

Investigating Psycho–Social Factors Affecting Life Satisfaction of Girl Adolescents in Isfahan

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ABSTRACT

This study investigates the relationship between life satisfaction on the one hand and demographic factors, social factors, social support, family factors, psychological factors, excitement seeking, identity, and attitude to friends on the other. In addition, clarification and prediction of life-satisfaction based on the mentioned criteria, was the main aim of this research study.

The sample consisted of 252 female adolescents in grades 2 and 3 of secondary school and grade one of high school in Isfahan City who were chosen through cluster sampling. All the subjects answered the questionnaires of the demographic scale, life satisfaction (Diner et.al 1985), excitement-seeking scale (Zacherman 1987), adolescence identity scale (Daneshvar 1375), Hagoel's friendship value scale and social support scale by Philips.

The results of Pearson's correlation coefficient showed life satisfaction have significant correlation with the age of father, birth order, number of brothers, age of the adolescent, and also sexual, professional and social identity and life satisfaction have negative correlation with relationship between parents, social-economical class, the feeling of social support by family, friends and important figures increase life satisfaction in girl adolescents ($P < 0.05$). However, the results of hierarchical regression analyses revealed among these parameters only 3 parameters of perceiving family support 14.1%, the quality of relationship between parents 5.5% and social-economical class 14.8% could predict 34.4% life satisfaction of girls students ($P < 0.05$).

The results of Pearson's correlation coefficient showed life satisfaction decreases significantly when the age of father, birth order, number of brothers, age of the adolescent, and also sexual, professional and social identity turmoil increase on the other hand, a better relationship between parents, higher social-economical class, the feeling of social support by family, friends and important figures increase life satisfaction in girl adolescents ($P < 0.05$). However, the results of hierarchical regression analyses revealed among these parameters only 3 parameters of perceiving family support, the quality of relationship between parents and social-economical class could predict life satisfaction of girls students ($P < 0.05$).

KEYWORDS: Life satisfaction, social support, excitement seeking, identity, attitude to friends

1. INTRODUCTION

Adolescence is usually a challenging and difficult period of life, because in this period and especially is the beginning of this period physical sexual, mental, cognitive and social changes occur. In the beginning of the present century G. Stanley Hall, the establisher of psychology committee in U.S.A and the father of scientific study on adolescence described this period of life a little emotionally, He considers this period, a time with severe tension and storms, with extraordinary physical, emotional and cognitive abilities. Due to various aspects of changes in adolescence, self-satisfaction life-satisfaction of adolescents dramatically decrease life-satisfaction and is especially important in adolescence, as it modifies the relationship between negative happenings in life and consequent behavioral problems (Suldo & Hueber 2004).

Life satisfaction is once of human reactions in individual and social. Diener, Sandvik, Pavoto, and Jujita (1992) defined life-satisfaction as a personal judgment of prosperity, success and quality of life based on selected criteria of an individual.

The concept of life-satisfaction is and internal experience which includes positive existence of excitement and lack of negative emotions (Rode, 2005). Internal satisfaction is the result of individual and social growth (Fank, Hnbner, Valios 2006). Inglehart (1998), defines life-satisfaction as satisfaction from the balance between one's dreams and wishes and his real situation. Many studies have been carried out on life-

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satisfaction in teen-years and adolescence and various factors have been recognized to be influential; for instance, Patrick (1989) showed there is a negative relationship between life-satisfaction in adolescence and neuroticism, while there is a positive relationship between life-satisfaction and being extrovert.

Nasirei-Jokar (2008), mentioned the indirect role of hope in the relationship between meaningfulness of life and mental health indices in girls and women and pointed out that this meaningfulness leads to the increase of happiness and life-satisfaction.

Many factors go tribute to the level of life-satisfaction among which demographic factors like sex (Souise & Lyubomirsky, 2001), the sex and number of friends (Muhonen & Torkelson, 2004), age (Borge, Halber & Blomquist 2006, Judge, Locke, Durham 1999), educational level (Subasi & Hugran 2005), income (Wiggins & Bowman 2000) can be mentioned, Realo and Dobewall (2011) studied the relationship between age and life-satisfaction in 27 years (1928 to 2009) in Estonia, Finland, Latvia and Sweden in a research titling "Does life-satisfaction changes with age?" Their sample included 39420 people between the ages of 15 to 100. The results revealed that contrary to Finlanders and Swedish, the relationship between age and life satisfaction can be clearly described by a curve in Slovenia and Latvia young and old people have higher life-satisfaction compared to other age-group. In addition, post *et.al* (1998) in a research titling "the predictors of mental situation and life-satisfaction" found out that age is a predictor of life-satisfaction.

Social factors, such as family status (Herold, 2007), social interactions (Gibson 1986) and social class (George 1981) are also important in life-satisfaction. Social support is another factor which affects life-satisfaction greatly (Simon, Kilnic, & Granello, 2003). Social support is a natural helpful behavior that people receive when they need the help of others (Barrera, 1986).

Lent, Taveira, Sheu & Shingley (2009) in their investigation of social-cognitive predictors of educational adaptability and life-satisfaction found out that environmental support is a predictor of life-satisfaction in students of university.

While investigating the relationship among life-satisfaction, believing in fairness of the world and social supports, Khosravi & Nahidpour (2012) found out there is a positive, significant correlation between life-satisfaction and social support and social support can predict life-satisfaction.

Positive, significant relationship between hopefulness and social support and life-satisfaction and these 2 variables can predict life-satisfaction. Family factors such as social-financial levels can also have a relationship with life-satisfaction (Simon, Kilnic, & Granello, 2003). In his research, Planket (1999) found out that three dimensions of family problems (arguments over child training, arguments over family roles and the severity of arguments) are related to satisfaction of girl adolescents with their family life while the only dimension that affects satisfaction of boys is the dimension of the severity of arguments. Adolescents' interpretation of stressors is effective in both genders and changes their satisfaction. The variable of contrastive guide lines is only significant for girls and affects their satisfaction. Carolyn (1994) showed adolescents' satisfaction with family life has respectively the most correlation with parent's support, family flexibility, family bonds, punishment and parents' reasoning. Life-satisfaction in adolescents increases as they get older while gender has no significant relationship with the dependent variable. The adolescents who live in single parent families or live with step-parents have less satisfaction with their family life compared to those who live in normal families. The characteristics of family organization comprises 37%, the behavior of parents only 7% and population variable just 6% of adolescents' satisfaction with family life.

In addition, it has been proved that some psychological factors such as excitement-seeking, identity seeking and attitude to friends are important in life-satisfaction. Emmons & Diener (1985) showed there is a relationship between personality traits especially excitement-seeking and life satisfaction. In their five-factor model, Costa and McClelland (quoted from Diener *et.al*, 1992) consider excitement-seeking a sub-branch of extraversion. Similarly, Aizenc in his five-factor model considers excitement-seeking a primary trait and inseparable part of extraversion. Excitement-seeking is a need for variety in emotions and experiences of human being, as some people take risk to gain such experiences. Actually, excitement-seeking is a trait the characteristics of which is searching different, complex and new experiences and excitements and taking physical and exciting risks (Zacherman 1979). Excitement-seekers move towards gaining new experiments to experience enjoyable feelings (Zacherman, 1994).

The studies on excitement-seeking have revealed individuals are different in the level of tendency to experience different excitements. However the studies done so far have not focused on the question that whether people who seek high levels of excitement, have more life-satisfaction.

Identity is another variable which is related to life-satisfaction (Kohoolat-Jokar, 2010). Identity is the organized interpretation of one's values, beliefs and goals for which the individual feels responsible (Berk, 2007). Identity consists of self-esteem, motivation for progress, self-control and social-cognitive

development. Identity problem is a serious mental problem in adapting various aspects of "self" to feeling self-appropriate. This problem is revealed in different fields related to identity such as long-term plans, career selection, friendship patterns, values, and loyalty (Poorafkari, 1987). Solving the identity crisis leads to faith fullness in emotional relationships and career. Kohoolat-Jokar (2010) in a study on the investigation of the relationship between identity styles and happiness of university students found out that the cognitive parameter of happiness (namely life-satisfaction) can be positively and significantly predicted by identity styles.

On the other hand, relationship with friends is of high importance in adolescence (Mussen, Keygan, Hoston, Kanjer, 2001). Having a proper relationship with peers and classmates and feeling belonged to school are effective factors in life-satisfaction of children and teenagers. Actually this parameter includes satisfaction with friends; As in childhood and teen years school is the main source of friendship relationship and out of family bond and provided that the person can make relationships with friends and classmates, he feels more satisfied with life and school (Verkuyten & Thijs 2002). Therefore attitude to friends is a variable that can affect life-satisfaction of adolescents.

Different research studies have been conducted on life-satisfaction but none has investigated the effects of factors of family, social support, excitement-seeking, identity and attitude to friends together on life-satisfaction. Therefore, the present research aims are investigating acting variables of demographic, social support, family factors, psycho factors, excitement-seeking, identity, and attitude to friends. Moreover, predicting life-satisfaction based on the mentioned parameters is the main purpose of the research.

METHODOLOGY

The study is co relational. The statistical population consisted of all secondary school and high school girl students in Isfahan in 2012. Based on this, the sample consisted of 252 girl students of second and third grade of secondary school and first grade of high school in Isfahan who were selected by multi-stage clustering sampling; at first 2 educational districts of the city were chosen randomly, the among the schools of these 2 districts, 2 secondary schools for girls and one high-school for girls were chosen. In each secondary school one class in each grade and in high school 2 first grade classes were randomly selected and all the students in those classes were chosen as the sample and were given questionnaires of demographic factors, life-satisfaction, social support, excitement-seeking and the friendship value.

To investigate the relationship between the variables of the research with life-satisfaction Pearson correlation and to determine life-satisfaction based on the research variables hierarchical regression analysis were used. Table (1) shows the number and percentages of people in each level.

Table (1): Number and percentages of people in each level

level of education	N	Percentage
Second grad in secondary school	78	31
Third grad in secondary school	105	42
First grad in high school	69	27

The instruments used in this study are the questionnaires of identity, life satisfaction, attitude to friends, social support, excitement-seeking and the questionnaire of population studies traits.

Life-satisfaction scale: this scale is made by Diner et.al (1985) which includes 5 question with 7-degree likert scale. The alternative absolutely correct is scored 7 while the alternative absolutely wrong is scored 1. The range of scores is between 5 to 45.

According to Soltanizade, its internal correlation coefficient is 0.78. In addition, the reliability of the scale is reported 0.86 in a study by Keshavarz, Mehrabi and Sotanzade (2009).

Philip's social supports scale: this scale measured the perceived social support through 23 items each having 2 alternatives (correct and incorrect) and 3 subscales of family, friends and others. Nakhodak (1998) has reported the reliability of this social-support questionnaire 0.76 through cronbach alpha, 0.55 through split-half method and 0.84 through Gateman. In the case of Iranian students reliability coefficient of sub-scales of family, friends and others is respectively 0.55, 0.64 and 0.54. Validity coefficient of the scale is 0.70 (Bavi, 1984). Pasha, Safarzadeh and Mashak (1987) have also reported the reliability of the questionnaire using cronbach alpha and split-half method which is respectively 0.84 and 0.82.

Excitement-seeking scale: This scale is a summarized form of the fourth version of Maroin zackerman's excitement-seeking scale prepared in 1987. The fifth version was prepared to investing ate

excitement-seeking factors and it consists of four secondary factors : 1- excitement-seeking and adventure-seeking, 2- experience-seeking, 3- avoidance of abstention and 4- getting affected by dismal situations. For each factor, 10 items were prepared. Overall, the scale consists of 40 items each having 2 alternatives of and b. crude scores of each subject regarding each factor ranges from 10 to zero. The overall scale comprising 40 items represents an internal capability ranging from 0.83 to 0.86. Likens and Crolla (1998 quoted by Zuckerman, 1983) report internal reliability of the total scale and for subscales among men between 0.65 to 0.81 and among women between 0.59 to 0.82. They also report the reliability of the scale 0.83 for men and 0.86 for women. Soltani, Khalooyi (2002) reports reliability of the scale 0.78 for men and 0.80 for women using re-test.

Identity scale: this questionnaire which has been prepared by Daneshvar (1996) consists of 30 questions which evaluate 3 kinds of identity: sexual identity (10 items), professional identity (11 items) and social identity (9 items). Responding to each question is in 5 alternative likert range including absolutely disagree (1 score), disagree (2), undecided (3), agree (4) and absolutely agree (5 scores).

Reliability of the scale has been reported 0.80. In the present study, the reliability of the questionnaire was calculated 0.75 through cronbach alpha method.

Hagoole's friendship value scale (1984): The scale is made to measure the values people find important in their friendship relationship in general and in their friends in special. This scale has 32 items which investigate 4 aspects of friendship including:

a) Intimacy: feeling close to each other b) similarity: the similarity of situations considering religion, race, political views, marital status and age c) Being emotional or looking at friends as instruments to success: testing opposite concepts, friendship as an emotional experience or friendship as an important factor in achieving personal goals d) Sympathy : sharing secrets and intimate information of self and others (quoted by Miller, 2001).

The Reliability of the questionnaire for sympathy scale was 0.74, for similarity 0.65, for being emotional or looking at friends as instruments to success 0.68 and for intimacy 0.60 through using cronbach alpha method.

Demographic scale: this questionnaire investigates individual's age, sex, education, father's education, mother's education, father's age, mother's age, birth order, number brothers, number of sisters, membership in group activities (such as red croissant and etc), sport activities and economical- social situation of family.

Finding:

Table (2): represents standard deviation, correlation coefficient of the research variables with life satisfaction.

Table (2): Means, standard deviation and correlation coefficient with life-satisfaction

Variable	Mean	Std. Deviation	N	Correlation with life-satisfaction	significance
Life satisfaction	23.8519	6.18012	252	1.000	
Educational level	7.8408	.98351	252	-.070	.134
father's Educational level	4.7542	2.02622	252	.093	.069
Mather's Educational level	5.1167	4.74645	252	.057	.182
father's age	43.2105	6.81921	252	-.114	.036
Mather's age	37.0383	6.84218	252	-.066	.149
Birth order	2.0852	1.38487	252	-.107	.045
Number of sister	1.0175	1.08214	252	-.098	.061
Number of brother	.7532	.84433	252	-.134	.017
Relationship between parents	4.2591	1.10669	252	.341	.000
Social-economical class	4.9637	1.20536	252	.375	.000
Support from friends	5.3333	1.90477	252	.258	.000
Support from family	5.7906	1.80828	252	.460	.000
Support from others	5.0533	2.22746	252	.285	.000
Group activity	.3621	.47290	252	-.063	.160
Sport activity	.3713	.54781	252	.033	.304
Attitude to friends(sympathy aspect)	19.9048	3.42937	252	.025	.348
Attitude to friends(emotional aspect)	25.2851	5.88600	252	-.055	.191
Attitude to friends(intimacy aspect)	18.8675	2.72285	252	-.029	.321
Sexual identity	36.1166	5.52393	252	-.224	.000
Professional identity	36.6195	6.49893	252	-.229	.000
Social identity	38.5983	5.91677	252	.178	.002
Excitement seeking	5.4716	2.04049	252	-.071	.132
age	14.2892	1.64254	252	-.137	.015

In investigating the relationship between these variables and life-satisfaction, the results of correlation coefficient revealed that the relationship between age of father to (0.114) , birth order (-0.107) , number of brothers (0.134), relationship between parents, social economical class (0.375), negative social support in all 3 aspects (family, friends and important people in life), age and identity with life-satisfaction is significant in the lives of adolescents ($P < 0.05$). Therefore, it can be said that life-satisfaction of adolescents decreases when the age of father, birth order, number of brothers, and identity confusion in sexual, professional and social aspects increase, However, when adolescents grow older, parents have better relationship, social and economical class is higher and more social support is perceived from the side of family, friends and other important people in life, life-satisfaction increases. (Table 1)

The results obtained by hierarchical regression analysis (Table 3) showed among the variables inserted in the first stage which consist of family parameters such as relationship between friends, social-economical class of family, age and education of parents, birth order and number of members of family, the variable of social-economical class accounted for 14.1% and relationship between parents 5.5% of life-satisfaction ($P < 0.05$). In the second stages, between the parameters of social support and participation in social and sport activities as 2 indices of group activities, merely the feeling of being supported by family could alone account for 14.8% of life-satisfaction with a regression coefficient of 0.586, but none of the parameters of attitude to friends including tendency to similarity, intimacy, sympathy and emotional relationship with friends that had been inserted in the third stage as well as identity aspects (professional, social and sexual) having been inserted in the fourth stage plus age, education and excitement-seeking of adolescents which were inserted in the fifth stage had significant role in life-satisfaction of adolescents therefore, totally 3 variables of social-economical class, quality of the relationship between parents and perceived support from the side of family significantly account for 34.4% of life-satisfaction of adolescent ($P < 0.05$). Durbin-Watson's coefficient 1.96 also indicates the independence of errors and observing this presumption in regression analysis.

Table (3): hierarchical regression analysis for determining the parameters contributing to life-satisfaction of girl students.

stages	Variables inserted in equation	R	R squared	Std. error the estimate	Change Statistics					Durbin-Watson
					R squared	F Change	df1	df2	Sig. F Change	
1	Social-economical class	.375	.141	5.73992	.141	40.975	1	250	.000	
2	The quality of relationship between parents	.442	.195	5.56568	.055	16.899	1	249	.000	
3	Perceived support from family	.586	.344	5.03673	.148	56.045	1	248	.000	1.957

The results of the analysis of one-way variance (Table 4) and changing Beta amounts to F indicated that these 3 variables that were put in regression equation in 3 different steps are important in predicting life-satisfaction ($P < 0.05$).

Table (4): the analysis of one-way variance for evaluating the total predicted propitiation of life-satisfaction in each stage

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1349.983	1	1349.983	40.975	.000 ^a
	Residual	8236.684	250	32.947		
	Total	9586.667	251			
2	Regression	1873.452	2	936.726	30.240	.000 ^b
	Residual	7713.215	249	30.977		
	Total	9586.667	251			
3	Regression	3295.247	3	1098.416	43.298	.000 ^c
	Residual	6291.420	248	25.369		
	Total	9586.667	251			
a. Predictors: (Constant), SMEAN(ses)						
b. Predictors: (Constant), SMEAN(ses), SMEAN(parentrelation)						
c. Predictors: (Constant), SMEAN(ses), SMEAN(parentrelation), SMEAN(supfamily)						
d. Dependent Variable: SMEAN(rezayat)						

In Table (5): unstandardized and standardized coefficients (B) for the equation of predicting life-satisfaction based on the variables are presented. A variance inflation coefficient (VIF) of less than 10, proper special values and Condition index of less than 15 for each of these variables indicate the

appropriateness of this equation for predicting life-satisfaction and lack of a strong linear relation between these independent variables which predict life-satisfaction (Momeni, 2007 and Mansourfar, 2006).

Table (5):

variables	B (unstandardized coefficient)	Beta(standardized coefficient)	t	Significance	VIF	eigenvalue	Condition index
constant	4.87	-	2.77	0.000	-	3.86	1.00
Social-economical class	1.27	0.25	4.54	0.000	1.13	0.072	7.35
The quality of relationship between parents	1.15	0.21	3.80	0.000	1.12	0.04	9.77
Perceived support from family	1.34	0.39	7.49	0.000	1.03	0.02	1268

Therefore, regression equation to predict life-satisfaction of adolescents is this :

1.34 Perceived support from family + 1.15 the quality of relationship between parents +4.87 social – economical class + 1.27= life-satisfaction.

DISCUSSION AND CONCLUSION

The results of the present research showed life-satisfaction decreases significantly when the age of father, birth order, number of brothers, and moreover, confusion about sexual, professional and social identity increase, where as better relationship between parents, a higher social- economical class, a stronger social support from family, friends, important people in life and the increase in adolescents' age increases life-satisfaction of female adolescents. Of course among these factors,3 variables of perceived social support from family, quality of relationship between parents and social economical class could alone predict 34.4% of life-satisfaction.

These findings are in line with the findings of the studies by Bourg et.al (2006) and Judge et.al (1999) on the relationship between age and life-satisfaction, the studies by simon et.al (2003), khosravi and Nahidpoor (2012) and Aslani et.al (2012) on the relationship between social support and life-satisfaction and finally the studies by simon, killing and Geranello (2003) on the relationship between social-economical class and life-satisfaction.

To justify the fact that the age of adolescents has positive relationship with life-satisfaction it can be said that in the beginning of teen years individuals have abstract thinking which enables them to think of an ideal and dream world, Perfectionism leads teenagers to a perfect world and makes them unable to tolerate the problems of every-day life (Berk, 2007). As the age of adolescents increases abstract thinking is replaced by rational thinking and adolescents become able to put up with the problems and failures of life and consequently life-satisfaction increases. Also, a higher social-economical class increases welfare of adolescents and consequently increases their life-satisfaction. A higher level of social support ensures adolescents of having a strong supportive source to rely on in times of problems, therefore it increase life-satisfaction. When people are in higher social and economical levels they feel more laid-back, face less limitation and stop comparing themselves with the people of higher social classes- a problem which is frequently found in adolescents- these factors, lead to life-satisfaction. It goes without saying that when people are constantly worried about financial issues their satisfaction decreases. In addition, financial problems cause some limitation for joyful activities (such as social activities, traveling): therefore life-satisfaction decreases (Mifarhadi, Moosave, Tabari, Kazem Nezhad, 2011).

It seems that the parameters connected to family, such as the quality of relationship between parents, social support from family and social-economical situation of family have the strongest effect and prediction power in life-satisfaction of adolescents as they can reduce the effects of other parameters like the kind of friends, relationship with peers, sudden changes due to puberty and identity-seeking. In spite of the fact that adolescence is the time of gradual detachment from family, getting close to friend, doubting about family values and rebelling against parents, still it is the family which plays the main role and has the main predictive power in life-satisfaction of adolescents.

Among family factors that could predict life-satisfaction, the quality of relationship between parents was the most important variable and accounted for 14.4% of the changes in life-satisfaction. This finding

is in line with the results of Planket's research (1999). Intimate relationship between parents makes a more secure and relaxing environment for children and this leads to reduced tension and forming a more positive idea about family in general and it results in life-satisfaction of adolescents. Contrary to this, when parents have constant arguments the environment is full of tension and stress. Therefore, children have more worries and concerns which results in their dissatisfaction with life in general. This is so important that studies show transferring children to a single-parent family is better than staying in a family full of tension (Berek, 2007).

Social support from the side of family, friend, and important people in life is related to life-satisfaction. In fact, adolescent, need being loved and they enjoy the feeling of belonging to family, friends and other important people in their lives such as their teachers and acquaintances. Social support satisfies this need and therefore results in life-satisfaction. However among different aspects of social support, it was the perception of support from family which could predict life-satisfaction. In other words, although adolescents tend to be with friends and in society, still a parameter related to family, which is support from family, has considerable importance in their life-satisfaction. This is probably due to the fact that adolescents trust family, as a reliable source from the beginning of life, more than the new people he tends to meet now. That's why support from family is in the first priority compared to other aspects of social support.

The results of this research indicate in spite of the fact that attitude to friends is of high importance in adolescence, it cannot predict life-satisfaction which shows friends don't affect life-satisfaction directly. It is because they don't have a deep role in adolescent's lives and their influence limits to those environments like school and gatherings :

In addition , although socializing with friends, increases in this period as socializing with family decreases, it is very much different from one adolescent to another. Those adolescent, who have high confidence can benefit both from the views and experiences of parents and peers without being dependent to one (Mussen, et al, 2007). So, the variable of attitude to friends probably affects other aspects of life-satisfaction indirectly, but it doesn't have a direct predictive power.

The results of this research indicated that contrary to Diner's idea (1985) that there is a relationship between personal traits such as excitement-seeking and life-satisfaction, for female adolescents in this research there was no significant relationship between excitement-seeking and life-satisfaction. This can be probably due to the fact that in female adolescents the parameter of excitement-seeking is not so important to affect their general view of life. Therefore it neither had a predictive power nor a significant relationship with life-satisfaction. Moreover, it seems other factors contributing in life-satisfaction have more power compared to excitement-seeking.

According to the results of this study, family both directly and indirectly is the most important parameter in life-satisfaction of Iranian female adolescents. Social-economical class of family, the quality of relationship between parents and support from family, all indicate how important family is. Therefore, parents ought to be informed about the effectiveness of their behavior and their relationship with each other on life-satisfaction of their children especially their daughters. Parents should also be justified that their relationship with each other and the feeling of support that they give their children have much more important role in prosperity of their daughters than other factors.

This research study also has some limitations. For instance, the effectiveness of other mental-characteristic parameters like attachment, feeling of security, and tolerance were not taken into account in this research. It is suggestive that in further research, factors contributions to life-satisfaction of male adolescents and other factors of characteristic be investigated. Moreover, further research can focus on other range groups and other cities of the country to give a more complete and appropriate pattern for factors contributing to life-satisfaction.

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