and the Education For All (EFA) initiative have driven an education reform agenda focused on improving access to primary education in developing countries. In more recent years, proponents of post-basic education have promoted access to good secondary education that is being increasingly recognized as a critical element in achieving the goals of human development, political stability, and economic competitiveness and of wellbeing.

Despite these increases, access to secondary education remains below universal access, particularly in many countries in low and middle income like sub-Saharan Africa, South Asia, and North Africa and the Middle East. At present, global education attainment between 15-24 show that completion of secondary school is the norm in the 44% of countries for young men and 56% for young women, with lower rates for developing countries (IHME, 2015). Obviously the causes of educational attainments and performance might be difference for high income countries or developing countries. From this data some factors influencing educational outcomes in adolescents are identified, with the majority of the studies analysing western case studies. There is a growing current literature regarding the measurement of subjective wellbeing of students in school contexts to assess education outcomes. The factors associated to school environment

identified in literature are similar to those found in the subjective wellbeing analysis, (see previous section):

- Parental support and parenting behaviours;
- Psychological factors and behaviours problems;
- School context;
- School connectedness.

6.1 Parental support and parenting behaviours

There is a growing current literature regarding the association between dimensions of parenting processes and academic achievement for adolescents (Kan & Wei-Der, 2005; Gordon & Cui, 2012; Fagan, 2013; Wang & Fredericks, 2014; Benner et al., 2016). Gordon & Cui (2012) identify three dimensions of parental support: school-specific involvement, general parental support and parental expectations on academic achievement in adolescence. The study, using a large, nationally representative, and longitudinal sample in the US, indicates that school-specific involvement had especially a stronger effect than general parental support and parental expectations on educational attainments. Parental communication with teachers can also positively impact achievement in educational performance. For parental involvement and support is intended parental interest in adolescents' behaviours, in their interests' and activities in school and communication with teachers. Prelow et al. (2012), state that supporting parenting emerged as a promotive factor for a sample of American teenagers in their academic achievements and competence.

Parenting practices and behaviours also can effect children and adolescents' engagement in school. Practices such as control, punishment, encouragement, family choices of income investments, behaviours can have a different influences in youth's education outcomes. A major finding is that parent's socioeconomic status has significant impact on their children's education outcomes (Kan & Wei-Der, 2005). But the connection that relate parents' characteristics to children's education outcomes is broader than the economic perspective: several factors can affect this connections, such as family income and level of education, educational investment in their children and family structure. Siddhu (2011) investigates factors influencing parental decision-making with regard to children's secondary schooling in the context of a rural area of Uttar Pradesh. He found that certain household characteristics could affect schooling decisions, such as socio-economic status, the educational attainment of parents and the number of children in the family. Analysis considered both fathers' and mothers' education as important household variables for examining a child's progression through secondary schooling. He found that both fathers' and mothers' education is significantly and positively associated with children's access to secondary education. Also the composition of the family is highly important. Forrest et al. (2013) found that intact families were highly associated to measurable educational outcomes of adolescents and that parental involvement in their life improves educational attainments, outcomes and behaviours.

6.2 Psychological factors and behaviours problems

It is recognized that mental health problems (depression, anxiety) have an impact on the children's success at school (Cripps, 2009; Murasko, 2007).

The manifestations of psychological and emotional distress in school-aged children are often described in the literature by making use of the concepts 'internalizing' and 'externalizing' problems or behaviours. Psychological vulnerabilities can bring both to internalized behaviours such as depression, anxiety, or externalized disruptive behaviours such as bullying, substance use and alcohol use, delinquency. These factors can seriously affect the engagement and success at school and on academic performance. For example, research evidence indicates that involvement in bullying is detrimental to children's academic success and their physical and mental health. Studies have shown that the serious academic consequences of anxiety disorders that bring to unhealthy or violent behaviours include: higher levels of academic impairment; relatively low levels of achievement among anxious children compared with children in the general population; difficulties in performing school-based tasks; students are also more likely to drop out of schooling prematurely. Low levels of negative stress experience have positive effects on school engagement, school connectedness, and academic achievement (Forrest et al., 2013). Mcload et al., (2012) demonstrate that delinquency, substance use among adolescents were significant associated with diminished academic achievement but not with depression. This suggest that mental health problems alone are not always directly related to poor academic performance but the social behavioural problems provoked by stress and depression are more likely to be in direct association with educational attainment.

6.3 School context

The abundant school literature provides some evidence for how school environment may influence students. School environment and climate is referring to the whole functionality of the school, from attitudes and norms to the disciplinary culture. As already analysed in the previous section, some studies explore the influence of school contexts on health outcomes, especially on unhealthy behaviours as substance use and smoking (Balsa et al., 2011). School contexts are important also for identity development, psychological wellbeing, pathways of socialization, peers relationships, and ultimately academic achievements. Relationships are very important in this sense, especially those related to bullying, or experiencing substance use and alcohol use among friends. For example, Strøm et al. (2012) analysed the adolescents' school environment in terms of bullying, classmate relationships and teachers support on academic achievement. The analysis showed significant associations between academic performance and experience of victimization of bullying concluding that students in schools with higher levels of bullying performed worse academically. Dotterer & Lowe (2010) studied instead school engagement in school in the US, with data from a longitudinal study. They assess adolescents' behavioural and psychological engagement using multiple methods, both self-reports of psychological assessment and observational assessment of adolescents' behavioural engagement in the classroom. The hypothesis was that classroom factors, such as relationship with teacher and peers predicted student engagement that in turn predicted academic performance. Classroom

context was analysed by assessing conflict with teacher, social/emotional climate. Positive classroom context was positively related to behavioural engagement in learning. In turn, psychological engagement (school engagement) and behavioural engagement were significantly and positively associated with better academic achievements, but only for teenagers that were not experiencing any conflict with teachers and peers and were good learners. So that only those students who had already positive relationships with peers and teachers had more psychological and behavioural engagement. Also Pianta & Hamre (2009) in their study on measurement of classroom processes, conclude that teachers with their professional qualifications and identity beliefs as well as their pedagogical skills represent a strong influence on academic performance and achievements.

6.4 School connectedness

If school contexts are often analysed through self-reporting questionnaires, interviews and observation, school connectedness is something more related to the feelings related to the school context, analysed in Subjective Well-Being through PA and NA affect methodology. Students who feel connected to their school are more likely to have better academic achievement, including higher grades and test scores, have better school attendance, and stay in school longer. Studies measuring subjective wellbeing are focusing on school connectedness as a promotive factor for academic achievements (Prelow at al.,2012; Bird & Markle, 2012). Connectedness to school, regardless its definition or method of measurement, is consistently associated with a wide range of health, social, and academic outcomes. Having a strong connectedness enhance academic teenagers' motivation and performance (Waters et al., 2009). Children who have negative relationships with peers (loneliness, violence) and teachers may not feel connected or supported in the system; evidence show that the association with academic performance is significant. For example Hughes (2008) found that teenagers which are in conflict with teachers and with their peers have lower grades, test scores and lower general academic performance. Casas (2012a) at al., explore subjective wellbeing in school in relation to overall life satisfaction among a high school students in Romania. They demonstrate that overall life satisfaction at school is highly related to friends at school and class mates, but weakly related to the quality of teachers and to the school system. Children who have conflictual relationships with their teachers may not feel connected and supported and may disengage from classroom activities. Teachers are very significant for the intellectual development of youth (Eccles & Roeser, 2011). Dotterer & Lowe (2010), also found that student-teacher conflict was related negatively to social/emotional climate in classroom and to positive behavioural attitude to learning.

7. Conclusion

Results from the literature review showed that major factors affecting adolescent subjective well-being and youth development are related to the social dimension of life. Evidence suggests that important key factors for teenagers are related to the sphere of social relationships that comprehends family, school mates, friends, and teachers and other adults. These relationships indicate how social support is crucial for teenagers and

how affect their psychological well-being and contribute to a personal capacity to face life threats. At the same time, social support, together with school connectedness, (social dimension in school) play an important role for education attainments. Evidence shows how education outcomes for teenagers are influenced by the relationships with family, friends, school mates, teachers and other adults.

Given the importance of these factors on adolescents' lives, subjective well-being could be an important measurement of quality of life to inform policy makers. Subjective well-being provides information that reflects critical aspects and domains of quality of life, such as social relationships, social environment, psychological wellbeing and broader societal engagement. The concept of 'happiness' can guide policymaking by studying and understanding its determinants. For example, certain policies that affect education planning can be evaluated with respect to how they impact on happiness levels on students. In this way, there is important potential in understanding the pathways through which institutional conditions can have an impact on happiness. Research conducted with subjective well-being measures could provide policy makers and program planners with specific factors and interventions to incorporate into the design of policies and programs intended to protect and/or improve the well-being of adolescents.

Given the measurements constraints of subjective wellbeing, especially for the PA and NA aspects, rather than life satisfaction (LS), there is not yet a clear understanding of how SWB is influenced both by life conditions and personality traits within individuals' personal development. For future research it would be very interesting to continue further studies of adolescent subjective wellbeing in different societal levels in order to understand if factors affecting adolescents subjective wellbeing, especially regarding education outcomes, are similar not only for different cultural contexts but also for different household income levels.

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