

## SUBJECTIVE WELL-BEING AMONG UNIVERSITY STUDENTS\*

### ÜNİVERSİTE ÖĞRENCİLERİNİN ÖZNEL İYİ OLUŞ DÜZEYLERİ

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**ABSTRACT:** The purpose of this study was to examine the relationship of subjective well-being to gender, perceived economic status, perceived parental attitudes, satisfaction with physical appearance, religious belief, and locus of control among university students. The sample of the study consisted of 700 university students of Hacettepe University during the Fall semester of 2002-2003. The data were obtained through the administration of Subjective Well-Being Scale (SWS) developed by the researcher (Tuzgöl Dost, 2005), Rotter's Locus of Control Scale adapted in Turkish by Dağ (1991) and Personal Information Form developed by the researcher. One-way ANOVA and t-test procedures were used to analyze the data. The study demonstrated no significant gender difference in the subjective well-being levels of the students. There were significant differences in the subjective well-being levels of the students according to their perceived economic level, perceived attitude of parents, satisfaction with physical appearance, religious belief, and locus of control.

**Keywords:** subjective well-being, university students, life satisfaction, happiness, well-being

**ÖZET:** Bu çalışmanın amacı, cinsiyet, algılanan ekonomik durum, algılanan anne-baba tutumu, fiziksel görünüşten memnuniyet, dini inanç ve denetim odağı değişkenlerinin üniversite öğrencilerinin öznel iyi oluş düzeyi ile ilişkisini incelemektir. Araştırmanın örneklemini 2002-2003 Öğretim Yılı Güz Döneminde Hacettepe Üniversitesi'ne devam etmekte olan 700 üniversite öğrencisinden oluşmaktadır. Araştırmanın verileri, araştırmacı tarafından geliştirilen Öznel İyi Oluş Ölçeği (Tuzgöl Dost, 2005); Dağ (1991) tarafından Türkçe'ye uyarlanan Rotter'in İç-Dış Kontrol Ölçeği ve yine araştırmacı tarafından geliştirilen Kişisel Bilgi Formu kullanılarak elde edilmiştir. Verilerin analizinde t testi ve tek yönlü varyans analizi kullanılmıştır. Araştırma sonuçları, öğrencilerin öznel iyi oluş düzeylerinin cinsiyet açısından anlamlı bir farklılık göstermediğine işaret etmektedir. Diğer yandan, öğrencilerin öznel iyi oluş düzeyleri, algılanan ekonomik durumları, algılanan ana-baba tutumları, fiziksel görünüşlerinden memnuniyetleri, dini inançları ve denetim odakları açısından anlamlı farklılık göstermektedir.

**Anahtar Kelimeler:** öznel iyi oluş, üniversite öğrencileri, yaşam doyumu, mutluluk, iyi-oluş

## 1. INTRODUCTION

In general, humans' efforts are geared toward attaining happiness. Happiness has always been of importance to thinkers, scientists and artists. However, for the longest time in its history, the field of psychology dealt with indicators of negative experiences rather than focusing on well-being (Diener, 1984). Seligman and Csikszentmihalyi (2000) reasoned that perhaps psychology did so because of the immediacy and urgency inherent in negative affect and experiences. Hence, the negative aspect of human life might have been given priority due to the risks it poses to individuals. However, recent times have witnessed an increased interest toward the concept of well-being.

One of the terms related human well-being is subjective well-being. Subjective well-being is an individual's general appraisal of life satisfaction and of positive-negative moods. This appraisal involves affective reactions to life events, moods and thoughts about life satisfaction, and gratification from areas such as marriage, work, and friendships (Diener, 1984). The presumption is that when peoples' positive

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feelings, enjoyable activities and experiences significantly exceed their negative feelings, undesirable activities, and gloomy experiences, they obtain a degree of subjective well-being (Diener, 2000).

Wellness, psychological well-being, quality of life, and positive affectivity, are only a few of the terms used in the literature that are closely related to the happiness. Although these terms do not always have the same meaning, their meanings are highly relevant to one another. For example, while wellness is more closely associated with one's life style, well-being has to do with the person's subjective appraisals and feelings about his or her life. In fact, since these terms do not always have clear-cut definitions, they are often used interchangeably. Research on well-being still strives toward conceptual clarity on these related terms.

Numerous studies in the West have examined well-being in general and students' well-being in particular. There have also been Eastern studies comparing their findings with those of the Western researchers (e.g., Suhail & Chaudhry, 2004). There is an increasing interest in well-being in Turkey as well. Some of the Turkish studies have focused on adolescents' and university students' life satisfaction and well-being (e.g., Aydin, 1999; Cenkseven, 2004; Karakatipoglu-Aygun, 2002; Koker, 1991; Nalbant, 1993).

Researchers have identified some factors that are related to subjective well-being including gender and age (e.g., Fugl-Meyer, Melin & Fugl-Meyer, 2002; Hamton & Marshall, 2000; Hintikka, 2001; Katja, Paivi, Marja-Terttu, & Pekka, 2002; Keley & Stack, 2000; Shmotkin, 1990); socio-economic status (e.g., Boschen, 1996; Cenkseven, 2004; Kelley & Stack, 2000; Mills & Grasmick, 1992; Moller, 1996; Shek, 2003; Suhail & Chaudhry, 2004; Tong & Song, 2004); physical attractiveness (e.g., Diener, Wolsic & Fujita (1995); locus of control (e.g., Boschen, 1996; DeNeve & Cooper, 1998; Hong & Giannakopoulos, 1994; Kelley & Stack, 2000); religiosity and spirituality; (e.g., Daaleman, 1999; Fabricatore, Handal & Fenzel, 2000; Genia & Cooke, 1998; Hintikka, 2001; Hong & Giannakopoulos, 1994; Lewis, Maltby & Day, 2005); parental attitudes and support (e.g., Henry, 1994; Shek, 1999; Young, Miller, Norton & Hill, 1995).

These studies suggest that bio-social variables such as age and gender account for only a small portion of variance in subjective well-being. According to Diener and Diener (1996) socio-economic status is more significantly associated with subjective well-being than age and gender. Furthermore, they asserted that perhaps income and social status are the strongest predictors of well-being (Cited by Staudinger, Fleeson & Baltes, 1999). DeNeve and Cooper (1998) observed that because the relationship of subjective well-being and demographic variables have been weak, studies have focused on personality variables in accounting for well-being.

It was curious to test these variables associated with subjective well-being with a Turkish sample. Findings of such studies will enable researchers to make cross-cultural comparisons. On the other hand studies on university students' well-being will guide professionals providing services on university campuses. Christopher (1999) asserts that well-being can guide clinicians in better conceptualizing issues brought to therapy. Providing services that foster students' well-being is essential in itself. It is also important because university graduates are a vital part of the labor force of any country. As such, improving circumstances that promote their well-being will also have positive outcomes for societies in general.

The aim of this study is to contribute to the literature on subjective well-being of Turkish university students and to provide empirical evidence to guide counseling professionals in tailoring services to this population. More specifically, the purpose of this study was to investigate Turkish university students' level of subjective well-being with respect to their gender, perceived economic status, perceived parental attitude, satisfaction with physical appearance, religious belief, and locus of control.

## **2. METHOD**

### **2.1. Participants**

The participants of this study were 700 university students majoring in College of Economical and Administrative Sciences (n=105), College of Science (n=84), College of Engineering (n=112), College of Education (n=196), and College of Literature (n=203) of Hacettepe University during the Fall semester of 2002-2003. The sample consisted of 433 females and 267 males.

### **2.2. Instruments**

**2.2.1. The Subjective Well-Being Scale (SWS):** The SWS was developed by the researcher (Tuzgol Dost, 2005). The scale consists of 46 items. By assessing individuals' cognitive appraisals of their lives and the frequency and intensity with which they experience negative and positive feelings, the scale intends to measure their degree of subjective well-being.

The SWS includes evaluative statements about major domains of life and about positive and negative emotionality. A 5-point Likert scale is used: "(5) fully agree;" "(4) mostly agree;" "(3) "agree;" "(2) somewhat agree;" and "(1) disagree." Each item has a score ranging from 1 to 5. There are 26 positive and 20 negative statements. In scoring, regular (positive) items are assigned points 1 to 5, whereas negative items are assigned points 5 to 1. The lowest possible score on the scale is 46 and the highest is 230. Higher scores indicate higher degree of subjective well-being.

The construct validity of SWS was examined by principle component analysis. Factor analysis revealed a KMO coefficient of .86. The shared variance of factors on each variable ranged from .51 to .75. The eigenvalue of the SWS revealed 12 factors with values greater than 1. The first factor accounted for 24.52 % of the total variance. The factors of the scale, accounted for a total variance of 63.83 %. The factor weights of the items on the first factor ranged from .30 to .66.

For concurrent validity, correlations between scores on SWS and Beck Depression Inventory (Hisli, 1989) were calculated. As to be expected, there is a significant negative relationship between scores on the two scales ( $r=-.70$ ). Internal reliability for the SWS was a Cronbach-alfa coefficient of .93. In order to determine test re-test reliability the scale was administered to 39 persons. The time interval between two administrations was two weeks. Test re-test reliability yielded a correlation coefficient of  $r = .86$ .

**2.2.2. Rotter's Locus of Control Scale (LOC):** This scale was developed by Rotter (1966; Cited by Dağ, 1991) and translated to Turkish by Dağ (1991) who also tested its psychometric properties with a Turkish university sample. It is a self-report measure assessing individuals' generalized expectations regarding whether internal or external circumstances determine events in their lives. It was developed for individuals over the age of 17 and those with at least middle school level education. The LOC has 29 items. Higher scores indicate higher degree of external locus of control. The scale had adequate internal consistency with a Cronbach's Alfa of .71 and a Kuder-Richardson 20 reliability coefficient of .68. Its test re-test reliability coefficient is .83 (Dağ, 1991).

**2.2.3. The Personal Information Form:** Data on the independent variables of the study were collected with the Personal Information Form which developed by the researcher. Questions inquired information on students' gender, perceived economic status, perceived parental attitude, satisfaction with physical appearance, and their religious beliefs.

Perceived economic status was determined with the question of "considering your family's income and your spending, which of the following three categories would you place your family?" Respondents were asked to mark "low," "middle," or "high." In order to identify perceived parental attitude, students were asked "which of the following describes your parents'/family' general attitude toward you?" Students were to choose "authoritarian," "democratic," "over-protective," or "avoidant." In addition, university

students' satisfaction with their physical appearances was inquired by their response to the question of "are you content with your physical appearance/do you find yourself physically attractive?" Participants were asked to mark either "yes" or "no." Finally, to determine their religious beliefs, students were asked "which of the following statement best describes your religious beliefs?" They were given three options: (1) "I have strong religious beliefs which have an important place in my life;" (2) "I do have religious beliefs but they are not strong thus they don't have much of an important place in my life;" and (3) "I don't have any religious beliefs."

### 2.3. Procedures

Data collection was done during the Fall semester of the academic year of 2002-2003. First, the respective departments and programs were informed of the study and their permissions were obtained. Then the date and time of administration of the surveys were determined with the respective lecturers and students. Students completed all instruments during normal class time and under the author's supervision.

Data was analyzed using the SPSS statistical package. In order to examine mean differences of groups, t-test for independent samples and one-way ANOVA procedures were used after determining the homogeneity of variance. In order to determine the source of significant F values, Tukey's HSD test, and for groups without homogeneity of variance Tamhane's T2 test were used.

### 3. FINDINGS

Results of t-test illustrating university students' subjective well-being levels according to gender, satisfaction with physical appearance, and locus of control are illustrated in Table 1. One-way ANOVA results examining students' levels of subjective well-being according to perceived economic status, perceived parental attitude, and religious beliefs are presented in Table 2.

**Table 1.** Frequencies, means on SWS, standard deviations, t-values, and significance levels

Variable	Group	n	$\bar{X}$	s	t
Gender	Female	433	173.93	25.61	1.85*
	Male	267	170.18	26.91	
Satisfaction With Physical Appearance	Satisfied	606	175.76	24.98	8.84**
	Not Satisfied	94	151.44	23.79	
Locus of Control	Internal	227	179.62	24.97	6.43**
	External	200	163.26	27.60	

\* p >.05

\*\* p <.01

As seen in Table 1, no significant difference was found in students' level of subjective well-being according to gender (t=1.85, p>.05). On the other hand, significant differences were detected in students' levels of subjective well-being according to satisfaction with physical appearance (t=8.84, p<.01) and locus of control (t=6.43, p<.01). More specifically, students who were content with their physical appearances had higher scores on subjective well-being than those who weren't content with their physical appearances. Students with internal locus of control had higher scores on well-being than did the ones with external locus of control.

**Table 2.** Frequencies, means on SWS, standard deviations, and variance analysis of subjective well-being

Variable	Factor	n	$\bar{X}$	s	F
Perceived Economic Status					
	Low	99	160.74	26.95	13.17*
	Middle	525	173.84	25.58	
	High	76	178.55	25.02	
Perceived Parental Attitude					
	Authoritarian	45	167.47	25.53	13.01*
	Democratic	498	176.23	23.69	
	Avoidant	29	154.55	31.09	
	Over Protective	128	163.81	30.31	
Religious Belief					
	Having Religious Belief	302	176.19	25.58	11.04*
	Having RB But Not Strong	312	171.96	24.81	
	No Religious Belief	86	161.45	29.76	

\* p&lt;. 01

As illustrated in Table 2, the one-way ANOVA results revealed significant differences in students' levels of subjective well-being according to perceived economic status ( $F=13.17$ ,  $p<.01$ ), perceived parental attitude ( $F=13.01$ ,  $p<.01$ ) and religious belief ( $F=11.04$ ,  $p<.01$ ). To examine the sources of these differences, Tukey's HSD test and Tamhane's T2 test were used.

Students with middle or higher economic status scored higher on subjective well-being than those with lower economic status. Students with perceived democratic parental attitudes scored higher on subjective well-being than those with perceived overly protective and avoidant parental attitudes. Finally, students with religious beliefs (whether strong or not, and whether these beliefs had an important place in their lives or not) had higher scores on subjective well-being than those with no religious beliefs.

#### 4. DISCUSSION

In this study there were no gender differences in students' levels of subjective well-being. Studies with gender and well-being have revealed mixed results. Some have found gender differences in well-being (Cenkseven, 2004; Kelley & Stack, 2000; Koker, 1991; Wood, Rhades & Whelan, 1989) while others have not (Fugl-Meyer, Melin & Fugl-Meyer, 2002; Hampton & Marshal, 2000; Hintikka, 2001; Katja & et al. 2002; Shmotkin, 1990). Gender differences in subjective well-being might vary according to cultural properties. Finding no gender differences could be due to the Turkish culture and/or the sampling of this study. It could also be an indication that gender may not in fact be associated with well-being.

Subjective well-being levels of students with perceived middle and higher economic status were higher than those with perceived lower economic status. This is parallel to findings of previous studies (Boschen, 1996; Cenkseven, 2004; Kelley & Stack, 2000; Moller, 1996; Shek, 2003; Tong & Song, 2004). Low income poses a danger even to individuals' basic needs. Thus, such persons are more likely to experience higher stress. Similarly, they are prone to having higher anxieties about their future. Better economic resources provide conditions for attaining personal goals and status, thus fostering a sense of well-being. Even though subjective well-being is higher with higher economic status, an even higher income does not correspond to a greater degree of subjective well-being. The results did not find any significant differences between perceived middle and higher economic statuses. This finding shows that subjective well-being level increases with economic status to a certain extent. But the findings do show that lower

income has a negative relationship with subjective well-being. In other words, these findings show the importance of economic difficulties on individuals' well-being. On the other hand, they do not show that increase in income always corresponds to an increased degree of subjective well-being.

Students who perceived their parents' attitudes as democratic had higher subjective well-being than those students who perceived their parents' as either overly protective or overly avoidant. This is inline with findings of previous research (De Haan & MacDermid, 1998; Henry, 1994; Shek, 1999; Young et al., 1995). This finding is expected since a great deal of research has linked democratic parental attitude with various indicators of well-being.

Consistent with findings of Diener, Wolsic & Fujita (1995), results of this study show that subjective well-being levels of students who were content with their physical appearances were higher than those who were not as satisfied with their looks. Individuals' dissatisfaction with their appearance might have a negative impact on their self-esteem and social relations, which might in turn have adverse effects on their perceived resourcefulness and consequently on well-being.

The subjective well-being of students with internal locus of control were higher than those with external locus of control supporting findings of previous studies (Boschen, 1996; Cenkseven, 2004; DeNeve & Cooper, 1998; Kelley & Stack, 2000). Presumably, persons with internal locus of control draw happiness from internal circumstances while those with external locus of control do so from external conditions and events. In other words, those with external locus of control might perceive limited personal control over attaining happiness. They might be of the belief that happiness is dependent upon external circumstances and events more so than on their personal characteristics or choices. Thus, a perceived lack of such external conditions might lead to negative feelings since these individuals would also not feel much confidence in their ability to alter these circumstances. On the other hand, those with internal locus of control might view happiness as an intrapsychic matter. Hence, they might be more likely to feel a certain degree of control in altering conditions which lead to happiness. Furthermore, given that persons with external locus of control are more likely to feel inadequate in problem solving (Malki, 1998), they might perceive a certain degree of helplessness toward life events. Thus, negative events might have more adverse influences on them. Accordingly, having external locus of control might be disadvantageous in perceiving greater levels of well-being.

Finally, subjective well-being levels of students who had religious beliefs were higher than those who did not have any religious beliefs. This finding is parallel to results of previous studies (Fabricatore, Handal & Fenzel, 2000; Hintikka, 2001; Lewis, Maltby & Day, 2005; Suhail & Chaudhry, 2004). This finding held true in this study regardless of whether these beliefs were strong and occupied an important place in the students' lives or not. As an aspect of positive functioning, spirituality is considered a component of wellness (Myers, 1991; Myers, Sweeney & Witmer, 2004). Belief in a higher power provides individuals with a source of support and comfort. Particularly at times of distress and hardship, it might ease their despair and elevate their hopefulness. Furthermore, belief in a higher power could be of vital help especially to persons with a lack social support, feelings of loneliness, and helplessness in the face of life's difficulties.

## **5. RESULTS AND IMPLICATIONS**

Of the investigated variables, perceived economic status, perceived parental attitude, satisfaction with physical appearance, religious belief, and locus of control were related to university students' self-reported levels of subjective well-being. The results revealed that subjective well-being levels of students from middle and higher economic statuses were higher than those in the low economic status. Students with perceived democratic parental attitude reported higher levels of subjective well-being than those with overly

protective and avoidant parents. Subjective well-being levels of students who were satisfied with their physical appearance higher than those who weren't satisfied with their physical appearance. In addition, subjective well-being levels of students who reported having religious beliefs (regardless of whether these beliefs were strong or not, or had an important place in their lives or not) higher than those who did not have any religious beliefs. Finally, compared to students with external locus of control, those with internal locus of control had higher levels on subjective well-being.

There are limits to the present study that must be considered. Much of the information was derived from students' perceptions and may not be entirely accurate or valid. Individuals' characteristics such as economic status and satisfaction with physical appearance might be better assessed by more objective means rather than sole reliance on self-report measures. In addition the well-being measure used here has been used only in this study and although it appears to be a valid and reliable instrument, more research is necessary to verify this. The SWS psychometric properties need to be further investigated with different age groups and populations.

This study does yield important implications and professionals in student services can benefit from the findings of this study. University counseling centers can take more active roles in promoting students' well-being, rather than merely dealing with issues presented in the counseling rooms. Unfortunately, mental health delivery services for Turkish university students are insufficient in numbers and quality. There is a great need for making counseling services available to this population. For instance, students with financial difficulties could be provided with scholarships and financial aid with various professionals and institutions putting further effort in improving students' financial conditions. In addition, outreach efforts could be arranged to promote acceptance of physical appearance and to promote internal locus of control. Moreover, family systems approach could be used in counseling with university students to reflect on students issues stemming from their families of origin.

This study also has research implication as well. Because research on subjective well-being is new in Turkey, there is need to investigate the relationship of subjective well-being to other variables such as self-esteem, learned-optimism, marital or family satisfaction, temperament and the like. Although research on subjective well-being has accumulated considerable literature, there exists a need for cross-cultural studies to determine the applicability of subjective well-being to different cultures.

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**EXTENDED ABSTRACT (Uzun İngilizce Özet)**

In general, humans' efforts are geared toward attaining happiness. Happiness has always been of importance to thinkers, scientists and artists. However, for the longest time in its history, the field of psychology dealt with indicators of negative experiences rather than focusing on well-being (Diener, 1984). However, recent times have witnessed an increased interest toward the concept of well-being.

One of the terms related human happiness is subjective well-being. Subjective well-being is an individual's general appraisal of life satisfaction and of positive-negative moods. This appraisal involves affective reactions to life events, moods and thoughts about life satisfaction, and gratification from areas such as marriage, work, and friendships (Diener, 1984).

Numerous studies in the West have examined well-being in general and students' well-being in particular. There have also been Eastern studies comparing their findings with those of the Western researchers (e.g., Suhail & Chaudhry, 2004). There is an increasing interest in well-being in Turkey as well. Some of the Turkish studies have focused on adolescents' and university students' life satisfaction and well-being (e.g., Aydin, 1999; Cenkseven, 2004; Karakatipoglu-Aygun, 2002; Koker, 1991; Nalbant, 1993).

Researchers have identified some factors that are related to subjective well-being including gender and age (e.g., Fugl-Meyer, Melin & Fugl-Meyer, 2002; Hamton & Marshall, 2000; Hintikka, 2001; Katja, Paivi, Marja-Terttu, & Pekka, 2002; Keley & Stack, 2000; Shmotkin, 1990); socio-economic status (e.g., Boschen, 1996; Cenkseven, 2004; Kelley & Stack, 2000; Mills & Grasmick, 1992; Moller, 1996; Shek, 2003; Suhail & Chaudhry, 2004; Tong & Song, 2004); physical attractiveness (e.g., Diener, Wolsic & Fujita (1995); locus of control (e.g., Boschen, 1996; DeNeve & Cooper, 1998; Hong & Giannakopoulos, 1994; Kelley & Stack, 2000); religiosity and spirituality; (e.g., Daaleman, 1999; Fabricatore, Handal & Fenzel, 2000; Genia & Cooke, 1998; Hintikka, 2001; Hong & Giannakopoulos, 1994; Lewis, Maltby & Day, 2005); parental attitudes and support (e.g., Henry, 1994; Shek, 1999; Young, Miller, Norton & Hill, 1995). It was curious to test these variables associated with subjective well-being with a Turkish sample.

The aim of this study is to contribute to the literature on subjective well-being of Turkish university students and to provide empirical evidence to guide counseling professionals in tailoring services to this population. More specifically, the purpose of this study was to investigate Turkish university students' level of subjective well-being with respect to their gender, perceived economic status, perceived parental attitude, satisfaction with physical appearance, religious belief, and locus of control.

The participants of this study were 700 university students majoring in College of Economical and Administrative Sciences (n=105), College of Science (n=84), College of Engineering (n=112), College of Education (n=196), and College of Literature (n=203) of Hacettepe University during the Fall semester of 2002-2003. The sample consisted of 433 females and 267 males.

The data were obtained through the administration of Subjective Well-Being Scale (SWS) developed by the researcher (Tuzgöl Dost, 2005), Rotter's Locus of Control Scale adapted in Turkish by Dag (1991) and Personal Information Form developed by the researcher. One-way ANOVA and t-test procedures were used to analyze the data.

In this study there were no gender differences in students' levels of subjective well-being. Of the investigated variables, perceived economic status, perceived parental attitude, satisfaction with physical appearance, religious belief, and locus of control were related to university students' self-reported levels of subjective well-being. The results revealed that subjective well-being levels of students from middle and higher economic statuses were higher than those in the low economic status. Students with perceived democratic parental attitude reported higher levels of subjective well-being than those with overly protective and avoidant parents. Subjective well-being levels of students who were satisfied with their physical appearance higher than those who weren't satisfied with their physical appearance. In addition, subjective well-being levels of students who reported having religious beliefs (regardless of whether these beliefs were strong or not, or had an important place in their lives or not) higher than those who did not have any religious beliefs. Finally, compared to students with external locus of control, those with internal locus of control had higher levels on subjective well-being.

This study does yield important implications and professionals in student services can benefit from the findings of this study. For one, university counseling centers can take more active roles in promoting students' well-being, rather than merely dealing with issues presented in the counseling rooms. There is a great need for making counseling services available to this population. For instance, students with financial difficulties could be provided with scholarships and financial aid with various professionals and institutions putting further effort in improving students' financial conditions. In addition, outreach efforts could be arranged to promote acceptance of physical appearance and to promote internal locus of control. Moreover, family systems approach could be used in counseling with university students to reflect on students issues stemming from their families of origin. Because research on subjective well-being is new in Turkey, there is need to investigate the relationship of subjective well-being to other variables such as self-esteem, learned-optimism, marital or family satisfaction, temperament and the like.