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Katrina Gonzales

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Life Satisfaction Domains and its Correlation to the Academic Achievement of Bergen County Technical High School - Teterboro Students

Katrina Gonzales

Measuring student levels of life satisfaction (LS), or their cognitive evaluation of their lives, is one way to integrate positive psychology practices in schools. Multiple studies in the field have analyzed whether a correlation exists between student LS and academic achievement. The purpose of this study is to determine whether the family, social, and school LS domains correlate to academic achievement, and if so, which correlation is the strongest. A survey was created and distributed to BCTHS students to gather data on the participants' satisfaction with the three domains and the grades they typically receive. The quantitative data was collected through a survey and analyzed using a multiple linear regression analysis. The results indicated that the three domains have little to no correlation with BCTHS students' level of academic achievement. Future research is advised to expand the current study by analyzing this correlation within all New Jersey high schools.

Keywords: life satisfaction, academic achievement, high school, correlation

1. INTRODUCTION & LITERATURE REVIEW

1.1 Subjective Well Being and Academic Achievement

A substantial body of research in the educational psychology field has accumulated regarding the integration of positive psychology practices in schools (Heffner & Antaramian, 2015). Positive psychology is a type of practice used to study the positive areas of life that enable individuals to function optimally (Gable & Haidt, 2005). One way in which schools can promote positive psychology practices is by using strength-based assessments—a type of approach used to measure levels of well-being.

Subjective well-being (SWB) is an example of a positive construct that is measured through strength-based assessments in schools. In his work, psychologist Diener (1984) defined SWB as the way in which people evaluate their overall lives; however, more re-

cent studies in the field have applied SWB in school contexts, defining it as a strength that is related to youth and adolescents' positive school experiences (Heffner & Antaramian, 2015). SWB has been associated with many beneficial outcomes. In terms of occupational success, those with high SWB perform better at their jobs and are more satisfied with their careers (Erdogan et al., 2012). Moreover, more attention is being devoted to youth and adolescents, as subsequent studies have reported a link between SWB and academic achievement.

For example, professors Duckworth and Quinn at the University of Pennsylvania observed that there is a reciprocal causal relationship between SWB and academic achievement (2007). In this longitudinal study, 257 students from ages 10-12 completed measures of well-being by filling out the Student's Life Satisfaction Scale (Huebner, 1991) and an intelligence test. Duckworth and Quinn collected report card grades of their participants and repeated the same procedure a year later. They found that even when controlling for IQ, age, and the previous year's grade point average

(GPA), students who reported higher SWB tended to get higher grades, and vice versa. These findings indicate that there is a strong reciprocal relationship between SWB and academic achievement. A 2018 study written by research associates in the department of psychology at various universities in Germany puts forth a slightly different perspective on this topic. In their meta-analysis that synthesized 47 studies with a total of 38,946 participants of varying ages, they found a correlation between SWB and academic achievement; however, this correlation was small in magnitude (Bücker et al., 2018). The findings of both Duckworth and Quinn (2007) and Bücker et al. (2018) show that through the years, there has been a present correlation between these two variables across a variety of age groups; however, even though several researchers have noted a correlation of any magnitude between SWB and academic achievement, these findings cannot be generalized, or are greatly limited in their applicability among distinct age groups. This is because certain components of SWB, such as life satisfaction, decrease during adolescence (Goldbeck et al., 2007). In other words, those in middle school may report higher SWB than those in high school and college. Therefore, this finding may serve as an explanation as to why the correlation between SWB and academic achievement was high in students of ages 10-12 (Duckworth & Quinn, 2007) but low in adolescents and young adults (Bücker et al., 2018).

1.2 Life Satisfaction and Academic Achievement

Based on the studies previously discussed, it is evident that the magnitude of the correlation between SWB and academic achievement is not explicit. One way to measure this correlation is to analyze the different components that compose SWB— affective states and life satisfaction. For affective states, positive affect refers to positive emotions (e.g., joy, happiness) and negative affect refers to negative emotions (e.g., sadness, anger). Furthermore, life satisfaction (LS), which is defined as the cognitive evaluation of one's life, is regarded as the most stable component of SWB (Suldo et al., 2006). Therefore, a succinct review of the literature regarding LS and academic achievement is needed to improve the field's current understanding of this issue.

Contrary to the studies concentrating on SWB, the literature on LS offers more precise perspectives on this topic. In one recent study, Antaramian (2017) sent out a survey that collected GPA to measure LS and academic achievement among undergraduate college students. She found a strong positive correlation between these two variables. Her findings show that high levels of life satisfaction indicate higher GPAs as well as higher academic efficacy and lower academic stress. Although the number of participants was high (n=357), this study was conducted in a single mid-Atlantic university, so findings cannot be generalized to other schools and age groups again. Despite this, Antaramian (2017) still stirs conversation regarding LS and academic achievement, since this is one of the most recent studies that argued a strong positive correlation between the two variables. This argument, however, is not consistent throughout the literature. One study published in *Procedia*, a social and behavioral sciences journal, conducted a similar procedure as Antaramian (2017), but among students at a different university. This study found no correlation between the variables (Malik et al., 2013). Instead, the authors discussed reasons as to why their results demonstrated no correlation. They hypothesized that academic achievement is driven by personal factors instead of merely LS. For example, those that desire to earn good grades do not do so because they are satisfied with life, but rather, because they want to secure a good career and family path (Malik et al., 2013). From these two studies, it is clear that even when conducted on the same age group of students with the same procedure, results vary greatly.

1.3 Domain Satisfactions and Overall Life Satisfaction

Recent literature has shown that there is much ambiguity concerning the correlation between LS and academic achievement. The lack of consistent positive and negative findings call for a different way to study these variables. One way to analyze more closely the relationship between these two variables is to examine LS domains. In other words, LS domains are satisfactions in different areas of life that contribute to an individual's overall level of LS. A notable study conducted in 2005 first measured the correlation between LS and

academic achievement through specific life domains (Arthaud Day et al., 2005). Arthaud-Day, a professor in the Department of Management at Kansas State University, discussed how LS represents a cognitive evaluation of one's life, constituted by components of satisfaction in different domains of life; however, the importance of a specific domain to overall life satisfaction differs between populations (Arthaud-Day et al., 2005). In this study, Arthaud-Day et al. (2005) concentrated on the LS domains of undergraduate students in particular: family life satisfaction, social life satisfaction, and university satisfaction. Using student responses to a questionnaire asking questions regarding each domain and GPA as measurements, Arthaud-Day (2005) found that LS was most strongly correlated with social LS, followed by family satisfaction. This indicates that the more satisfied a student is with their social and family life, the more they will be satisfied with their life as a whole. This, in turn, increases levels of academic achievement as well (Arthaud Day et al., 2005); however, this conclusion cannot be generalized to all students because Arthaud-Day et al. (2005) focused on undergraduate students in particular. With this study in mind, it is clear that a more defined way of studying the correlation between LS and academic achievement is by analyzing each domain that pertains to students.

1.4 The Current Study

The current study aims to extend the research of Arthaud Day et al. (2005) by studying the correlation between LS domains and academic achievement in high school students. The previous research findings show that positive and negative correlations are not consistent through the literature on this topic. Due to the lack of studies that address this correlation via satisfaction domains, the current study will examine levels of family life satisfaction, social life satisfaction, and satisfaction with the school students attend in order to determine which of the three domains correlates the most with academic achievement. This study will aim to answer the research question: Which life satisfaction domain plays the most significant role in determining Bergen County Technical High School - Teterboro (BCTHS) students' level of academic achievement? In addition, the majority of research that studies college students, such as the previous

work by Antaramian and Malik's (2017) team, offers a range of perspectives on the correlation between LS and academic achievement, though these findings cannot be generalized to high school students. Therefore, this study filled the gap in the field that lacks research concentrating on high school students' LS at BCTHS, a magnet high school in New Jersey, and academic achievement. It also extended the work of Arthaud-Day et al. to see if their conclusions in 2005 apply to high school students today.

2. METHODS

2.1 Participants

The goal of this non-experimental correlational research study was to determine whether a correlation exists between each life satisfaction domain and the academic achievement of BCTHS students. This school belongs to the Bergen County Technical Schools District in New Jersey. Previous researchers have studied this correlation within university (Antaramian, 2017) or middle school students (Duckworth & Quinn, 2007), but the current study aimed to study this correlation within high school students in particular. Given the lack of studies in the field measuring LS per domain, the researcher decided to gather first-hand data instead of secondhand data. Students from this high school participated in this study by completing an electronic survey that assessed their domain satisfactions and level of academic achievement. Age, grade level, and student school identification numbers (IDs) were the only three types of student demographic information asked for in the survey.

2.2 Measures

An electronic survey was created and distributed by the researcher to gather data on the domain satisfactions and academic achievement of the participants. The survey was divided into four sections, measuring family LS, social LS, school satisfaction, and academic achievement, respectively. The researcher organized the survey in this way so that levels of satisfaction with each domain could be easily distinguishable and compared to each other.

Demographic Information. At the beginning of the

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survey, the participants were asked to provide their age, grade level, and student identification numbers (IDs). Each student's ID number was provided by the school at the beginning of each student's freshman year. ID numbers were collected only so that a school psychologist could review the responses and offer help to students depending on the nature of their response. In other words, if a student indicated severe dissatisfaction with their life on the survey, then collecting for ID numbers allowed the school psychologist to offer them help. This was a requirement set by the school's Institutional Review Board (IRB). Although student ID numbers were collected, each response was still collected anonymously by the researcher because the researcher was not permitted by the school to have access to the students' ID numbers.

Life Domain Satisfaction. In the first three sections of the survey, participants were given various statements regarding their satisfactions with the three life domains. Participants were asked to rate their level of agreement with the statements using a 5-point Likert Scale (1 = Strongly Disagree, 5 = Strongly Agree). The statements used in the three sections are based on The Satisfaction with Life Scale (SWLS), a Likert-style scale that was developed in 1985 by Ed Diener, a psychology professor at the University of Utah and the University

of Virginia. The SWLS has been used heavily as a measure of overall LS in various studies in the field (Antaramian, 2017; Arthaud-Day et al., 2005; Steinmayr et al., 2016), but the scale was altered in the current study so that each item measured satisfaction with each individual domain. For example, one item in the SWLS is, "I am satisfied with my life" (Diener, 1985). In the current survey, this item for the family LS domain was changed to, "I am satisfied with my family life." Furthermore, the researcher altered each item to ensure that while levels of domain satisfaction were measured, the privacy of each participant would not be invaded. The survey consisted of only multiple choice questions so that no personal details of a participant's life would be revealed through open-ended questions. Table 1 lists the items used for each section in the survey.

The possible range of scores on the Likert scale is 13-65, with a score of 39 indicating medium satisfaction with the item. Scores that hover around this mean indicate a moderately low or high satisfaction with the item. Further, scores between 13-18 represent an extreme dissatisfaction with life as a whole, while scores between 60-65 represent extreme satisfaction with life as a whole. For the family life, social life, and school satisfaction sections, respectively, scores between 16-20 represent high satisfaction, while scores between

Table 1 - Survey Items Per LS Domain

Survey Section	Item
#1 Family Life Satisfaction	I am satisfied with my family life.
	In most ways, my family life is close to ideal.
	I enjoy spending time with my family.
	If I could live my life over again, I would change almost nothing about my family.
#2 Social Life Satisfaction	I am satisfied with my social life.
	I enjoy spending time with my friends.
	I am happy with the number of friends I have.
	I do not wish I had different friends.
#3 School Satisfaction	I am satisfied with the school I attend.
	I am satisfied with the amount of work my teachers assign me.
	I am satisfied with the teaching quality of my school's faculty.
	I am satisfied with the extracurricular activities and other opportunities offered to me and my peers at my school.

4-8 represent low domain satisfaction.

Academic Achievement. The survey included one multiple-choice question regarding academic achievement. Students were asked to indicate which range of grades they typically receive. Examples of answer choices included “Mix of A’s (A+, A, A-),” “Mix of A’s and B’s,” and “Mix of B’s (B+, B, B-).” Answer choices began with grades in the A range and ended with grades in the F range. Grade reports and grade point averages (GPAs) of the participants were not accessible to the researcher for the purpose of preserving anonymity; however, having the participants indicate themselves the ranges of grades they typically receive offered a more accurate representation of their level of academic achievement than self-reported GPAs.

2.3 Procedures

A survey measuring domain satisfactions and academic achievement was sent out to the BCTHS in Teterboro, New Jersey. Approval was given by the school’s administration and IRB prior to sending out the survey. Emails containing the electronic parent consent form were sent back to the administrators who granted permission for their students to participate. Parents provided their email and their child’s email in the parent consent forms. No names were collected to preserve the anonymity of the participants. Validation forms were automatically sent back to parent emails to ensure that only the parent provided consent. Student surveys, which included the above measures and demographic information, were then distributed to the participants whose parents signed the consent forms. In addition, the IRB required that the school psychologist review the responses. Student assent forms were attached at the beginning of the survey. All electronic data was contained in a password-protected laptop owned by the researcher.

2.4 Data Analyses

One month was allotted to gathering survey responses. After approximately one month, the researcher used a multiple linear regression analysis to analyze the quantitative data gathered from the survey responses. The purpose of choosing a multiple linear regression analysis was to identify the strength of the effects that each independent variable had on the dependent variable. The three independent—or explanatory—variables used in the current study were Likert scale scores of family life, social life, and school satisfaction. The dependent variable involved was academic achievement, measured by ranges of grades the participants typically received. A multiple linear regression analysis was used to determine whether there is a present correlation between each domain and academic achievement, and if so, which correlation is the strongest.

3. RESULTS

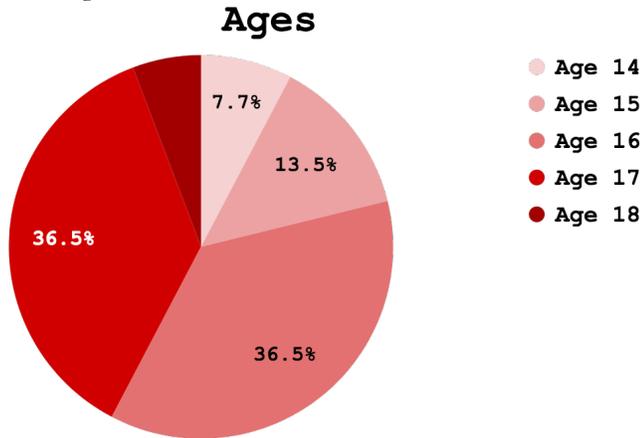
3.1 Demographic Data

The purpose of the survey utilized in this study was to measure BCTHS students’ levels of life satisfaction in three different domains and academic achievement. Out of the whole school, 52 students of varying ages and grade levels responded to the survey. The sample size consisted of adolescents, with ages ranging from 14-18 and grade levels ranging from 9th-12th grade. Other demographic information such as gender and ethnicity were not collected in the survey in order to preserve the anonymity of the respondents. Graphs 1 and 2 display the percentage of participants of each age and grade. The overwhelming representation from one grade level raises a limitation of the study, as the results do not account for all the students at BCTHS.

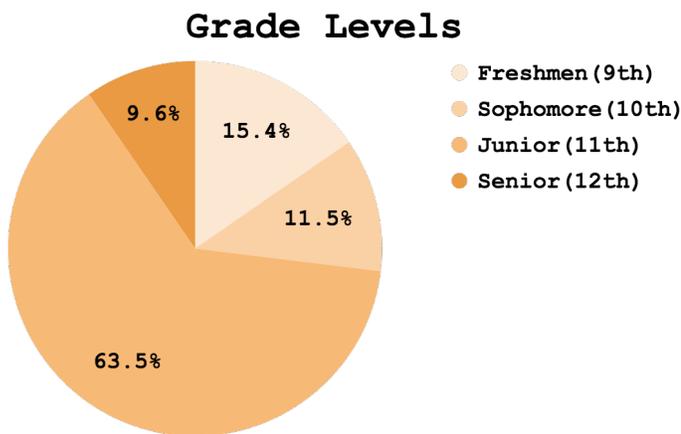
Table 2 - Survey Statistics for Domain Satisfactions

LS Domain	High LS (16-20)	Low LS (4-8)	Medium LS (9-15)
Family	59.62%	1.92%	38.46%
Social	80.77%	0%	19.23%
School	36.54%	3.84%	59.62%

Graph 1



Graph 2



3.2 Multiple Linear Regression Analysis

After gathering survey responses, the researcher added up each respondent's total Likert scale score from the three measured sections: family LS, social LS, and school LS. Scores between 16-20 represent high domain satisfaction, while scores between 4-8 represent low domain satisfaction. Table 2 displays the percentage of participants who revealed high, low, and medium satisfaction with the three domains.

The scores of each respondent were recorded into a spreadsheet along with their self-reported level of academic achievement, which was measured by the range of grades they typically receive (e.g., Mix of A's and B's). The response (Y) variable, in this case, was the student's level of academic achievement, and the predictor (X) variables were their scores for the family LS (X1), social LS (X2), and school LS (X3) sections. The researcher used the XLMiner Analysis ToolPak to perform a multiple linear regression analysis on the recorded data. Table 3 displays the summary output of the regression analysis.

Table 3 - Multiple Linear Regression Analysis

Regression Statistics		
Multiple R	R Square (R2)	Adjusted R2
0.3313	0.1098	0.0541
LS Domain	Coefficients ()	P-Values
Intercept	3.6765	0.0003
Family	0.0022	0.9474
Social	-0.0547	0.2372
School	-0.0709	0.0607

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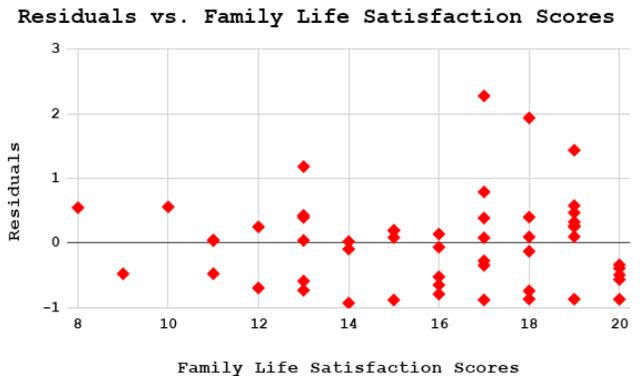
The data recorded in the spreadsheet generated a Multiple R-value of 0.3312. In regression statistics, the Multiple R-value indicates the strength and direction of the association between the three LS variables and academic achievement. A value of 1 would indicate a perfect positive relationship between each variable, whereas a value of 0 would indicate no association at all. In this case, $R=0.3312$ is closer to 0. This means that there is a weak relationship between the participants' levels of LS and academic achievement. Furthermore, the generated R^2 value is 0.1097. In other words, only 10.97% of the variation of academic achievement scores are explained by levels of family, social, and school life satisfaction. Not only that, but the Adjusted R^2 value is 0.0541. This means that only 5.41% of the variation of academic achievement scores are explained by each area of LS when sample size is taken into consideration. The R-values in the Regression Statistics table suggest a very weak correlation between the response and predictor variables. Table 3 offers an even clearer explanation for why that is. The coefficients indicate the type of relationship between each individual LS domain and academic achievement. The equation below was generated by the coefficients listed in the table. This equation is a regression line model that can be used to predict a student's level of academic achievement:

$$\text{Predicted Academic Achievement Score} = 3.6765 + 0.0022(\text{family LS score}) - 0.0547(\text{social LS score}) - 0.0709(\text{school LS score})$$

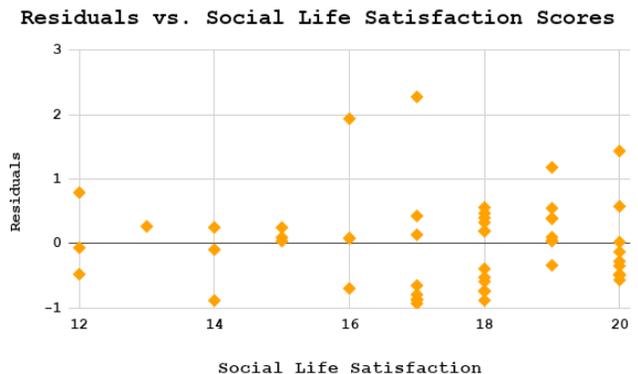
The family LS, social LS, and school LS coefficients were 0.0022, -0.0547, and -0.0709, respectively. Out of the three coefficients, only family LS is positive, whereas social and school LS were negative. This information would indicate that there is a positive correlation between family LS and the response variable, and a negative correlation between the other two domains and the response variable; however, each coefficient was extremely small. While a coefficient of 1 or -1 indicates a perfect positive or negative correlation, the generated coefficients were so small that they are closer to 0, which indicates no correlation at all. Graphs 3, 4, and 5 are residual plots that display the differences between the actual reported scores and the predicted scores of each respondent's academic achievement. $Y=0$ on each graph represents

the line of regression created from the equation above. In other words, if all the points on the residual plot lied on $Y=0$, then there would be a perfect correlation between the variables. In this case, the points in each graph are scattered randomly across the horizontal line, indicating that the correlation is weak.

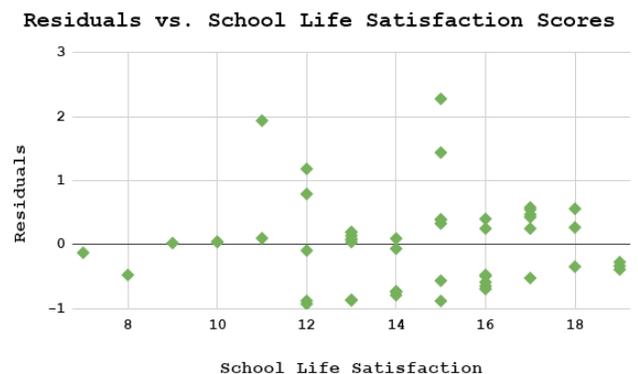
Graph 3



Graph 4



Graph 5



4. DISCUSSION

The current study investigated BCTHS students' satisfactions with various life domains and their correlations with academic achievement. For students, overall LS is comprised of their satisfactions with their family, social life, and the school they attend (Arthaud-Day et al., 2005). The researcher sent out a survey to BCTHS students in which they rated their satisfactions with the three domains and indicated the grades they typically receive. With the 52 responses gathered, a multiple linear regression analysis was performed in order to gauge whether a correlation exists between the variables, and if so, which correlation is the strongest. The results indicated little to no correlation between any domain and academic achievement.

4.1 Family Life Satisfaction

As displayed in Table 3, the correlation coefficient for the family life domain was 0.0022. This means that only about 0.2% of the scores for the family LS section in the survey impacted the collected academic achievement scores. In regression analyses, a coefficient of 1 would indicate a perfect positive correlation between the predictor and response variable. In this case, it is apparent that the coefficient for this domain ($r = 0.0022$) is very small and closer to 0 than 1. This value suggests very little to no correlation between family LS and academic achievement; however, family life was the only domain that positively correlated with academic achievement. This result sheds light on the positive aspects of having a steady familial support system. Perhaps the families of BCTHS students in particular strongly support their child through their academic careers. On top of that, spending time with family is typically more enjoyable and less stressful than time at school. The balance between supporting a child through their academics and making life less stressful than it is in other areas of life offers a reasonable explanation for why the majority of students reported high levels of family LS (59.62%) over school LS (36.54%). Keeping this in mind does not undermine the fact that the correlation between the variables is extremely small, which indicates no correlation; however, it can explain why family LS was the only domain positively correlated to academic

achievement.

4.2 Social and School Life Satisfaction

As opposed to the family LS domain, the social and school domains are negatively correlated with academic achievement. The correlation coefficient for the social and school LS domains were -0.0547 and -0.0709, respectively. Typically, in regression analyses, a negative correlation signifies that the response variable increases as the predictor variable decreases. In other words, the variables are inversely related. If the correlation coefficients were -1, then that would mean that academic achievement would always increase when satisfactions with social life and school decrease. Although a negative correlation is present between these variables, the coefficients ($r = -0.0547, -0.0709$) are so small that they both indicate no correlation to academic achievement, which is comparable to the family LS domain. One notable attribute of the results was that the majority of students were highly satisfied with their social lives (80.77%). Not only that, but 0% of participants reported low social LS. Although the correlation is small in magnitude, a reasonable explanation for why a negative correlation exists is because those that spend more time with their friends dedicate less time towards their academics. Perhaps spending time with friends is a way for students to de-stress and enjoy their lives outside of school. This could potentially distract students from achieving higher grades.

Unlike the social life domain, only 36.54% and 59.62% of participants reported high and medium satisfaction with the school life domain, respectively. In relation to academic achievement, the results indicate that the lower one's satisfaction with BCTHS, the better grades they receive. The percentage of participants who reported high and medium satisfaction with BCTHS is not necessarily low, but it is less than the percentage of those who reported high satisfaction with the other two domains. For the "I am satisfied with the amount of work my teachers assign me" item, students were particularly dissatisfied (69.2% of participants responded with a score of 1-3 in this item). This could offer an explanation for why overall satisfactions with this domain were lower than those with the other domains, as well as why it is negatively correlated with academic achievement. The high

amount of work assigned to students could possibly be too overwhelming, which explains why students are dissatisfied with the school. On the other hand, this amount of work could be beneficial for students to help them better understand the material, which explains why academic achievement scores increase. Regardless, the coefficients for both the social and school domains are very small, but these reasons shed light on why the correlations are negative.

4.3 Population Characteristics

Certain attributes of BCTHS could further explain why the results transpired in this way. Ranked as the 3rd best high school in New Jersey and the 58th best high school nationally by US News & World Report, BCTHS - Teterboro is recognized by its heavy workload and attention to academic achievement. Unlike traditional public schools, students who attend this magnet high school must apply and get accepted based on their academic merit. Only honors and primarily advanced placement (AP) courses are offered at this school - a characteristic that highlights the academic rigor that the school and its students hold. As participants in the current study only attend BCTHS, this could explain why the grades reported were quite high and why school LS was lower relative to the other two domains.

These attributes illuminate why the raw data resulted in this way, but it also explains why there was little to no correlation between each LS domain and academic achievement. For example, the current study's findings relate to a 2013 study that found no correlation between overall LS and academic achievement, but in undergraduate students (Malik et al., 2013). Although this study focused on overall LS instead of each domain, the authors offer a good explanation as to why no correlation exists. They argued that academic achievement is driven by personal factors instead of merely LS. For instance, one might achieve higher grades because they want to secure a successful future for themselves in terms of their career (Malik et al., 2013). Indeed, this could explain why little to no correlation exists between BCTHS LS and academic achievement. Perhaps the high academic quality of BCTHS is closer to a college level than other traditional high schools. The success-driven students of this high school could emulate the undergraduate

population of the 2013 study; however, the current findings still cause some confusion in the field. The little to no correlation found between variables contradict those of Arthaud-Day et al. (2005), who found a strong positive correlation between the domains and academic achievement in undergraduate students. More studies in the field on high school students, in particular, are required to gain a greater sense of this correlation and distinguish it from college students.

4.4 Implications & Limitations

The current findings have one main implication on the educational psychology field. In a 2005 study, researchers defined positive psychology as a field of study that focuses on the positive areas of life that enable individuals to function optimally (Gable & Haidt, 2005). Measuring an individual's subjective well-being (SWB) via strength-based assessments is one way in which positive psychology practices can be integrated in schools; however, due to the lack of agreement when considering the correlation between SWB and academic achievement, the current researcher decided to focus on LS, which is a component of SWB (Suldo et al., 2006). The little to no correlation found between LS domains and academic achievement sheds light on whether measuring LS is an effective way of integrating positive psychology practices in schools; however, the results gathered from BCTHS cannot be generalized to all high schools. For BCTHS in particular, these findings suggest its guidance department explore other ways in which students learn to focus and appreciate the positive aspects of their lives. To that end, students could possibly achieve higher academic scores.

Furthermore, there is a lack of research in the field focused on the different domains of LS, which prompted the researcher to fill this gap by gathering primary data; however, using a survey to collect data posed various limitations. First, the survey was voluntary and required participants to provide their student ID numbers. This was done so that a school psychologist could offer help to a student depending on the nature of their response. Although asking for student ID numbers rather than names helped each participant preserve their identity to the researcher, this may have dissuaded some students from taking the survey. A voluntary survey with this type of requirement most

likely impacted the sample size. Additionally, the researcher was not allowed access to the actual numerical GPAs of the participants. Student indication of the grades they typically receive was self-reported, which means they may not have been accurate. Finally, given the limited sample size, conclusions could not be generalized to the entire BCTHS student population. Regardless, the current study offered a perspective on the correlations between each life domain and academic achievement of BCTHS students.

4.5 Conclusions & Future Directions

Overall, this study found little to no correlation between any LS domain and academic achievement. It adds to the dialogue on this topic by suggesting that student LS does not strongly influence academic achievement. In order to revise and expand the current study, future researchers are advised to collect more demographic information (e.g. family income, ethnicity, gender). Perhaps these factors impact a student's level of academic achievement more than their satisfaction with life. Considering the perspective that academic achievement is driven by personal goals like securing a successful future for oneself (Malik et al., 2013), future researchers should see whether demographic factors inhibit an individual from achieving those goals. Another way to expand the current research is by studying the differences in LS levels and academic achievement between highly-ranked high schools and those ranked lower. A study on that topic would not only attend to whether highly-satisfied students contribute to a higher-performing school, but also add to the body of research that currently lacks related studies on high schools. Future researchers can expand the current study even further by analyzing the correlation between LS and academic achievement in all New Jersey high schools. Overall, the current study is one of very few that analyzes the correlation between LS domains and academic achievement in high school students. Given that this study was only conducted on BCTHS students, more studies conducted on a bigger sample could help the educational psychology field achieve a greater understanding of this phenomenon.

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