



Investigating the Association between Social Factors and Life Satisfaction of High School Students

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Abstract

Background: Life satisfaction is one of the predictors of one's psychological health which has attracted researchers' attention. The study aimed to investigate the association between social factors and life satisfaction of high school students in Semnan province, Iran.

Methods: The statistical society of the research includes all high school students of Semnan province, between the ages 12 to 17, in the 2019-2020 academic year. The number of students in this statistical society was 45834 students. The sample size of the statistical society was estimated as 381 students by the Cochran formula. In the present research, one of the limited probability sampling methods, that is multi-stage cluster sampling, was used. The tool used for data collection was a questionnaire. For answering the questions and analysis of the hypothesis, the Kruskal-Wallis test, Friedman correlation coefficient, and Regression analysis for answering the research questions and analysis of research hypothesis were used. The software used for data analysis was SPSS V25. The statistical significance was set at 0.05.

Results: The findings of the research shows that there is a significant relationship between all social factors and the level of life satisfaction of high school students in Semnan province ($Pvalue > 0.05$).

Conclusions: Considering the results of the study, it seems that life satisfaction among students is not made by a single cause; so different factors can bring about and improve such variables. Therefore, all capacities have to be used to create life satisfaction in high school students.

Keywords: Life satisfaction, Social factors, High school students.

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Introduction

Life satisfaction is one of the predictors of one's psychological health which has attracted researchers' attention.¹ Life satisfaction is one of the most important effective emotional states which means one's general attitude and evaluation of one's life or some aspects of family life and educational experience.² Life satisfaction, as one of the key factors in mental well-being, can go beyond just passing emotional fluctuations and cause significant changes in one's behavior.³ The more the students have the satisfaction of school, friends, family, and self, the better their general health, educational success, self-management, and motivation in success will be.⁴ All in all, life satisfaction among teenagers and the youth is a prerequisite for an increase in their satisfaction in different aspects of life, including economic,

social, political, and cultural. The rise of tensions, behavioral problems, hopelessness, stress, and depression are among the negative effects of lack of life satisfaction which can lead to such consequences as decrease in social participation, cooperation, and social trust.⁵ Thus, one can state that students, as the main pillars of the country's education system in achieving educational purposes, have a significant role in society. Paying attention to this part of the society both with regards to their education and their mental and physical well-being can lead to their increased productivity.⁶ On the other hand, judging about each person's life satisfaction depends totally on that person's special personal criteria which are not imposed on them; that is why such kinds of judgments are done in one's mind.⁵

This concept includes a general evaluation of life and is based on one's judgement. In this process, there has been done a comparison between one's hypothetical criteria and their real-life; the more the real-life status of these individuals is close to their hypothetical criteria, the more their life satisfaction will be.⁷

The research has shown that during teenage years, life satisfaction is related to many factors and variables⁸ and various social factors can affect or be related to this variable; such social factors include relative deprivation, trust, social relations, religiousness, etc. which can probably be influential in students' life satisfaction. Relative deprivation is one of the social factors which is the result of comparing one with the other members of the society specifically their fellows and their families.⁹ Relative deprivation causes destructive behavior and emotions which are unpleasant and decreases one's feeling of felicity and well-being.¹⁰ One of the important uses of relative deprivation theory which is rooted in social comparisons is that it shows how social comparisons can cause negative emotions such as depression, anger, and frustration and can, thus, lessen one's positive emotions such as happiness and felicity. Social relations network is one of the other social factors which causes happiness, but what is important in this respect is the quality of social relations.¹¹

Argyle (2006) believes that the positive feeling caused by social communication is severely influenced by the social support from family, friends, and other groups.¹² Trust is another factor that means a positive attitude towards an outside person or event which shows the level of evaluation of the phenomenon which we are dealing with.¹³ Chalabi and Moosavi introduce the feeling of insecurity as one of the threats to happiness and satisfaction.¹⁴ The feeling of anomie or social

agitation is another social factor which means a chaotic state in which people are incapable of communicating with each other based on a system of “shared rules”, as a result of which social and cultural order is destroyed.¹⁵ Religiousness is also another social factor that refers to religious behavior in terms of beliefs. This concept displays the quality of one’s behavior based on which a religious person is defined.¹⁶

Some studies have shown that the two personal characteristics including neurosis and extraversion are the best predictor of life satisfaction in teenage life.¹⁷ Some studies have also analyzed the effect of such factors as family,^{8,18} sports, and physical exercise,^{1,7} hope and educational function,¹⁹ religiousness,²⁰ stress, anxiety, and depression,²¹ cultural factors,²² social support,²³ addiction to social media,²⁴ etc. on life satisfaction in high school students’ life.

As an example, in their study Lardier, Lee, Rodas, Garcia-Reid & Reid (2020) have concluded that perceived stress is indirectly accompanied by depression and life satisfaction.²¹ The results of Kim, Kim, Hwang & Lee’s research (2020) have also shown that having more communication with others has a positive relation to life satisfaction.²⁵ Zhou & Cole (2017) have analyzed general life satisfaction in university students. The results of the study show that the relation between students and faculties has the most positive effect on general life satisfaction in students.²⁶ The results of the research by Gazieli, Hasson-Ohayon, Morag-Yaffe, Schapir et al (2015) have also shown that the function of the family in communication skills and negotiable behavioral patterns have an important effect in predicting life satisfaction in children.¹⁸ Lyons, Huebner, Hills & Van Horn (2013) have analyzed life satisfaction in girls and boys. The results of the study show that family factors are more influential in the girls’ life satisfaction than the boys.²⁷ The findings of the research by Oladipo, Olapegba & Ogunronbo (2012) also show that social support and family status have a significant effect on teenagers’ life satisfaction.²³ In their research entitled “analysis of the influential factors on life satisfaction”, HosseinZadeh, Azizi & Tavakkoli (2013) have concluded that family support leads to an increase in people’s life satisfaction.²⁸ The results of a study conducted by Safari and Zar (2018) also indicate that life satisfaction in active students is more than that of inactive students.⁷

A review of literature and theories related to life satisfaction demonstrate the fact that life satisfaction in teenagers and students is completely different from that of adults; so, the researches on this subject need to consider its special components. As a result, considering the above-mentioned points and also because the purpose of education is all-inclusive advancement in behavioral, social, and psychological aspects of one’s character and life satisfaction in students is very important; the current research sets to analyze the life satisfaction in high school students in Semnan Province.

Therefore, the current study aimed to investigate the association between social factors and the life satisfaction of high school students. The age group of the participants was 12 to 17 years. Accordingly, the research hypothesis is as follows:

- There is a significant relationship between background variables (zone, gender, parents’ level of education, parents’ jobs, family’s income, number of children, type of housing,

residential area) and the level of life satisfaction in high school students in Semnan Province.

- There is a significant relationship between background variables (zone, gender, level of parents’ level of education, parents’ jobs, family’s income, number of children, type of housing, residential area) and the level of life satisfaction in high school students in Semnan Province (based on their gender and educational rank).

- There is a significant relationship between social factors (relative deprivation, social relations network, social trust, feeling of insecurity, anomie, and religiousness) and the level of life satisfaction in high school students in Semnan province.

Considering the literature review, it seems that determining the students’ life satisfaction and related social factors can lead to development and progress in the fields of education, culture, social and health and lead to increased satisfaction.

Materials and Methods

In this part of the research, the methodology, statistical society and statistical sample, sampling method, data collection, and data analysis will be introduced. In terms of practical purpose and methodology, the current study is survey research. The statistical society of the research includes all high school students of Semnan province in the 2019-2020 academic year. The number of students in this statistical society was 45834 students. The sample size of the statistical society was estimated as 381 students by the Cochran formula. A limited probability sampling method, that is multi-stage cluster sampling, was used for sampling. In the first stage, Semnan province was divided into three geographical zones (east, west, and center); in the second stage, based on the centrality of two towns from each zone (Shahrood and Damghan from the east, Semnan and Mehdishahr from the center, and Garmsar and Aradan from the west) were chosen; in the third stage, four high school students based on the population in different educational zones and based on the density in several students; and in the final stage, the questionnaires were accidentally distributed among the high school students and sampling continued till we got to the desired sample size. Since the students cooperated properly with the research team, 784 usable questionnaires were gathered from different zones.

The data collection tool used in the research was questionnaires. The questionnaire included three sections. The first section included population information including gender, parents’ jobs, the type of housing, the residential area, the level of the parent’s level of education, and the family’s income, the number of children, the educational rank, (high school freshman or sophomore). The second section included a questionnaire based on Heubner’s standard questionnaire on life satisfaction, (MSLSS) which includes 10 questions in 5 subscales (family, friends, school, living environment, and self) on a 6-point Likert scale evaluating the level of students’ life satisfaction.²⁹ The reliability and validity of this questionnaire were analyzed by Zaki (2007).³⁰ The results of his study indicate that Cronbach’s alpha in all the subjects was more than 8%. The reliability of the tools and quintet subscales were also optimal. Factor analysis also demonstrates that the items of the

tool also show validity. In the third and the final section, the collection of social factor questionnaires including the personal relative deprivation scale (PRDS) in Callan, Ellard, Will Shead & Hodgins (2008) includes 5 questions in Likert 5-point scale.³¹ The reliability and validity of which are ascertained in such studies as that of Callan, Shead & Olson (2011).³¹ The reliability and validity of the Persian scale were approved in a study conducted by Rezaoust, Nabavi & Salehi (2015).¹¹ For analysis of social relations, Lubben social network scale 6 (2006) (LSNS-6) in two aspects (family and friends) was used.³² The reliability and validity of the scale are approved in the study conducted by Kurimoto, Awata, Ohkubo, Tsubota-Utsugi et al (2011).³³ To analyze the social trust variable a questionnaire was used which was devised based on SafariNia and Sharif's 5-point scale of social trust in Likert 5-point scale.³⁴ In the research conducted by Rezaoust, Nabavi & Salehi (2015) Cronbach alpha for this questionnaire was reported as to be 63%.¹¹ For evaluating the feeling of insecurity, an 8-point scale was used which was devised by Cops & Pleysier (2011).³⁵ The calculated Cronbach alpha for this questionnaire was 76%. For evaluating the variable for the feeling of anomie the questionnaire of Heydari, Davoudi & Teymoori (2011),³⁶ which includes 5 items in Likert 5-point scale, was used. In the research by Heydari, Davoudi & Teymoori (2011), the calculated Cronbach alpha for this questionnaire is reported to be 83%,³⁶ concerning analyzing the level of religiousness, a questionnaire was used which is based on Glock and Stark model which includes 8 questions in 5-point Likert scale. The reliability and validity of this questionnaire were also approved by the research conducted by Abdi and Rezaee (2013).³⁷

The data collected by the questionnaires were analyzed by SPSS software by descriptive and inferential statistics. Analysis of data collected by the questionnaires led to determining the level of life satisfaction in high school students in Semnan Province. In the descriptive statistic section, data description was done by using such statistics as abundance, average, standard deviation. In the inferential statistics section, for analyzing the normality of data Kolmogorov Smirnov test was implemented. To test the research questions and hypothesis Kruskal-Wallis test, Friedman Ranking Test, and Spearman correlation coefficient were used.

Results

Descriptive statistics of the research subjects indicate that in terms of gender variable, 440 girls (56.1 percent) and 344 boys (43.9 percent) formed the subjects of the study. In terms of place or zone of study variable, 351 people from the east zone (44.8 percent), 318 people from the central zone (40.6 percent), and 115 people from the west zone (14.7 percent) formed the subjects of the study. In terms of parents' jobs variable, 442 people with governmental positions (56.4 percent) and 342 people with non-governmental positions (43.6 percent) formed the research subjects. In terms of housing variables, 647 people with private housing (82.5 percent) and 137 people with rental housing (17.5 percent) formed the subjects of the study. In terms of the residential area variable, 763 people from urban areas (97.3 percent) and 21 people from

a rural area (2.7 percent) formed the subjects of the study. In terms of the parent's level of education, the most abundant level of education was diploma (267 people, 34.1 percent) and the least abundant was illiterate (4 people, 0.5 percent). In terms of the variable of parents' income, the most abundant was 2 to 3 million tomans (191 people, 24.4 percent) and the least abundant was 4 to 5 million tomans (145 people, 18.5 percent). In terms of the number of children, the most abundant were two children (423 people, 54 percent) and then 3 children (206 people, 26.3 percent) and after that, 84 people with one child (10.7 percent) and 71 people with 4 children (9.1 percent) were the next groups. In terms of the educational rank, 423 high school freshmen (54 percent) and 316 high school sophomores (46 percent) formed the subjects of the research.

Before entering the inferential statistics stage and testing the hypothesis, it is needed to check the normality of data. For this purpose, SPSS V25 and Kolmogorov Smirnov test was used. The results indicate that research data distribution was not normal (Pvalue<0.05). So, nonparametric tests were used to test the hypothesis.

Descriptive statistics of social factors variable and life satisfaction in high school students in Semnan province variable is presented in table 1. The results show that life satisfaction and all aspects of it are significant among high school students in Semnan province.

In table number 2, descriptive statistics of students' life satisfaction variable is presented based on their gender, educational level, and the residential area. Life satisfaction in freshman and sophomore male and female students in Semnan province shows that it is significant for freshman and sophomore male and female students. Analysis of life satisfaction among students of different parts of the province indicates that it is significant for all the areas of the province (Table 2).

Prioritizing life satisfaction in high school students of Semnan province is as it is stated in table 3. It should be explained that since, according to the normality test, the data were not normal and also the number of the questions were not equal in every aspect, first, the standard Z score was calculated and then Friedman gradation test was conducted based on Z scores which show that satisfaction with family (3.20), satisfaction with the environment (3.14), satisfaction with friends (3.04), self-satisfaction (2.96), and then satisfaction with school (2.76) were among the most important aspects of life satisfaction in high school students of Semnan province which based on ($X^2=31.928$, $DF=4$) are significant. (Pvalue<0.05) (Table 3).

To analyze the relationship between the level of life satisfaction in high school students in Semnan province, due to abnormality of research data and also nomenclature of background variables because of which correlation tests cannot be used, Kruskal-Wallis test was used (Table 4). The results indicate that there is a relation only between life satisfaction and background variables of gender, parents' education level, family income, and educational rank (Pvalue<0.05).

To analyze the relationship between background variables and the level of life satisfaction in freshman and sophomore high school students in Semnan province, due to abnormality of research data and also nomenclature of background variables because of which correlation tests cannot be used, the Kruskal-Wallis test was used (Table 5). The results indicate that there is a relation only between life satisfaction and background variables of family income among both male and female high school students (P value<0.05).

To analyze the relationship between social factors (relative deprivation, social relations network, social trust, feeling of insecurity, anomie, and religiousness) and the level of life satisfaction in high school students in Semnan province, Spearman correlation coefficient was used (Table 6). According to the information given in table 6, there is a significant relationship between all social factors and the level of life satisfaction in high school students in Semnan province. (P value<0.05).

Table 1. Descriptive statistics of variable of life satisfaction in high school students in Semnan province

Variable	Number	Mean	Standard deviation	Min	Max
Life satisfaction	784	50.31	8.462	10	60
Satisfaction with family	784	10.79	2.015	2	12
Satisfaction with friends	784	10.03	2.370	2	12
Satisfaction with school	784	9.00	2.974	2	12
Satisfaction with the environment	784	10.37	2.256	2	12
Self-satisfaction	784	10.12	2.004	2	12
Relative deprivation	784	14.30	2.623	5	25
Social relations network	784	21.62	5.596	6	36
Family with network relations	784	11.38	3.311	3	18
Friends with network relations	784	10.24	3.343	3	18
Social trust	784	19.26	3.278	5	25
Feeling of insecurity	784	24.20	6.727	8	40
Feeling of anomie	784	15.63	4.119	5	25
Religiousness	784	29.23	3.851	11	38
Belief	784	8.91	1.691	2	10
Emotional	784	8.17	1.735	2	10
Consequential	784	5.79	2.090	2	10
Ceremonial	784	6.35	1.926	2	10
Self-satisfaction	784	10.12	2.004	2	12

Table 2. Descriptive statistics of life satisfaction in high school students of Semnan Province variable (based on their gender, educational rank, and residential zone)

Gender	Educational rank	Number	Mean	Standard deviation
Female	Freshman	304	53.00	7.026
	Sophomore	136	47.11	9.765
Male	Freshman	119	51.60	6.710
	Sophomore	225	47.93	8.929
Zone	Variable	Number	Mean	Standard deviation
Central	Life satisfaction	318	50.52	8.112
	Satisfaction with family	318	10.86	1.956
	Satisfaction with friends	318	10.20	2.215
	Satisfaction with school	318	8.87	3.033
	Satisfaction with the environment	318	10.38	2.272
	Self-satisfaction	318	10.21	1.848
Eastern	Life satisfaction	351	50.25	8.468
	Satisfaction with family	351	10.70	2.044
	Satisfaction with friends	351	10.01	2.407
	Satisfaction with school	351	8.99	2.947
	Satisfaction with the environment	351	10.46	2.136
	Self-satisfaction	351	10.08	2.071
Western	Life satisfaction	115	49.93	9.399
	Satisfaction with family	115	10.85	2.095
	Satisfaction with friends	115	9.63	2.627
	Satisfaction with school	115	9.34	2.886
	Satisfaction with the environment	115	10.08	2.545
	Self-satisfaction	115	10.03	2.210

Table 3. Friedman test for prioritizing aspects of life satisfaction in high school students of Semnan province

Variable	Average rank	Rank	Chi 2	Freedom level	Significance
Satisfaction with family	3.20	1	0.001	4	31.928
Satisfaction with friends	3.04	3			
Satisfaction with school	2.76	5			
Satisfaction with the environment	3.14	2			
Self-satisfaction	2.96	4			

Table 4. The results of Kruskal-Wallis test between background variables and the level of life satisfaction in high school students in Semnan province. (-N=784)

Variable	Statistics	Zone	Gender	Parents' jobs	Type of housing	Residential area	Parents' level of education	Family's income	Number of children	Educational rank
Life satisfaction	Kruskal-Wallis	0.102	17.136	0.211	0.164	2.529	12.092	13.181	3.319	72.755
	Significance	0.950	0.001	0.646	0.685	0.112	0.034	0.010	0.345	0.001

Table 5. Results of Kruskal-Wallis test between contextual variables and life satisfaction of male and female students in the first and second grades of high school in Semnan province

Gender	Cross section	Statistics	Region	Parents' job	Type of housing	Address	Parental literacy	Family income	Number of children
Girl	Freshman	K-W	0.504	0.318	0.001	0.098	6.592	11.699	1.562
		Sig.	0.777	0.573	0.992	0.754	0.253	0.020*	0.668
	Sophomore	K-W	0.763	0.128	0.795	3.646	9.628	8.928	1.653
		Sig.	0.683	0.721	0.373	0.056	0.087	0.063	0.648
Boy	Freshman	K-W	0.700	0.340	2.382	0.343	7.048	9.862	1.881
		Sig.	0.705	0.560	0.123	0.558	0.217	0.043*	0.597
	Sophomore	K-W	0.069	1.004	0.331	0.649	1.491	6.765	7.170
		Sig.	0.966	0.316	0.565	0.420	0.914	0.149	0.067

*Significance level: Pvalue<0.05

Table 6. The results of correlation coefficient between social relations and the level of life satisfaction in high school students of Semnan province

Variable	Statistics	Relative deprivation	Social relations network	Network relations with family	Network relations with friends	Social trust	Feeling of insecurity	Feeling of anomie	Religiousness	Belief	Emotional	Consequential	Ceremonial
Life satisfaction	Correlation coefficient	-0.243	0.451	0.469	0.290	0.470	0.104	-0.361	0.361	0.313	0.396	-0.201	0.309
	Significance	0.001	0.001	0.001	0.001	0.001	0.001	0.001	0.001	0.001	0.001	0.001	0.001
	number	784	784	784	784	784	784	784	784	784	784	784	784

Discussion

In the present research, we tried to analyze the social factors related to the level of life satisfaction in high school students in Semnan province. The results of the study indicate that the life satisfaction variable and all its aspects among high school students of Semnan province are significant. The level of life satisfaction among both male and female sophomore and freshman high school students of Semnan province also shows that it is significant for both male and female sophomore and freshman students. Generally, life satisfaction in teenagers has a protective role against negative effects of tension and mental disorders; through using it, one can prevent from personality, psychological, and environmental problems in adulthood.³⁸ Teenagers who are satisfied with their lives feel more happiness and try more to achieve their purposes. This is while having less life satisfaction is accompanied with feeling sad and having negative feelings about one's self.³⁹

Prioritizing aspects of life satisfaction among high school students in Semnan province in the current research show that satisfaction with family, satisfaction with the environment, satisfaction with friends, self-satisfaction, and satisfaction with school respectively have the most effect on the level of life satisfaction in high school students in Semnan province. All in all, the more the teenagers are satisfied with their school, friends, family, and self, the more their general health,

educational success, self-organization, and the motivation for success in students will be.⁴

The results of the study also indicate that among the background variables and the level of life satisfaction in high school students in Semnan province, there is a significant relationship only between life satisfaction and background variables of gender, parents' education level, family's income, and educational rank. The results of this part of the research are aligned with the findings of the research conducted by Hossein Zadeh, Azizi & Tavakkoli (2013).²⁸ In their study, they conclude that the parent's educational level and family support can lead to self-satisfaction and trust; and by heightening the feeling of worthiness, the negative feelings are decreased and it causes an increase in the level of life satisfaction. Accordingly, the findings of the current research also demonstrate that there is a positive and significant relationship between life satisfaction and family income. This part of the findings is aligned with the results of the researches by Anari, Mazaheri & Tahmasebian (2014);⁸ Oladipo, Olapegba & Ogunronbo (2012);²³ and Serin, Serin & Özbaş (2010).⁴⁰ Anari, Mazaheri & Tahmasebian (2012) found out that financial problems have a big influence on female teenagers' life satisfaction.⁸ The results of Oladipo, Olapegba & Ogunronbo (2010) also show that social support and family status has a significant effect on teenager's life satisfaction.²³ Serin, Serin & Özbaş (2010) also introduce socioeconomic status as one of the most important predictors of university students' life satisfaction.⁴⁰

The results of the current research also show that there is no relation between the level of life satisfaction and background variables between freshman and sophomore male and female students of Semnan province. This part of the findings does not go with the results of the research conducted by Karimi, Sarvghad &, Baghouli (2014);³ the results of the study by Karimi, Sarvghad &, Baghouli (2014) show that there is a significant relationship between different educational groups but concerning gender, there is no significant difference.³

The findings of the current research demonstrate that there is a significant relationship between all social factors and the level of life satisfaction in high school students in Semnan province. This part of the findings is aligned with the findings of the research by Kim, Kim, Hwang & Lee (2020)²⁵ and Gaziél, Hasson-Ohayon, Morag-Yaffe, Schapir & et al (2015).¹⁸ The results of the research conducted by Kim, Kim, Hwang & Lee (2020) show that there is a positive relationship between university students' having relations with other people and their life satisfaction.²⁵ Gaziél, Hasson-Ohayon, Morag-Yaffe, Schapir & et al (2015) also explained that family function in terms of communication skills and negotiable behavioral patterns has an important role in predicting children's life satisfaction.¹⁸ Generally, life satisfaction, as a key component in one's mental well-being, can go beyond emotional fluctuations and bring about effective changes in one's behaviors.³ The results of the studies illustrate that life satisfaction is achieved through mixing five different environments including friends, school, living environment, family, and self.² Hence, it appears that increasing the quality of educating, training the human workforce, giving different material and immaterial rewards for students' various successes, respecting their differences, verbal encouragement, preventing destructive competition, giving importance to every single student, heightening their motivation, giving them responsibilities, and actions like these can increase their life satisfaction.

These findings are aligned with the findings of researches conducted by Hossein Zadeh, Azizi & Tavakkoli (2013);²⁸ Hashemi, 2003;²⁰ Gaziél, Hasson-Ohayon, Morag-Yaffe, Schapir & et al, 2015;¹⁸ Oladipo, Olapegba & Ogunronbo; 2012.²³ The results of a study by Hossein Zadeh, Azizi & Tavakkoli (2013) show that family support and trust can increase life satisfaction.²⁸ Hashemi (2003) in their research concluded that there is a relation between religiousness and life satisfaction.²⁰ Gaziél, Hasson-Ohayon, Morag-Yaffe, Schapir & et al (2015) also analyze the predictors of life satisfaction in teenagers; the results of this study prove that the functions of the family in communication skills and negotiable behavioral patterns have an important role in predicting life satisfaction in children.¹⁸ Oladipo, Olapegba & Ogunronbo (2012) also analyzed the role of social support and family status on teenager's life satisfaction; the results of this study demonstrate that social support and family status have a significant effect on teenagers life satisfaction.²³

Accordingly, one can declare that for the students not to have relative deprivation, one should remind them that apart from social conditions and factors which have a very important role in creating and improving their happiness, it is they who through choosing their routines and also through their attitudes

cause their happiness and life satisfaction. And one of the techniques which lead to an increase in their happiness is their satisfaction with life. On the other hand, considering the change in generations, new communication technologies such as mobile and internet, the students' attitudes and their interests have changed and they desire entertainment in different forms. Therefore, we should detect all the healthy entertainment which students and teenagers want to have and the entertainment facilities should be provided for them based on their interests. By and large, there should be a hopeful environment in the society; the parents' employment and their proper activity, their sufficient income, the student's social communication with others is also another factor in heightening social happiness in society in general and specifically in students.

Because social relations network is one of the influential factors in creating life satisfaction in students, the families should find more time to talk with their children in a way that students have better communication at least with one of the family members so that they could talk and consult with each other about different issues. Because social trust is one of the influential factors in creating life satisfaction in students, there should be a condition in life so that students will not feel endangered. The feeling of security should be heightened. The more the social environment and urban, school and house design be peaceful, the more their satisfaction is met. Because the feeling of anomie is another influential factor in creating self-satisfaction in students. Thus, there must be a cultural and social order in society. Finally, religiousness is another social factor that is influential in students' life satisfaction based on the present research. Therefore, different plans should be made to heighten people's piety.

Hence, creating life satisfaction in students is not single-factored; rather various factors are influential in creating and improving these variables. As a result, it appears that as long as all capacities in creating students' life satisfaction are not used, one cannot expect teenagers to be satisfied with their lives. This should not be declared just like a slogan. Considering the various social factors which are mentioned in the current research, one can state that life satisfaction can be related to many various factors. Therefore, different needs of students, families, and schools should be provided so that we will see their satisfaction.

Based on the findings of the present research, the following proposals are suggested:

- Considering the ranking of the aspects of life satisfaction in high school students of Semnan province, it is recommended to the parents to act in a way that children should enjoy being with them and the parents spend more time with them. Besides, it is suggested to make the conditions in the house so lovely and provide more entertainments for them so that their satisfaction with the environment be increased. Families and schools can help the students in choosing better friends through holding educational classes on finding good friends and having healthy social relations and provide a situation so that they would spend more time for lively activities with their fellows, classmates, and friends. On the one hand, it is recommended to the school managers to make the school environment more attractive for the students. Increasing the exercise hours and

bodily activities in schools can be one of the good methods. On the other hand, it is also suggested to students themselves spend less time in social networks and spend more time with family and friends. It is recommended that there should be trust between family members since this can be very influential in bringing about life satisfaction in students.

- Considering the relation between social factors and life satisfaction, it is recommended that some personal actions be taken among students such as physical activity, regular exercise, practicing optimism, developing social relations, goal planning, and adjustment with changes. Other actions such as increasing the quality of educating, training the human workforce, giving different material and immaterial rewards for students' various successes, respecting their differences, verbal encouragement, preventing destructive competition, giving importance to every single student, heightening their motivation, giving them responsibilities, etc. in different environments (family, school, friends, society) so that their life satisfaction increases. Firstly, the students themselves should try to understand life problems and issues and should not allow their thoughts to revolve only around problems. They should try to guide their thoughts more towards positive things and improve their hope and satisfaction. It is recommended that a situation be provided so that the students can have good social relations with their friends in an acceptable family and social frame. Besides, it is also suggested that trustee organizations like the youth and sports organization, education office, tourism, and cultural heritage office, and municipality have special plans for providing proper healthy entertainment for students.

Considering the significant findings of the current study and the limitations of the study, here are some suggestions for future research. A descriptive and comparative study can be conducted on high school students' life satisfaction in other provinces. It is recommended that the future researches life satisfaction of other students in other educational levels be analyzed and the variables, which were less considered in the present research, be paid more attention to. Furthermore, it is suggested that the relationship between students' life satisfaction with other components be considered in future researches.

The researchers in the current study confronted relative limitations in some aspects. One of the limitations in the present research was that evaluation of the life satisfaction was limited to the students' view this is while if the view of others (such as the teachers, managers, principles, and parents) had been considered, the evaluation would probably have been better. In the present study, the type of school in which the students were studying (that is, public school, private school, or the school for the talented) was not emphasized. Consequently, if this had been considered as well, we would probably have had a better evaluation. The conducted researches on this topic so far do not show a similar view towards concepts and variables of life satisfaction. Hence, various components were analyzed in each of the studies which have made the comparison between them a bit difficult. The subjects' probable partiality can also be another limitation of the study which affects the accuracy of their responses.

In conclusion, one can state that generally the suggestions proposed here are considerable and the suggested methods can be very effective in creating life satisfaction in students. However, creating life satisfaction in students is a deep and fundamental issue that calls for proper actions of different organizations. Attitudes, suggestions, and actions have a broad effect in improving these variables but this effect is not permanent. As a result, these problems need long-term plans and decisions so that they would lead to a satisfactory environment. Educational environments, teachers, managers, students, and generally all factors should work together to achieve life satisfaction. The officials should cooperate to make effective long-term, midterm, and short-term plans for this purpose.

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Conflict of Interest

The authors declare that they have no conflict of interest.

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