

SUBJECTIVE WELL BEING AND POSITIVE YOUTH DEVELOPMENT: AN INTEGRAL FRAMEWORK

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Abstract - Subjective well-being is the consolidation of happiness and life satisfaction. Positive youth development focuses on the optimal quality of human development. This study has shown that subjective well-being influences positive youth development, even though there is debate about the relationship between both variables. This paper develops a conceptual model explaining the link between subjective well-being and positive youth development in the context of the growth of India. Integral positive psychology and developmental perspectives, this model explains the direct influence of subjective well-being on positive youth development and of their common relationships with the development of the youth of India (in the context of positive psychology) and the growth of the country. Both of which are influenced by personal and societal situations. The interaction between individual and society plays a key role in the growth of India and is followed by the positive development of youth. Another purpose of this study is to discuss strategies for promoting positive youth development with the help of subjective well-being.

Keywords: Subjective Well-Being, positive psychology, Positive youth development.

1 SUBJECTIVE WELL-BEING AND ITS COMPONENTS

A leading thinker of the late nineteenth century, philosopher and the father of pragmatism and American psychology once said, "Action may not always bring happiness, but there is no happiness without action". Subjective well-being is a mental and emotional state, including pleasant and positive emotions ranging from intense joy to contentment. Happiness, life satisfaction, well-being and eudemonia are also used in the context of subjective well-being. It is relatively subjective in nature. In recent years, new concepts of subjective well-being from different professional fields have focused on solutions to many solutions to different problems in youths worldwide: in management, psychology, economics, organizational behavior, marketing and public policies.

Scholar and Khan (1982) noted that the work nature of supervision, reutilization and complexity are linked casually to an individual's depression and sense of control. Our workers' subjective well-being in form of conceptualization follows the commonly used model in studies of positive psychology and happiness; consists of affective and evaluative parts (Diner, 1984, 1994). Some researchers reported that better well-being and positive affective organizational commitment are linked positively. (Begley & Chaka, 1993). Harter et al. (2003) noted that negative emotions like resentment and boredom are the result of unclear expectations and lack of basic equipment and materials. Evidence shows that the measures of job satisfaction and job affect are distinct but related concepts. The findings come from meta-analysis of between measures of workers' job satisfaction and job affect and show moderately correlated. The range of this uncorrelated magnitude is from .26 to .34. (Kaplan et al., 2009). Affective happiness at work consists of measures of infrequent negative emotions and frequent positive emotions. Popular scale of this infrequent and frequent affect (PANAS; Watson et al., 1988) and the job related affect (VAN Katy et al., 2000).

Carl G. Jung explained the components of happiness in five different ways, such as; to maintain good mental and physical health, to maintain good intimate and personal relationships, to perceive beauty in nature and its art, to have some reasonable standards to maintain satisfactory work and living and to have a religious and philosophical view on coping. Martin Seligman, the promoter of positive psychology, identifies five elements of happiness and emotional wellbeing

Such as; accomplishment, meaning, engagement, relationships and positive emotions. Meaning, order and affiliation can be components of happiness in terms of



coherent life. These three combinations describe the continent of coherence. One of the most important aspects of creating happiness in youth in their lives is considered as what commonly they govern feeling life as happy. Duckworth (2005) noted that positive emotions and mental state primarily explain what people do correct to maintain and obtain optimum happiness. The pursuit of happiness can be explained by two major theoretical concepts that focus on what are things that make people happy are hedonic well-being and eudemonic well-being (Robbins, 2008). This is attributed that extroverts react more assertively to positive stimuli and positive emotions as compared to introverts. Extroverts respond more openly to the environment and to people. (Turnham & Christoforou, 2007; Carr, 2004).

In terms of the subjective well-being of youth for the growth of society and the nation, excitement and enthusiasm lead to one such aspect of happiness. More assertive, more satisfaction with work and more zeal towards day-to-day life events indicated the level of happiness and life satisfaction among youths. Any person can probably think of their own satisfaction with work, relationships and personal needs can be hampered by present and future aspects. Many frameworks of happiness and life satisfaction explain that happiness in youths occurs due to excitement and maturity in commitments.

Many researchers and psychologists indicate that happiness is not a state, but an attitude. It is governed by our self-control, not by any outside source. The deep sense of subjective well-being and satisfaction a person can carve with improving a relationship. Happiness is not a way of living, itself a life. Harter et al. (2003) hypothesized that youth engagement such and a combination of emotional and cognitive variables accelerates a higher frequency of positive effects such as joy, fulfillment, interest and commitment that relates to productivity. Subjective well-being is an exclusive experience that leads people to great lengths of fleeting moments of joy. In another term, it can be a mystery like religion and never be rationalized. Positive effects are linked to health. In terms of economics, this strange paradox indicates a strong correlation between money and happiness. Another link to happiness indicates a strong correlation between creativity and problem solving.

2 POSITIVE YOUTH DEVELOPMENT AND ITS DETERMINANTS

Youth and their behavior is complex and they play an emerging key role in development as defined by a neurobiological process. The development process of youth behavior can be defined on the basis of psychological and social principles. B. Bradford Brown provided a concept of adolescent risk-taking and psychosocial development.

Brown began with the primary psychosocial task a youth can perform in their life and that can contribute to self and societal growth. Simply, these are the four key

1. To stand out: in development of identity and to pursue autonomy.
2. To fit in: to gain acceptance from peer group and to gain affiliation from others.
3. To measure up: to find out ways to achieve and to become competent.
4. To take hold: to be always committed to particular activities, believes and goals.

Youths in our society are engaging in risk-taking activities. These risk-taking activities can be identified in two ways: First, youths may turn to risk-taking activities to help themselves in coping with the failure to succeed in one of these areas. Second, many risk behaviors can increase or decrease the fruitful accomplishment of these tasks. This work was originally done by Erik Erikson. The task youth perform can be understood as a process of making distance to oneself from society, especially for parents to understand about their adolescents a clear sense about child how one is as a person and how one behaves in society.

Researchers have identified other components that play an integral role in identity formation, such as identification on the basis of ethnicity, sexual orientation and gender. Youths have criteria of possible identities, evaluation and diversion of personal self towards particular goals. This process is challenging for a particular group of immigrant youths. Research shows that youths are basically of two types on the basis of their growth and development. First, immigrants move to another place for studies and for self-development from one place to another place and second, stay and study and make their career from where they belong. These two types of categories of youths play a vital role in the

development of our society. Those who move from one place to another try to maintain a space and adjustment in a new place or society and they find new contacts and form new interpersonal relationships. Research identifies that these kinds of youths are good at communication, adjustments, interpersonal relationships, interactions and speaking. Other than this, these youths who stay at their place for personal growth are more concerned about their family, interpersonal relationships, society and can manage different ups and downs. They can help their communities on the basis of their skills and relations. The development of autonomy is closely associated with identity formation and generally categorized as interpersonal and psychological variable. Brown suggested that there is a universal process of development of a healthy autonomy and relational self. Research shows that young people develop their autonomy at an early stage of developmental milestone or too late. Late development of autonomy can result in poorer outcomes as compared to early developments.

The field of positive youth development identifies good in young people focuses on children's unique interests, talents, strengths and future potential (Damon, 2004). As much as parents want their children to develop a more healthy and sound mind and body, those with perfect school attendance and good grades. Real youths are a mix of good, average, and poor performances. Some adolescents are depressed, anxious and some have eating disorders; some take drugs and engage in risk-taking activities; some become pregnant; some become dropouts and some become failures in finding out the pursuit of time. Positive perspective does not label a child as schizophrenic, depressed, drug user, school dropout, etc. Abraham Lincoln, John Nash, Peter Jennings and Edgar Allan Poe are labeled with these terms but they lived their lives so appropriately. The thing is the problems with these labels can be shorthand with positive things that they have as strengths and good in them. Attention focused on the positive side of an adolescent helps them to identify their possibilities and to overcome these shortcomings of life. Positive youth development stands for approaches that focus on problems of young people and help them to overcome antisocial conduct, learning disabilities, low motivation, affective disorder, poor achievement, drug use and smoking.

Positive youth development helps in recognition of the existence of adversities and developmental changes that affect children in various ways. As far as the nation's youths are concerned, priority should be the solution to problems of youths.

3 AN INTEGRAL FRAMEWORK

As an applied field, youth development is a priority of society. For the concern of the nation's youth, the reduction of problems of youth has been the priority, for good reason. Attention to positive outcomes is in addition to the reduction of negative outcomes. Studies at Search Institute in Minneapolis found that a term development assets which include internal factors such as sense of purpose, positive values and commitment to learning and external factors such as adult role model and family support (Benson, Lifer, Scales, & Blyth, 1998; Lifer Development of the below framework helps us to improve youth development with the help of a positive psychology principle: Happiness. The child's bonding and attachment process works as an internal growth pattern for connections with society. The interaction between a child and its caregiver helps to form interpersonal bonding and its behavior. Good bonding helps to promote trust in self and others. And poor bonding creates fundamental emptiness and mistrust of self and others. Bonding with caregivers helps children to establish good relations in school with peers, culture and community. An individual's capacity to adapt to stressful events in a flexible and healthy way is referred to as resilience. Development of competencies helps to cover five areas of functioning of youths, such as cognitive, behavioral, emotional, social and moral abilities. Competencies help to adjust to the environment with different attributes of the above mentioned types.

Our ability to think and take consistent decisions with wise thoughts about one refers to self-determination. Self-determination is the innate psychological need for competence, relatedness and autonomy. Spirituality refers to the development of youth in moral commitment, moral reasoning or belief in moral order. The perception that one can achieve a desired goal with the help of one's action refers to self-efficacy. The concept of

self-efficacy was proposed by Bandera "self-efficacy beliefs function as an important set of proximal determinants of human motivation, affect, and action. They operate in action through motivational, cognitive, and affective intervening processes. "Clear and positive identity is a coherent sense of self in internal organizations. It is more similar to identity development. According to learning principles, behavior is the result of a large part of reinforcement. It affects an individual's motivation to perform the same work in the future for a longer period of time.

An opportunity for prosaically involvement in different activities and events helps to encourage youths in a positive direction. It is important that youth can interact with positivity in groups like peers, family, school, neighbors or even larger groups.

The most basic assumption of positive psychology is that excellence and human goodness are as authentic as distress, disorder and disease. Happiness and well-being is not the invention of positive psychology but is a scientific study. With the help of a framework of positive psychology, especially with the concept of happiness and youth development, one can contribute to the understanding of these concepts for promotion of youth development. Within the framework of positive psychology concept, understanding and promoting positive youth development can be found. Positive emotions such as contentment, joy and love can be linked with the building of psychological skills and abilities. Flow, highly engaging activities can be accompanied by this psychological state.

Life satisfaction can be characterized by hope, resiliency, and self-reliance, health promoting habits, self-esteem and prosaically behavior. And the absence of negative things such as depression, anxiety, loneliness, teenage pregnancy, violence, school discipline problems and drug and alcohol abuse. Character strength includes positive characteristics such as gratitude, hope, humor, kindness and curiosity. Skills and abilities in cognitive, moral, behavioral and social domains are considered as competencies.

Different programs can be introduced to inculcate youth growth in a positive sense. Semi-structured and structured activities such as drug prevention intervention, learning requirements equipment in schools. need of organizations that provide activities and relationships to improve well-being in people. Social institutions for the development of youths with family, schools, museums, libraries can improvise. Social norms, resources, and relationships help to influence youth development with the help of community programs.

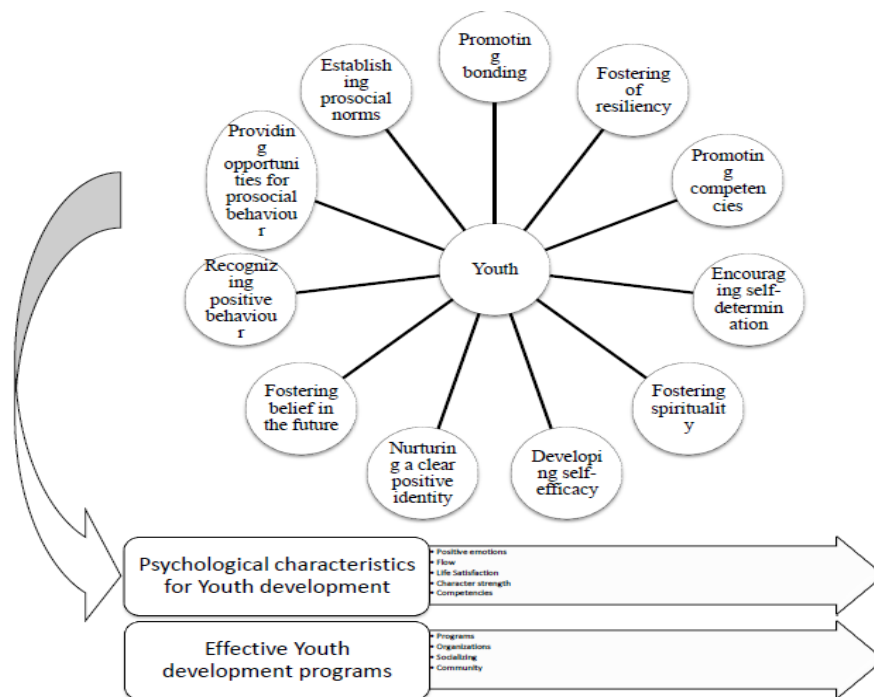


Figure 1 Framework for Subjective Well-Being and Positive Youth development for growth of Society

4 CONCLUSION

Positive youth development and happiness are of great importance to the growth of society. In conclusion, we have made two arguments: first, psychological characteristics such as strength of character, life satisfaction, competencies, emotions etc. are associated with well-being and reduce problems. Second, youth development programs can encourage these positive qualities and increase the outcomes of occurrence of these characteristics. Positive youth development can help adolescents to explore their full potential to lead a satisfying life.

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