

Life Satisfaction among Students: An India-Based Prospective

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ABSTRACT

Majority of the researches on subjective wellbeing have shown a major concern in recent years about the conditions or situations that makes human beings happy. In the 21st century it is clearly visible that the life of young adults has become increasingly different from the earlier generations. The life of young people is different from their earlier generation in manner that marriage and parenthood are postponed for a minimum of six years. Education may extend for a few more years, such as an extended undergraduate programme—the “four-year degree” in five, six, or more—and graduate or professional school (Boniwell et al., 2010); young people frequently change their jobs not only for getting more pays but for gaining more satisfaction and happiness with the job (Arnett, 2015). There is unusual juxtaposition have seen in to the social, biological and psychological forces in decades that has been led to the recent reconfiguration of the young adulthood into a separate, distinct life stage.

Keywords: *Life Satisfaction, Students, India, Prospective*

Technological revolution in the last two decades have negatively influenced the wellbeing of these young people. They have myopically omitted the havoc wreaked by these changes on the development of wellbeing of the middle adults. It has become important to ascertain how generational differences influence wellbeing, and how the naïve emerging, and experienced middle adults differ in overcoming the challenges of daily life hassles they face at their work place/ college, and home. The current study is only focusing that how wellbeing of young people is associated with different variables. This paper is a small contribution in the field of positive psychology.

As all know that SWB is a multidimensional and dynamic variable (Busseri & Sadava, 2013), composed of evaluations about different realms of life in a bottom-up (external factors) or component-based approach (Brief et al. 1993). Previous studies on SWB had been concerned with identifying antecedents which affect different orientations such as general or over all wellbeing, life satisfaction, positive and negative affect. The major aim to these researches is to identify the external conditions that lead to a satisfied life. Some studies indicated that demographic characteristics (health, income, educational background, and marital status) are significantly predicts SWB (e.g., Bradburn 1969, Andrews & Withey 1976, Campbell et al. 1976, Wilson, 1967). But these factors have little contribution in producing variance in wellbeing measures; they only have modest impact on it (for a review see Diener et al. 1999).

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LITERATURE REVIEW

Study	Purpose and Major Findings
Zhang et al. (2016)	The study explores the roles of adult children's support and self-esteem in the relationship between attachment and subjective well-being in older adults. Findings represent that the relationship between attachment anxiety, attachment avoidance, and subjective well-being in old age was partially mediated by adult children's support.
Tian, Zhao, & Huebner (2015)	The study analyses the link between school-related social support and optimal subjective well-being in school among adolescents. The researchers used moderated mediation model to examine the association and found that both social contextual factors and self-system factors are vital for adolescents' optimal subjective well-being in school.
Verhofstadt, Ootegem, Defloor, & Bleys (2016)	Researchers investigate the relation between the ecological footprint and the subjective well-being at the individual level in the study and the results indicate that lower footprint does not reduce well-being means there is a insignificant relationship between variables.
Jovanovic (2016)	The study examines the relationship between trust (interpersonal trust and institutional trust) and subjective well-being (SWB). The results show that interpersonal trust is a robust predictor of SWB over and above socio-demographic variables, whereas institutional trust had limited predictive value for SWB.
Rodriguez-Fernandez et al (2016)	The objective of the study is to examine both the direct relationships between perceived social support, self-concept, resilience, subjective well-being and school engagement. Self-concept emerges as a mediating variable showing association with resilience, subjective well-being and school engagement.
Gallagher, & Vella-Brodrick (2007)	The study assesses the predictive value of social support (SS) and emotional intelligence (EI) on subjective well-being. It is found that SS and EI, and their interaction effects, significantly predicted SWB.
Wilks & Neto (2013)	This study investigates the effects of age and gender on work-related SWB. It suggests that age has greater impact on SWB than gender.
Bhullar, Schutte & Malouff (2013)	The study explores the role of hedonic and eudaimonic functions as wellbeing processes and examine the mediating effect of trait EI in their relationship with well-being outcome. Results demonstrate that trait EI mediated the relationship between hedonic and eudaimonic processes and well-being outcomes. The results also suggest that engagement in meaningful activities may promote well-being outcomes.

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Cohen & Cairns (2012)	The study examines the relationship between searching for meaning in life and SWB, and possible influence of demographic variables. The results indicate a negative relationship between searching for meaning and SWB. The study confirmed the moderating effects of meaning in life and actualization.
Suhail & Chaudhary (2004)	The study examines the prevalence and predictors of well being in an Eastern Muslim culture. The study suggests that work satisfaction, social support, religious affiliation, social class, income level, and marital status and satisfaction were found to be better predictors of subjective well-being.
Abdo & Alamuddin (2007)	The Study looks into the personality constructs of self-esteem, optimism, and positive affect in relation to SWB. Result shows that internal personality constructs are more predictive of satisfaction with life than are demographic variables.
Karatas & Tagay (2012)	The study investigates the linkage between self-esteem, locus of control, multidimensional perfectionism and SWB. The results reveal a positive relationship with locus of control and multidimensional perfectionism. It is also found that all three predict SWB.
Abbott & Byrne (2012)	This study provides an inverse association between schizoid type and SWB scores. It also provides evidence that diminished SWB is characteristics along the schizophrenia continuum.
Liu, Wang, and Li (2014)	The present study investigates the influence of neuroticism and resiliency on life satisfaction and also explore that how positive and negative affect mediate this relationship. Positive affect mediates the influence of resilience and neuroticism on life satisfaction.

CONCLUSION

Life satisfaction among students is a complex and multidimensional phenomenon that cannot be attributed to a single factor. The literature reviewed in this paper indicates that subjective well-being is associated with a combination of demographic, psychological, interpersonal, and contextual influences. While demographic characteristics such as health, income, education, and marital status may contribute to well-being, psychological resources and social relationships appear to provide important additional explanations for differences in life satisfaction.

Social support, self-esteem, emotional intelligence, resilience, positive affect, locus of control, interpersonal trust, and engagement in meaningful activities emerge as important areas for understanding student well-being. These factors may help young people cope with academic demands, everyday stressors, and the broader challenges associated with emerging adulthood.

The present paper therefore highlights the need for a broader understanding of student well-being in the Indian context. Promoting supportive educational environments, strengthening students' psychological resources, encouraging meaningful engagement, and developing healthy interpersonal relationships may contribute to improved life satisfaction. However, because the present manuscript primarily provides a review of existing literature and does not report original empirical data, these implications should be considered as directions for future research rather than as evidence of causal effects.

Future studies should empirically examine the factors associated with life satisfaction among Indian students using appropriate samples and validated psychological measures. Such research could provide a stronger understanding of the determinants of student well-being and contribute to the development of evidence-based interventions aimed at promoting positive psychological functioning among young people.

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Conflict of Interest

The author(s) declared no conflict of interest.

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