

# Satisfaction of Needs and Determining of Life Goals: A Model of Subjective Well-Being for Adolescents in High School

Ali ERYILMAZ<sup>a</sup>

Eskisehir Osmangazi University

## Abstract

The aim of this study is to develop and test a subjective well-being model for adolescents in high school. A total of 326 adolescents in high school (176 female and 150 male) participated in this study. The data was collected by using the general needs satisfaction questionnaire, which is for the adolescents' subjective well-being, and determining life goals questionnaire. The structural equation modeling method was used for analysis of the data. The results of the analysis showed that in the original model, the individual variables and the total effect of variables were directly and indirectly related to subjective well being of adolescents in high school. The direct and indirect effects of the independent variables to subjective well-being were found significant. The findings suggest that to enhance the subjective well-being of high school students, a combination of satisfaction of needs and determining of life goals are essential.

## Key Words

Subjective Well-Being, Satisfaction of Needs, Determining Life Goals, Adolescents.

Subjective well-being is considered to comprise three important dimensions: positive affection, negative affection and life satisfaction (Andrews & Whitney 1976; Diener, 1984). Positive affection includes positive feelings while negative affection includes negative feelings. The life satisfaction dimension is a cognitive component of subjective well-being (Myers & Diener, 1995).

When literature is examined, the subjective well-being of children and adolescents were investi-

gated based on three important domains such as demographic factors (Huebner, Suldo, Smith, & McKnight, 2004; Karatzias, Chouliara, Power, & Swanson, 2006; McCullough, Huebner, & Laughlin, 2002; Šarakauskienė & Bagdonas, 2010); psychological factors (Hartup & Stevens, 1997; Joronen & Kurki, 2005; Mcknight, Huebner, & Suldo, 2002; Rask, Kurki, & Paavilainen, 2003; Shek & Lee, 2007), and also academic factors (Ash & Huebner, 2001; Baker, 1998; Cheng & Furnham, 2002; Huebner, 1991; Huebner & Alderman, 1993; Huebner & Gilman, 2003; Suldo & Huebner, 2004). According to results of researches, when adolescents have higher level of subjective well-being, they become healthier (Huebner et al., 2004; Steinberg, 2004, 2005). To investigate of adolescents' subjective well-being with different variables is important for positive development of adolescents (Gilman & Huebner, 2006).

Self determination theory points out that individuals want to satisfy three innate psychological needs such as competence, relatedness, and autonomy

<sup>a</sup> PhD. Ali Eryılmaz is currently an Assistant Professor at the Department of Educational Sciences, Guidance and Psychological Counseling. His research interests include subjective well-being, positive psychotherapy, life goals, class engagement and motivation, initiating romantic intimacy. *Correspondence:* Assist. Prof. Ali ERYILMAZ, Osmangazi University, Faculty of Education, Department of Guidance and Psychological Counseling, Eskisehir/Turkey. E-mail: erali76@hotmail.com WEB: egitimpsikologu.com. Phone: +90 222 339 3750/1644 Fax: +90 222 229 3124.

(Baard, Deci, & Ryan, 1998; Deci, 2008; Deci & Ryan, 1991; Deci, Vallerand, Pelletier, & Ryan, 1991; Ryan & Deci, 2000). According to studies on subjective well-being, satisfaction of psychological needs is important variable which affects subjective well-being of individuals (Baard, 2002; Ryan & Deci, 2000). If individuals satisfy their psychological needs, they feel better. On the other hand, if psychological needs are not satisfied, individuals develop more pathologies (Baard et al., 1998; Cole, Maxwell, & Martin, 1997; Crocker & Hakim-Larson, 1997; Deci et al., 2001; Ilardi, Leone, Kasser, & Ryan, 1993; Kasser & Ryan, 1999; Noom, Dekovic, & Meeus, 1999; Reis, Sheldon, Gable, Roscoe, & Ryan, 2000; Ryan & Deci, 2000; Ryan & Grolnick, 1986; Sheldon & Bettencourt, 2002; Sheldon, Ryan, & Reis, 1996; Véronneau, Koestner, & Abela, 2005; Wiest, Wong, & Kreil, 1998).

Literature indicates that one of the most important factors to regulate and adapt individuals to their lives is goals (Diener & Seligman, 2002, 2004; Emmons, 1999; Kasser, 2002; Sheldon & Bettencourt, 2002; Sheldon & Elliot, 1999; Sheldon & Kasser, 1998; Sheldon, Ryan et al., 1996; Synder & Lopez, 2007). People behave to achieve various goals (Austin & Vancouver, 1996; Emmons, 1999; Emmons, Colby, & Kaiser, 1998; King, Richard, & Stemmerich, 1998; Lock & Latham, 1990; Yetim, 2001). According to positive psychotherapy, individuals set goals four important domains such as body, achievement, relationships-contact, and also fantasy-future (Eryilmaz, 2010; Peseschkian, 1996, 2002; Peseschkian & Walker, 1987).

When individuals set goals and actualize them, their subjective well-being levels get a better position. If individuals do not have goals, they develop more diseases (Debats, 1998; Emmons, 1986, 1999; Hooker & Siegler, 1993; King et al., 1998; Palys & Little, 1983; Omodei & Wearing, 1990; Wheeler, Munz, & Jain, 1990).

In the literature, goals and need satisfaction are discussed in the context of the theory of telic. According to telic theory, there are two important factors including the need satisfaction and goals in order to increase subjective well-being of individuals (Emmons, 1986). Goals and satisfaction of needs are interrelated (Cantor, 1990; Diener, 1984; Emmons, 1986; Ivancevich & Matteson, 1999; Palys & Little, 1983; Ryan & Deci, 2000). Satisfaction of needs have function to regulate individuals, and also to adapt individuals to their lives (Sheldon & Kasser, 1998). It is needed a mediator factor for adaptive function of needs. In this context, a me-

diator factor could be determining of life goals.

The self-determination theory investigates subjective well being of individuals with respect to goals and satisfaction of needs (Sheldon & Kasser, 1998). According to this model, people must determine intrinsically their goals. Then, they should attach themselves for their goals, and also spent effort to actualize their goals. When people actualize their goals, they also should satisfy their needs (Ryan & Deci, 2000). Thus, their level of subjective well-being gets a better position (Sheldon & Elliot, 1998, 1999). The most important basic true is that needs are inherent and universal. In addition to this, with the relationships between satisfaction of needs and determining of life goals, it is supposed that determining of life goals has a significant mediator effect on the relation between subjective well-being and satisfaction of needs in this study.

Adolescence is the most important developmental stage of life. In this stage, adolescents experience so many changes (Allen, Hauser, Bell, & O'Connor, 1994; Collins & Laursen, 2004; Erikson, 1968; Grotevant & Cooper, 1985; Piaget & Inhelder, 1973; Steinberg, 2004). These changes have positive and negative results on adolescents' mental health (Collins, Hennighausen, Schmit, & Sroufe, 1997; Hecht, Inderbitzen, & Bukowski, 1998; La Greca & Lopez, 1998; Mcknight et al., 2002; Wires, Barocas, & Hollenbeck, 1994). If adolescents get higher level of subjective well-being then, their motivation to learn increase. On the other hand, if they have low level of subjective well-being, they experience school burnout, find school activities meaningless, and also perceive themselves as insufficient students (Huebner, 2004; Kiuru, Aunola, Nurmi, Leskinen, & Salmela-Aro, 2008; Salmela-Aro, Kiuru, Pietikäinen, & Jokela, 2008). Thus, investigating subjective well-being is important for positive development (Diener, 1984; Diener & Seligman, 2002, 2004; Mcknight et al., 2002) and positive academic results (Schaufeli, Martínez, Pinto, Salanova, & Bakker, 2002).

Studies conducted in Turkey or elsewhere; do not seem to focus on subjective well-being, need satisfaction and determining of life goals for adolescents in high school. Understanding the relations between these variables will provide insight into the direction and the power of these variables. The aim of this study is to test a model that examines the relation between subjective well-being of adolescents attending high school, satisfaction of their needs and the determining of life goals. Three important hypotheses were established:

- (a) The determining of life goals has a positive effect on subjective well-being of adolescents in high school,
- (b) Satisfaction of needs has a positive effect on subjective well-being of adolescents in high school and,
- (c) Determining of life goals has a significant mediator effect on the relation between subjective well-being and satisfaction of needs.

## Method

### Design

This study explains, by employing structural equation modeling, the theoretical model which asserts that determining of life goals and satisfaction of needs affect the subjective well-being of adolescents attending high school. In the pattern of this work, in order to analyze the extent to which determining of life goals and satisfaction of needs by interacting with each other, affects the adolescents' subjective well-being; a structural model has been used (Bentler & Bonnet, 1980; Jöreskog & Sörbom, 1993; Kenny & McCoach, 2003).

In several researches in literature a close connection has been detected between life goals, need satisfaction (Cantor, 1990; Diener, 1984; Palys & Little, 1983; Ryan & Deci, 2000); and subjective well-being (Baard et al., 1998; Hooker & Siegler, 1993; Ilardi et al., 1993; Kasser & Ryan, 1999; King et al., 1998; Reis et al., 2000; Ryan & Deci, 2000; Sheldon, Ryan et al., 1996; Sheldon & Bettencourt, 2002; Wheeler et al., 1990). In this study which is patterned based on the idea that the relationship which is obtained from research results, adolescents' subjective well-being is taken as dependent variable whereas satisfaction of needs and determining of life goals are accepted as independent variables.

### Study Group

Researcher in using purposive sampling is able to choose a specific unit based on theoretical knowledge and specific goals of the study (Büyükoztürk, Kılıç-Çakmak, Akgün, Karadeniz, & Demirel 2008; Fraenkel & Wallen 1993; Sencer 1989). In this study, maximum variation was used among the purposive sampling methods. In order to determine the sample, inclusion and exclusion criteria were used. Inclusion criteria for the study were the following: participants should be between 14-16 years-old

and should be attending high schools. Exclusion criteria for the study were to have a chronic illness and have a psychiatric diagnosis. The study group initially consisted of 377 participants. Prior to data analyses, the participants' answers were reviewed. As a result of this review, 35 individuals who left most of the items of the scale blank (at least 5% of the items) or who were detected to mistakenly check the wrong answer in the answer sheet were excluded from the data set. 11 adolescents who have chronic illness and 5 adolescents who have psychiatric diagnosis were excluded from the data set. As a result, a total of 326 adolescents, 150 males and 176 females, participated in the study. Their ages varied between 14 and 17 years.

### Data Gathering Instruments

**Personal Information Form:** In this study, a personal information form which included variables such as having chronic illness, having psychiatric diagnosis, age, gender, educational level and socioeconomic level was used to reveal the demographic features of the participants.

**Basic Need Satisfaction in General Scale:** This scale which was developed by Deci and Ryan (1991) and has 21 items concerning three needs: competence, autonomy and relatedness. It was adapted to Turkish by Cihangir-Çankaya and Bacanlı (2003). This 21-item questionnaire assesses the individuals' satisfaction of intrinsic needs for autonomy, competence and relatedness. There are six items for competence, eight items for relatedness, and seven items for autonomy, to which participants responded on 5-point scales. The internal consistency of the scale for competence is .80; for autonomy .82, and for relatedness .81.

**Adolescents' Subjective Well Being Scale:** This scale was developed by Eryılmaz (2009). The scale is composed of 15 items with a 4-point Likert-type scale, ranging from 1 (almost never) to 4 (all the time). Exploratory factor analysis was performed to examine the factor structure of scale. It explained 61.64% of the variance in four dimensions: (i) satisfaction of family relationships, (ii) satisfaction of relationships with important others, (iii) positive affect, (iiii) life satisfaction. The total score is computed as the sum of the scores on each of the 15 items. In addition to the total score, the scores from the subscales were computed. The total score of the scale can range between 15 and 60 points. The scale can be administered individually or collectively. A higher total and subscale score indicates

a higher level of subjective well-being. The internal consistency of the scale for total point is 0.87. The concurrent validity of the scale was computed with the satisfaction with life scale. The reliability and validity analyses showed that the scale was reliable and valid.

**Life Goals Scale for Adolescents:** This scale was developed by Eryilmaz (2010). The scale is composed of 9 items with a 4-point Likert-type scale, ranging from 1 (almost never) to 4 (all the time). Exploratory factor analysis was performed to examine the factor structure of scale. It explained 65.32% of the variance in three dimensions: (i) determining of achievement (career) goals, (ii) determining of relationship goals, (iii) determining of body (senses) goals. The total score is computed as the sum of the scores on each of the 9 items. In addition to the total score, the scores from the subscales were computed. The total score of the scale can range between 9 and 36 points. The scale can be administered individually or collectively. A higher total and subscale score indicates a higher level of determining life goals. The internal consistency of the scale for total point is 0.75. The concurrent validity of the scale was computed with the satisfaction with life scale. The reliability and validity analyses showed that the scale was reliable and valid.

### Process

The main objective of this study is, by analyzing the relationships between determining of life goals and satisfaction of needs and their connection to adolescents' subjective well-being, to test a developed independent theoretical model. In this study structural equation modeling is employed to determine the relationships with related variables. To test structural equation model, to investigate appropriate theoretical models and enable a unification of measurement errors in both observed and latent variables, path analysis was employed in place of multiple regression analysis.

### Results

In this particular model of study, CFI was determined as 0.96, IFI was determined as 0.96, NFI was determined as 0.94, NNFI was determined as 0.95, RFI was determined as 0.92, and also GFI was determined as 0.95. AGFI goodness-of-fit value was determined 0.91. This indicates that goodness-of-fit values theoretical model is appropriate for obtained data. On the other hand RMSEA value was

detected as 0.071. This indicates that only a few variances and covariances were not explained by structured theoretical model. In this study  $\chi^2/df$  ratio was found to be 2.25. The fact that this ratio is smaller than 4 means a good fit between observed and multiplied covariance matrixes (Kline, 2005).

Standardized and unstandardized path coefficients have been used to explain the effect of the independent variables of this research on subjective well-being. Kline (1998; 2005) defines standardized path coefficients effect size as low if it is below .10, average if it is below .30 and, high if it is above .50. Accordingly, the strongest predictor in the model is satisfaction of needs. One unit increase in satisfaction of needs increases subjective well-being by 0.62. The second predictor in the model is determining of life goals. One unit increase in determining of life goals increases subjective well-being by 0.38 points. In addition these findings, the mediator effect of determining of life goals is also meaningful.

### Discussion

Literature shows that the levels of subjective well-being of individuals have also been raised in line with the satisfaction of needs (Baard et al., 1998; Ilardi et al., 1993; Kasser & Ryan, 1999; Reis et al., 2000; Ryan & Deci, 2000; Sheldon & Bettencourt, 2002; Sheldon, Ryan et al., 1996). Similarly, studies in the literature show that the levels of subjective well-being of individuals have also been raised in line with the determining life goals (Emmons, 1986, 1999; Hooker & Siegler, 1993; King et al., 1998; Omodei & Wearing, 1990; Palys & Little, 1983; Wheeler et al., 1990). Most studies mentioned have been conducted on young adults and adults (Baard et al., 1998; Ilardi et al., 1993; Kasser & Ryan 1999; Reis et al., 2000; Ryan & Deci, 2000; Sheldon & Bettencourt, 2002; Sheldon, Ryan et al., 1996). This study concludes that the satisfaction of adolescents' needs and determining of life goals is in parallel with the increase in their subjective well-being. These results are an important contribution to the literature as the relations between these two variables have been studied with adolescents attending high school.

The results of this study can be evaluated with respect to activity theory of subjective well-being. According to this theory, it is not only important determining life goals but also actualize them (Carver & Scheier, 1996; Deiner, 1984; Ryan & Deci, 2000). So, in future some studies will be carried out with this perspective. According to literature, when peo-

ple determine and actualize goals, they get some gains such as self-efficacy. These kinds of gains effect subjective well-being of individuals (Bandura & Schunk, 1981; Sheldon & Kasser, 1995; Skinner, 1995, 1996). Thus, some model studies will be carried out with possible gains.

The literature shows that while there are studies that analyze the direct relations between subjective well-being and the mentioned variables, none have analyzed the indirect relations. For instance, activities which are goal oriented account 40 % for subjective well-being (Tkach & Lyubomirsky, 2006). On the other hand, theoretical explanations of the relations between these variables are mentioned in the literature. According to Telic Theory, subjective well-being, goals and needs are related to each other (Lykken & Tellegen, 1996). Some goals arise as a result of the individuals' desire to fulfill their needs (Diener 1984; Ryan & Deci, 2000). The model which is developed in this study confirms theoretical explanations in literature.

In addition, an alternative model with respect to self-concordance model was also developed (Sheldon & Elliot, 1999; Sheldon & Houser-Marko, 2001; Sheldon & Kasser, 1998) in this study, but the effect of the alternative model was found low. This result supported explanation of self-determination theory (needs are universal and innate) and goal theory (goals are cognitive based and not innate) (Austin & Vancouver, 1996; Lock & Latham, 1990; Ryan & Deci, 2000).

A greater contribution to subjective well-being of adolescents attending high school can be achieved when satisfaction of needs is put into practice parallel with efforts to determining life goals. In this process, adolescents must determine their life goals by autonomic way (Judge, Bono, Erez, & Locke, 2005; Sheldon & Elliot, 1998, 1999; Skorikov, 2006). In literature, there are positive intervention studies (Ash & Huebner, 2001). The result of this study can be used possible intervention programs.

The most significant limitation of this study is that all participants were adolescents attending high school. The model developed here should also be tested on adolescents who are not in high school or engaged in further education, have chronic illness and psychiatric diagnosis.

In conclusion, according to the model in this study, adolescents attending high school can unite satisfaction of needs with determining of life goals. In this way, subjective well-being achieves a positive level through both needs and determining of life goals.

## References/Kaynakça

- Allen, J. P., Hauser, S. T., Bell, K. L., & O'Connor, T. G. (1994). Longitudinal assessment of autonomy and relatedness in adolescent-family interactions as predictors of adolescent ego development and self-esteem. *Child Development*, 65, 179-194.
- Andrews F. M., & Withey, S. B. (1976). *Social indicators of well-being*. New York: Plenum Press.
- Ash, C., & Huebner, E. S. (2001). Environmental events and life satisfaction reports of adolescents: A test of cognitive mediation. *School Psychology International*, 22, 320-336.
- Austin, J. T., & Vancouver, J. B. (1996). Goal constructs in psychology: Structure, process, and content. *Psychological Bulletin*, 120, 338-375.
- Baard, P. P. (2002). Intrinsic need satisfaction in organizations: A motivational basis of success in for-profit and not-for-profit settings. In E. L. Deci & R. M. Ryan (Eds.), *Handbook of self-determination research* (pp. 255-275). Rochester, NY: University of Rochester Press.
- Baard, P. P., Deci, E. L., & Ryan, R. M. (1998). *Intrinsic need satisfaction. A motivational basis of performance and well-being in work settings*. Unpublished manuscript, Fordham University.
- Baker, J. A. (1998). The social context of school satisfaction among urban, low-income, African-American students. *School Psychology Quarterly*, 13, 25-44.
- Bandura, A., & Schunk, D. H. (1981). Cultivating competence, self-efficacy, and intrinsic interest through proximal self-motivation. *Journal of Personality and Social Psychology*, 41, 586-598.
- Bentler, P. M., & Bonnet, D. C. (1980). Significance tests and goodness of fit in the analysis of covariance structures. *Psychological Bulletin*, 88, 588-606.
- Büyükoztürk, Ş., Kılıç-Çakmak E., Akgün, Ö. E., Karadeniz, Ş. ve Demirel, F. (2008). *Bilimsel araştırma yöntemleri*. Ankara: Pegem A.
- Cantor, N. (1990). From taught to behavior: having and doing in the study of personality and cognition. *American Psychologist*, 45, 735-750.
- Carver, C. S., & Scheier, M. F. (1996). Self-regulation and its failures. *Psychological Inquiry*, 7, 32-40.
- Cheng, H., & Furnham, A. (2002). Personality, peer relations, and self-confidence as predictors of happiness and loneliness. *Journal of Adolescence*, 25, 327-339.
- Cihangir-Çankaya, Z., & Bacanlı, H. (2003, July). *Adaptation of the needs satisfaction in general scale*. Paper presented at the meeting of VII. National Psychological Counseling, Malatya, Turkey.
- Cole, D. A., Maxwell, S. E., & Martin, J. M. (1997). Reflected self-appraisals: Strength and structure of the relation of teacher, peer, and parent ratings to children's self-perceived competencies. *Journal of Educational Psychology*, 89, 55-70.
- Collins, W. A., Hennighausen, K. H., Schmit, D. T., & Sroufe, L. A. (1997). Developmental precursors of romantic relationships: A longitudinal analysis. In S. Shulman, & W. A. Collins (Eds.), *Romantic Relationships in Adolescence: Developmental Perspectives* (pp. 69-84). San Francisco: Jossey-Bass.
- Collins, W. A., & Laursen, B. (2004). Changing relationships, changing youth: Interpersonal contexts of adolescent development. *Journal of Early Adolescence*, 24, 55-62.



- Crocker, A. D., & Hakim-Larson, J. (1997). Predictors of pre-adolescent depression and suicidal ideation. *Canadian Journal of Behavioral Science*, 29, 76–82.
- Debats, D. L. (1998). Measurement of personal meaning: The psychometric properties of the life regard index. In P. T. P. Wong & P. S. Fry (Eds.), *The human quest for meaning: A handbook of psychological research and clinical applications* (pp. 237–259). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Deci, E. L. (2008). Self-determination theory: A macrotheory of human motivation, development and health. *Canadian Psychology*, 49, 182–185.
- Deci, E. L., & Ryan, R. M. (1991). A motivational approach to self: Integration in personality. In R. Dienstbier (Ed.), *Nebraska symposium on motivation: Perspectives on motivation* (pp. 237–288). Lincoln: University of Nebraska Press.
- Deci, E. L., Ryan, R. M., Gagné, M., Leone, D. R., Usunov, J., & Kornazheva, B. P. (2001). Need satisfaction, motivation, and well-being in the work organizations of a former Eastern Bloc country. *Personality and Social Psychology Bulletin*, 27, 930–942.
- Deci, E. L., Vallerand, R. J., Pelletier, L. G., & Ryan, R. M. (1991). Motivation and education: The self-determination perspective. *The Educational Psychologist*, 26, 325–346.
- Diener, E. (1984). Subjective well being. *Psychological Bulletin*, 95, 542–75.
- Diener, E., & Seligman, M. E. P. (2002). Very happy people. *Psychological Science*, 13, 80–83.
- Diener, E., & Seligman, M. E. P. (2004). Beyond money: Toward an economy of wellbeing. *Psychological Science in the Public Interest*, 5, 1–31.
- Emmons, R. A. (1986). Personal strivings: an approach to personality and Subjective well-being. *Journal of Personality and Social Psychology*, 51, 1058–1068.
- Emmons, R. A. (1999). *The psychology of ultimate concerns: Motivation and spirituality in personality*. New York: Guilford Press.
- Emmons, R. A., Colby, P. M., & Kaiser, H. A. (1998). When losses lead to gains: Personal goals and recovery of meaning. In P. T. P. Wong, P. S. Fry (Eds.), *The human quest for meaning. A handbook of psychological research and clinical applications* (pp. 163–178). Mahwah, NJ: Lawrence Erlbaum Associates.
- Erikson, E. (1968). *Identity: Youth and crisis*. New York: Norton.
- Eryılmaz, A. (2009). Ergen öznel iyi oluş ölçeğinin geliştirilmesi. *Türk Eğitim Bilimleri Dergisi*, 7 (4), 975–989.
- Eryılmaz, A. (2010). Yeniden gözden geçirme: Pozitif psikoterapi ve gelişimsel rehberlik bağlamında ergenler için amaçları genişletme programı. *Aile ve Toplum Dergisi*, 20, 53–66.
- Fraenkel, J. R., & Wallen, N. E. (1993). *How to design and evaluate research in education*. New York: McGraw Hill.
- Gilman, R., & Huebner, E. S. (2006). Characteristics of adolescents who report very high life satisfaction. *Journal of Youth and Adolescence*, 35 (3), 311–319.
- Grotevant, H. D., & Cooper, C. (1985) Patterns of interaction in family relationships and the development of identity exploration in adolescence. *Child Development*, 56, 415–428.
- Hartup, W. W., & Stevens, N. (1997). Friendship and adaptation in the life course. *Psychological Bulletin*, 121, 355–370.
- Hecht, D. B., Inderbitzen, H. M., & Bukowski, A. L. (1998). The relationship between peer status and depressive symptoms in children and adolescents. *Journal of Abnormal Child Psychology*, 26, 153–60.
- Hooker, K., & Siegler, I. C. (1993). Life goals, satisfaction, and self rated health: Preliminary findings. *Experimental Aging Research*, 19, 97–110.
- Huebner, E. S. (1991). Correlates of life satisfaction in children. *School Psychology Quarterly*, 6, 103–111.
- Huebner, E. S. (2004). Research on assessment of life satisfaction in children and adolescents. *Social Indicators Research*, 66, 3–33.
- Huebner, E. S., & Alderman, G. L. (1993). Convergent and discriminant validation of a children's life satisfaction scale: Its relationship to selfand teacher-reported psychological problems and school functioning. *Social Indicators Research*, 30, 71–82.
- Huebner, E. S., & Gilman, R. (2003). Toward a focus on positive psychology in school psychology. *School Psychology Quarterly*, 18, 99–102.
- Huebner, E. S., Suldo, S. M., Smith, L. C., & McKnight, C. G. (2004). Life satisfaction in children and youth: Empirical foundations and implications for school psychologists [Special issue]. *Psychology in the Schools*, 41, 81–93.
- Ilardi, B. C., Leone, D., Kasser, T., & Ryan, R. M. (1993). Employee and supervisor ratings of motivation: Main effects and discrepancies associated with job satisfaction and adjustment in a factory setting. *Journal of Applied Social Psychology*, 23, 1789–1805.
- Ivancevich, J. M., & Matteson, M. T. (1999). *Motivation. Organizational behavior and management* (5th ed.). Singapore: Irwin/McGraw-Hill.
- Joronen, K., & Kurki, A. (2005). Familial contribution to adolescent subjective well being. *International Journal of Nursing Practice*, 11 (3), 125–133.
- Jöreskog, K., & Sörbom, D. (1993). *Lisrel 8: Structural equation modelling with the simplis command language*. Chicago, IL: Scientific Software International Inc.
- Judge, T. A., Bono, J. E., Erez, A., & Locke, E. A. (2005). Core self-evaluations and job and life satisfaction: The role of self-concordance and goal attainment. *Journal of Applied Psychology*, 90, 257–268.
- Karatzias, A., Chouliara, Z., Power, K., & Swanson, V. (2006). Predicting general well-being from self-esteem and affectivity: An exploratory study with Scottish adolescents. *Quality of Life Research*, 15, 1143–1151.
- Kasser, T. (2002). Sketches for a self-determination theory of values. In E. L. Deci & R. M. Ryan (Eds.), *Handbook of self-determination research* (pp. 123–140). Rochester, NY: University of Rochester Press.
- Kasser, T., & Ryan, R. (1999). The relations of psychological needs for autonomy and relatedness to vitality, well-being and mortality in a nursing home. *Journal of Applied Social Psychology*, 29 (5), 935–954. Kenny, D. A., & McCoach, D. B. (2003). Effect of the number of variables on measures of fit in structural equation modelling. *Structural Equation Modelling*, 10, 333–51.
- King, L. A., Richards, J. H., & Stemmerich, E. (1998). Daily goals, life goals, and worst fears: Means, ends, and subjective well-being. *Journal of Personality*, 65, 713–44.

- Kiuru, N., Aunola, K., Nurmi, J.-E., Leskinen, E., & Salmela-Aro, K. (2008). Peer group influence and selection in adolescents' school burnout: A longitudinal study. *Merrill Palmer Quarterly, 54*, 23–55.
- Kline, R. B. (1998). *Principles and practice of structural equation modelling*. New York: Guilford Press.
- Kline, R. B. (2005). *Principles and practice of structural equation modelling* (2nd ed.). New York: The Guilford Press.
- La Greca, A. M., & Lopez, N. (1998). Social anxiety among adolescents: Linkages with peer relations and friendships. *Journal of Abnormal Child Psychology, 26*, 83–94.
- Lock, E. A., & Latham, G. P. (1990). *A theory of goal setting and task performance*. Englewood Cliffs, NJ: Prentice Hall.
- Lykken, D., & Tellegen, A. (1996). Happiness is a stochastic phenomenon. *Psychological Science, 7*, 186–189.
- McCullough, G., Huebner, S., & Laughlin, J. E. (2002). Life events, self concept, and adolescent's positive subjective well-being. *Psychology in the School, 3*, 281–290.
- Mcknight, C. G., Huebner, E. S., & Suldo, S. (2002). Relationships among stressful life events, temperament, problem behaviour, and global life satisfaction in adolescents. *Psychology in the Schools, 39*, 677–687.
- Myers, D., & Deiner, E. (1995). Who is happy. *American Psychological Society, 6*, 1, 1–19.
- Noom, M. J., Dekovic, M., & Meeus, W. H. J. (1999). Autonomy, attachment and psychosocial adjustment during adolescence: A double-edged sword? *Journal of Adolescence, 22*, 771–783.
- Omodei, M. M., & Wearing, A. J. (1990). Need satisfaction and involvement in personal projects: Toward an integrative model of subjective well-being. *Journal of Personality and Social Psychology, 59*, 762–769.
- Palys, T. S., & Little, B. R. (1983). Perceived life satisfaction and the organization of personal project systems. *Journal of Personality and Social Psychology, 44*, 1221–1230.
- Peseschkian, N. (1996). *Positive family therapy. The family as therapist*. New Delhi, Sterling Paperbacks.
- Peseschkian, N. (2002). *Günlük yaşamın psikoterapisi* (çev. K. Toksöz). İstanbul: Beyaz Yayınları.
- Peseschkian, N., & Walker, R. R. (1987). *Positive psychotherapy theory and practice of a new method*. Berlin, Springer-Verlag.
- Piaget, J., & Inhelder, B. (1973). *Memory and intelligence*. New York: Basic Books.
- Rask, K., Kurki, P. A., & Paavilainen, E. (2003). Adolescent subjective well-being and family dynamics. *Scand J Caring Sci, 17*, 129–138.
- Reis, H. T., Sheldon, K. M., Gable, S. L., Roscoe, J., & Ryan, R. M. (2000). Daily well-being: The role of autonomy, competence, and relatedness. *Personality and Social Psychology Bulletin, 26*, 419–435.
- Ryan, M. R. & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55* (1), 68–78.
- Ryan, R. M., & Grolnick, W. S. (1986). Origins and pawns in the classroom: Self-report and projective assessment of individual differences in children's perceptions. *Journal of Personality and Social Psychology, 50*, 550–558.
- Salmela-Aro, K., Kiuru, N., Pietikäinen, M., & Jokela, J. (2008). Does school matter? The role of school context in adolescents' school-related burnout. *European Psychologist, 13*, 1–13.
- Şarakauskienė, Z., & Bagdonas, A. (2010). Relationship between components of subjective well-being and socio-demographic variables in older schoolchildren. *Psichologija, 41*, 18–32.
- Schaufeli, W. B., Martínez, I., Marques-Pinto, A., Salanova, M., & Bakker, A. B. (2002). Burnout and engagement in university students: A cross national study. *Journal of Cross-Cultural Psychology, 33*, 464–481.
- Sencer, M. (1989). *Sosyal bilimler için araştırma yöntemi*. İstanbul: Beta Yayınevi.
- Shek, D. T. L., & Lee, T. Y. (2007). Family life quality and emotional quality of life in Chinese adolescents with and without economic disadvantage. *Social Indicators Research, 80*(2), 393–410.
- Sheldon, K. M., & Bettencourt, B. A. (2002). Psychological need-satisfaction and subjective well-being within social groups. *British Journal of Social Psychology, 41*, 25–38.
- Sheldon, K. M., & Elliot, A. J. (1998). Not all personal goals are personal: Comparing autonomous and controlled reasons as predictors of effort and attainment. *Personality and Social Psychology Bulletin, 24*, 546–557.
- Sheldon, K. M., & Elliot, A. J. (1999). Goal striving, need satisfaction, and longitudinal well-being: The self concordance model. *Journal of Personality and Social Psychology, 76*, 546–557.
- Sheldon, K. M., & Houser-Marko, L. (2001). Self-concordance, goal-attainment, and the pursuit of happiness: Can there be an upward spiral? *Journal of Personality and Social Psychology, 80*, 152–165.
- Sheldon, K. M., & Kasser, T. (1995). Coherence and congruence: Two aspects of personality integration. *Journal of Personality and Social Psychology, 68*, 531–543.
- Sheldon, K. M., & Kasser, T. (1998). Pursuing personal goals: Skills enable progress but not all progress is beneficial. *Personality and Social Psychology Bulletin, 24*, 1319–1331.
- Sheldon, K. M., Ryan, R. M., & Reis, H. (1996). What makes for a good day? Competence and autonomy in the day, and in the person. *Personality and Social Psychology Bulletin, 22*, 1270–1279.
- Skinner, E. A. (1995). *Perceived control, motivation, & coping*. London: Sage Publications.
- Skinner, E. A. (1996). A guide to constructs of control. *Journal of Personality and Social Psychology, 71*, 549–570.
- Skorikov, V. (2006). Continuity in adolescent career preparation and its effects on adjustment. *Journal of Vocational Behavior, 70*, 8–24.
- Snyder, C. R., & Lopez, S. J. (2007). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage.
- Steinberg, L. (2004). Risk-taking in adolescence: what changes, and why? *Annals of the New York Academy of Sciences, 1021*, 51–58.
- Steinberg, L. (2005). Cognitive and affective development in adolescence. *Trends in Cognitive Sciences, 9*, 69–74.

Suldo, S. M., & Huebner, E. S. (2004). Does life satisfaction moderate the effects of stressful life events on psychopathological behavior in adolescence? *School Psychology Quarterly, 19*, 93-105.

Tkach, C., & Lyubomirsky, S. (2006). How do people pursue happiness? Relating personality, happiness increasing strategies, and well-being. *Journal of Happiness Studies, 7*, 183-225.

Véronneau, M.-H., Koestner, R. F., & Abela, J. R. Z. (2005). Intrinsic need satisfaction and well-being in children and adolescents: An application of the self-determination theory. *Journal of Social and Clinical Psychology, 4* (2), 280-292.

Wheeler, R. J., Munz, D. C., & Jain, A. (1990). Life goals and general well-being. *Psychological Reports, 66*, 307-312.

Wiest, D. J., Wong, E. H., & Kreil, D. A. (1998). Predictors of global self-worth and academic performance among regular education, learning disabled, and continuation high school students. *Adolescence, 22*, 601-618.

Wires, J. W., Barocas, R., & Hollenbeck, A. R. (1994). Determinants of adolescent identity development: A cross-sequential study of boarding school boys. *Adolescence, 29* (114), 361-378.

Yetim, Ü. (2001). *Toplumdan bireye mutluluk resimleri*. İstanbul: Bağlam Yayıncılık.