Influence of Negative Emotions on the Life Satisfaction: A Case Study of Korean Adolescents

Lee-Sac Lee[1], Sang-Hyun Lee[2] & Hyun-Seok Hwang[3*]

[1-2] *Graduate School of Interaction Design, Hallym Univ.*
[3] *Dept. of Business Administration of Business, Hallym Univ.*

Abstract: Adolescence is a very important process for becoming an adult. The growth process of youth is very important for both individual and society. However, the happiness index of Korean youth is the lowest among OECD countries. Half of respondents answered that their lives are unsatisfactory. Life satisfaction is very subjective and difficult to express in numerical terms since it consists of many confound factors. This study aims to analyze the structural influence of emotional factors - depression, aggression, distraction, and social atrophy - on life satisfaction. After performing Exploratory Factor analysis and Confirmatory Factor Analysis, we build a structural model and conduct path analysis using SEM(Structural Equation Model). As a result, all paths are statistically significant and all research hypotheses are supported. We can discover that all negative emotions can influence negatively on life satisfaction.

Keywords: Adolescence, Aggression, Distraction, Depression, Social Contraction, Social Satisfaction

INTRODUCTION

Adolescence is an unstable period in the life cycle, in which both physical and psychological changes occur rapidly. Adolescence is a process of growing into adulthood. Since the process can be both desirable and undesirable, it is important both for individuals and for the society to ensure the growth process of the youth is going in the right direction. The youth is the future of the society. However, the satisfaction level of Korean youth is very low (Jae-Woo Moon, 2012).

According to the results of the OECD National Youth Happiness Index, the Korean youth is mostly happy with the level of health, safety, education, and health related area. However, it turns out that they are not happy with other areas, such as material, family, friendship, and subjective happiness, compared with the youth in other countries. Among listed above, subjective happiness of Korean youth scored, which can be associated with satisfaction of life, the lowest in OECD countries. Only about 55% of the Korean

youth were satisfied with their lives. This result is significantly lower than the subjective happiness of the youth in other countries. Approximately half of the youth are not satisfied with their lives (Park Jong-Il, *et al.* 2014).

Many variables affect the youth's satisfaction of life. Family and school related variables, such as parenting behaviors, learning attitudes, attachment, and teach relationships often affect the youth's satisfaction of life (Hye-Ryeon Yong, *et. al.,* 2015). In addition, individual internal conditions and social environments, such as social support, individual mental health, individual optimism, self-esteem, and self-efficacy can affect the youth's satisfaction of life (Mi Shin, *et al.*, 2012). Of course, many other variables can be mixed and influence the satisfaction of life altogether.

The youth's inner mental health problem can grow into another problem. Especially, it has been shown that the youth's inner mental problem can have a negative impact on peer relationships (Mi-Jin Yang, *et al.,* 2006). The youth in this stage of life shows tendency to emphasize peer relationship, and such mental health problems can be another big problem. Therefore, this study expects that mental health problems of the youth can cause social contraction, which can affect the life satisfaction of the youth directly or indirectly. Especially, this study focuses on the impacts of mental health problems - aggression, depression, and distraction - on youth's satisfaction of life.

II. RELATED WORKS

2.1. Aggression

Generally, aggression means doing something that intentionally damages other people. It also includes anger, an emotional feeling. This is because it causes externally expressed behaviors (Orpinas, P & Frankowski, F 2001). It has been studied and shown that adolescent aggression affects suicidal ideation about 5.7 times (Mi-Jeong Park, *et al.,* 2011). This is an important factor as aggression in adolescence can be even extended into adulthood. In fact, a study has shown that the relationship of adolescent aggression and physical fights or violence, is proportional (Rolf Loeber & Dale Hay, 1997).

It has been also studied that aggression can cause damage not only to individuals but also to others. For example, experiences of the aggression from others directly affect on thinking about suicide (Kim Jaeyop, *et al.,* 2016).

Moreover, aggression negatively affects the self-esteem of an individual, which can negatively affect the formation of social relations (Mi Hyang Park, et. al., 2014), as well as directly affect the social withdrawal (Hyun Joo You, 2014).

2.2. Distraction

In the past, the distraction was recognized as a peripheral symptom staying only in the childhood, as it can be gradually alleviated with growing (Young Rim Oh, 2010). The group of children with distraction showed significant differences in nonverbal communication behaviors with the general population (Lee Ji Hye, *et. al.,* 2016). This means differences in nonverbal communication, such as facial expression, participation, speech discontinuity, topic conversion, and voices. The youth with distraction are on an extension of such childhood. This means that the problems during childhood can persist over time. However, in Korea, the

research on distraction and peer problems only focused on childhood (Lee Hee-jung & Hwang, Seon young, 2013).

The study related to community mental health professional organizations has shown that those children and youth visit mental health professional organizations due to peer conflict, distraction, and emotional problems (Doh Yun Kim, 2011). Also, those children and youth with peer conflict problems are most likely to have distraction. As shown in previous studies, distraction is a significant variable in peer relationships and social relations of the youth as well as children.

Those youth with distraction problems may be more addictive to the Internet (Ji Hee We & Kyu Man Chae, 2004). Distraction can lead to social maladjustments, as it lowers self-esteem and makes conscious about the damage (Mi-Jeong Park, *et al.,* 2011). Distraction is a significant influence not only on the inner-emotional changes of the individual but also on the social relations.

2.3. Depression

The problem of depression of the youth is becoming a big problem. About 28.4% of Korean youth appeared to be depressed in a study (Korean Statistical Information Service, 2007).

In fact, depression in adolescence can be a problem after becoming adults (Kyung Ah Lee & Hyun Hee Chung, 1992), which has a direct impact on suicide or the urge to commit suicide. Depression in adolescence is an important factor that is directly related to life (Hyunsoon Kim & Byeongseok Kim, 2008). The results of follow-up studies show that depression in adolescence has a significant impact on suicidal ideation.

Depression of the youth not only causes suicidal thoughts but also other problems. Youth can be easily exposed to the Internet. Those youth with problems of depression are likely to cyber bully (Ko Eun He & Kim Eun Jung, 2014). Depression is associated with school adjustment. Depression can be shown as external delinquency, as well as maladjustment to school life (Young Rim Oh, 2010). Thus, depression in adolescence is an important variable affecting individual's emotional problems, suicidal thoughts, and delinquent behaviors. In addition, depression can be a cause of social contraction (Bong Joo Lee, *et al.,* 2014) and also affects school adjustment.

2.4. Social Contraction

Social contraction can be seen as a mental health problem. Although the level of social contraction of the Korean youth is reported to be low, there is a personal and potential difference in between the initial value and the degree of change (Kyong Mee Chung, *et al.,* 2013; Cho Yejin, *et al.,* 2015). According to the research by Cho Yejin and her colleagues, social contraction does not end with just individual mental health problems. It is an important factor in experiencing delinquency due to constricted personality, and external features. Therefore, in order to prevent delinquency, social contraction problem must be solved first.

Depression, anxiety, low parental involvement levels, and negative per relationships are the cause of social contraction. If these problems cause psychological and social contraction, the result can be shown as behavioral problems (Bong Joo Lee, *et al.,* 2014). Members of any group will pursue individual happiness and aim to increase it. That is the very basic life goal of a human being. Satisfaction of life will be the first

step of happiness. However, satisfaction of life is difficult to quantify as it is done subjectively by individual evaluation (Jae-Woo Moon, 2012).

2.5. Social Satisfaction

Members of any group will pursue individual happiness and aim to increase it. That is the very basic life goal of a human being. Satisfaction of life will be the first step of happiness. However, satisfaction of life is difficult to quantify as it is done subjectively by individual evaluation (Jae-Woo Moon, 2012).

Satisfaction of life is also important in adolescence. Self-esteem is one of the variables affecting satisfaction of life in adolescence. This means the youth are likely to satisfy with life when their internal emotional state is stable. In addition, satisfaction of life is an important factor influencing school life adjustment (Mi Shin, *et al.,* 2012). On the other hand, school life adjustment can be a factor influencing satisfaction of life. The school life adaptation is a social factor that is different from the personal factor such as self-concept and the self-efficacy(Se Young Kim, 2014). Social relationship and environment among many other factors significantly affect the satisfaction of life in adolescence.

RESEARCH METHOD

3.1. A Research Model

Based on previous research, this research set up a research model as shown in Figure 1 to understand the satisfaction of youth life. The model consists of four variables: Aggression (Agg), Distraction (Dis), Depression (Dep), Social Contraction (SC) and Life Satisfaction (LS).

3.2. Operational Definitions and Measurements

In this study, in order to clarify the concept of the five variables in the model, the operational definition of the variable is described as shown in Table. 1.
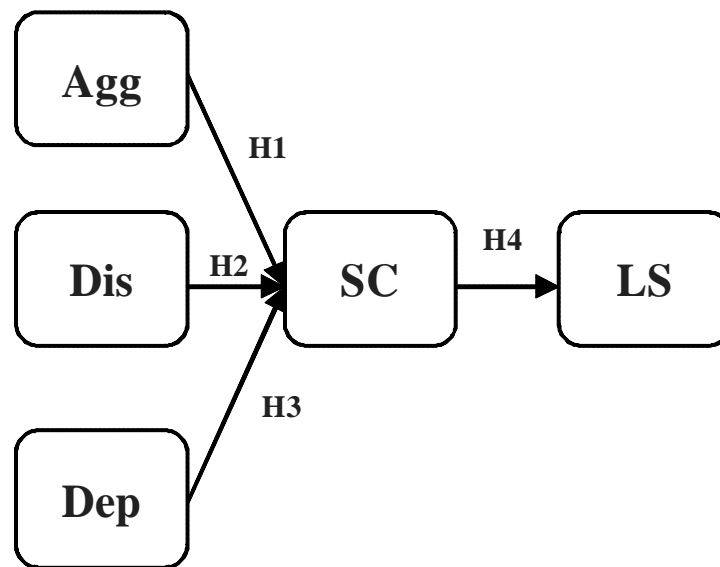

Figure 1 : Research Model

Table 1
Operational Definitions and Measurements

Constructs	Operational Definition
Aggression	The degree of anger and behavior of the tendency to harm others.
Distraction	The degree of lack of concentration and attention
Depression	The degree of feeling lonely, feeling unhappy or unhappy
Social Atrophy	The degree of awkward or uncomfortable when you are with others or when you are in front of people
Life Satisfaction	The degree of happiness that an individual evaluates subjective

3.3. Research Hypotheses

In this study, four research hypotheses were derived based on the research model.

H1 : Aggression will affect social contraction.

H2 : Distraction will affect social contraction.

H3 : Depression will affect social contraction.

H4 : Social atrophy will affect the life satisfaction.

EMPIRICAL ANALYSIS

4.1. Data Collection

Survey data were collected in the 'KCYPS' survey conducted by the National Youth Policy Institute. 2,351 answers were collected and 2,108 surveys were used, excluding the cases of low value and low credibility.

4.2. Factor Analysis and Reliability Analysis

We conducted an exploratory factor analysis in order to confirm the common factors among the variables. We also verified the reliability of the collected data.

The factors were extracted by using principal component analysis and varimax rotation was used to maximize the loading of each variable on one of the extracted factors, whilst minimizing both the loading on all the other factors and multi-collinearity among the factors.

4.3. Path Analysis

In this study, to understand structural relationships between structures, we use the structural equation model to perform path analysis. Table 3 shows the model fit of the proposed research model. All conformance indicators meet the recommended level.

Table 2
EFA and Reliability analysis

Factor Var.	F1	F2	F3	F4	F5	α
Dep1	.679	.183	.106	.183	-.267	0.858
Dep2	.591	.288	.011	.163	-.271	
Dep3	.711	.131	.060	.141	-.009	
Dep4	.698	.238	.149	.130	-.046	
Dep5	.707	.109	.115	.135	-.167	
Dep6	.545	.172	.292	.053	-.278	
Dep7	.682	.140	.156	.091	-.313	
SC1	.193	.735	.100	.144	-.109	0.880
SC2	.162	.844	.057	.106	-.037	
SC3	.214	.751	.224	.042	-.083	
SC4	.204	.829	.074	.082	-.012	
SC5	.129	.763	.131	.007	-.146	
Dis1	.078	-.030	.674	.199	.019	0.749
Dis2	.039	.104	.625	.090	-.028	
Dis3	.038	.163	.707	.022	-.094	
Dis4	.190	.117	.555	.258	.061	
Dis5	.137	.126	.715	.158	-.071	
Dis6	.171	.056	.435	.257	-.049	
Agg1	.126	.101	.164	.740	-.054	0.781
Agg2	.065	.127	.373	.600	.013	
Agg3	.062	.048	.206	.742	-.004	
Agg4	.211	.058	.151	.702	-.084	
Agg5	.400	.054	.084	.563	-.164	
LS1	-.206	-.101	-.076	-.036	.854	0.807
LS2	-.324	-.103	.049	-.071	.677	
LS3	-.228	-.095	-.079	-.078	.846	

KMO'S MSA 0.687, Bartlett's test 0.000

Table 3
Fit Measure

Fit Index	Value	Recommended Level
χ^2	2201.865	The smaller, the better
df	282	-
χ^2/df	7.808	<3.0
GFI	.924	>.90
AGFI	.906	>.90
RMSEA	.057	<.05, adequate
SRMR	.00758	<.10
NFI	.903	>.90
NNFI	.901	>.90
CFI	.914	>.90

GFI: Fit Index, AGFI: Adjusted Goodness Fit Index, NFI: Normed Fit Index, NNFI: Non Normed Fit Index, CFI: Comparative Fit Index

The Goodness of Fit Index (GFI) refers to the ratio of the sum of the squared difference between the observed and reproduced matrices to observed variances. The GFI ranges from 0 (no fit) to 1 (perfect fit) (Chau, 1997; Kim *et al.,* 2006). The recommended level for the GFI is greater than 0.9. The Adjusted Goodness of Fit Index (AGFI) is the adjusted value of the GFI that considers the complexity of a model. The tight standard for the AGFI is greater than 0.9; the loose standard is greater than 0.8.

The Comparative Fit Index (CFI) was developed to overcome the deficiencies of the Normed Fit Index (NFI). A disadvantage of the NFI measure is in that it increases as more parameters are added to the model. A value between 0.90 and 0.95 is acceptable, and above 0.95 is good.

The Root Mean Square Error of Approximation (RMSEA) represents a measure of the approximate fit rather than a perfect fit, adjusting the problems caused by the degree of freedom and the sample size. Good models have an RMSEA of 0.05 or less and acceptable models 0.08 or less (Browne and Cudeck, 1992).

The Standardized Root Mean Square Residual (SRMR) measures the standardized difference between the observed covariance and the predicted covariance. The value ranges from 0 to 1 and a model with SRMR value less than 0.08 is considered a good fit and less than 0.1 an acceptable fit.

Most of Fit measures are satisfied the recommended level. Table 4 shows the path analysis results and statistical significance of each path.

Table 4
Path Analysis

Hypothesis	Path	Coefficient	T	P	Results
H1	Agg → SA	-.120	-3.044	<.001	Supported[***]
H2	Dis → SA	.231	6.621	.002	Supported[**]
H3	Dep → SA	.545	16.101	<.001	Supported[***]
H4	SA → LS	-.341	-13.591	<.001	Supported[***]

CONCLUSIONS AND RECOMMENDATIONS

In this study, factors related to the mental health -Aggression, attention distraction, and depression -were selected as external factors, and social contraction factor was added to examine its impact on social withdrawal. Based on previous studies, operational definition of each variable was derived, and factor analysis and reliability analysis of the model were performed.

SEM was used to measure the significance of the path. As a result, it was found that aggression, depression, and distraction affected the social contraction. In addition, social contraction affected the satisfaction of life. The result can be described as follows: first, aggression negatively affected social contraction. As a result of a questionnaire, those with aggression tend to be uncomfortable and awkward, because they are likely to be hostile. It is logically natural that those with aggression have a negative impact on social contraction. However, the result is different from that of the previous research by Hyun Joo You (Hyun Joo You, 2014). Although the aggressive individual may cause social contraction by inducing anxiety of the self inside, it is predicted that the outward expression of this may result in a decrease in contraction.

Second, depression has a statistic influence on social contraction. These results are the same as those of previous studies that depression can lead socially awkward state as well as to the problem of school maladjustment. Third, distraction has a static influence on the social contraction. The results of this study are similar to those of previous studied, which suggest that school maladjustment and social contraction may be caused by distraction. Finally, it is shown that social contraction has a negative impact on the satisfaction of life. This result is the same as previous studies that the satisfaction of life is lowered due to various problems due to social contraction.

This study has found the influence of mental health factors on the satisfaction of life, and the fact that satisfaction of life decreases as one mental health problem causes the other. It is significant that solving primary mental health problems in adolescent can prevent social contraction as well as increase satisfaction of life.

Satisfaction of life is happiness that individual subjectively assesses. Thus, it is hard to quantify the result. Also, satisfaction of life is assessed by one factor, but many factors combined. Therefore, it is necessary for future studies to investigate the effect of mental health factors on life satisfaction in future.

BIBLIOGRAPHY

Bong Joo Lee, Won Hong Min, Jung Eun Kim, (2014), "A Study for Developmental Trajectories of Social Withdrawal in Adolescence : An Exploratory Approach based on Developmental-Contextualism Perspective", Korean Journal of Youth Studies 21(8), 317-346.

Browne, M. W. and Cudeck, R. (1992), "Alternative Ways of Assessing Model Fit", *Sociological Methods and Research*, 21(2), 230-258.

Chau, P. Y. K. (1997), "Re-examining a Model for Evaluating Information Center Success Using a Structural Equation Modeling Approach", *Decision Sciences*, **28(2)**, 309-334.

Cho Yejin, Ju Haewon, Hyun Myoungho, (2015) "The mediating effect of social withdrawal on the relationship between negative parenting attitudes and victimiation in adolescents ", Studies on South Korean 26(2).

Doh Yun Kim, (2011), "The emotional-behavioral problem analysis in elementary school and the need analysis of teachers about school counselor roles: the case of school-Linked connections with mental health service", Korean Journal of Youth Studies 18(9), 363-383.

Hye-Ryeon Yong, Ha-Na Kang, Hyun-Seok Hwang, (2015), "A Study of the factors affecting Life Satisfaction of Korean Youths", Advanced Science and Technology Letters, 120 (GST 2015), 50-55.

Hyun Joo You, (2014), "The Structural Relationship among Experience of Abuse for Early Adolescent, Depression, Aggression, Social Withdrawal, and Mobile Phone Dependency: Focusing on Gender Differences", Korean Journal of Youth Studies 21(12), 417-446 .

Hyunsoon Kim, Byeongseok Kim, (2008), "Verification of the Structural Relationship Model of Suicidal Ideation to Its Related Variables", The Korean Journal of Counseling and Psychotherapy, 20(2), 201-219.

Jae-Woo Moon, (2012), "The Effect of obesity, depression, self-esteem, body image on adolescents' life satisfaction", The Journal of Korean Society for School Health Education ., 13(2), 119-146.

Ji Hee We, Kyu Man Chae, (2004), "Internet Addiction Disorder of Attention-Deficit Hyperactivity Disorder Adolescents, Psychological Characteristics", Korean Journal of Clinical Psychology 23(2), 397-416.

Kim, Jaeyop, Kim, Joonbeom, Jang, Yongeun, Han, Kiju, (2016), "The effects of the co-occurrence of child abuse and school victimization on the suicidal ideation among runaway adolescents : With a particular focus on the mediating effects of aggression", Studies on Korean Youth 27(2), 159-186.

Ko Eun He, Kim Eun Jung, (2014), "Influence of Depression, Social Withdrawal, and Inattention on Cyber Delinquency in Adolescents: Mediating effect of Attachment Factors", The Korean Psychological Association, 248.

Korean Statistical Information Service, http://kosis.kr.

Kyo Heon Kim, (2004), "Depression and Suicide in Korean Adolescents", The Korean Journal of Culture and Social Issues 10, 55-68 .

Kyong Mee Chung, Min Jung Shin, Ji Hyeong Kang, Eun Sung Kim, (2013), "Identification of developmental trajectories of social withdrawal in male adolescents: A two-year longitudinal study using growth modeling", Korean Journal of Clinical Psychology 32(1), 177-197.

Kyung Ah Lee, Hyun Hee Chung, (1999), "Effects of Stress , Self - Esteem and Student - Teacher Relationship on Adolescent School Adjustment", The Korean Journal of Counseling and Psychotherapy 11(2), 213-226.

Lee, Hee-jung, Hwang, Seon young, (2013), "Mediating Effect of School Victimization Experience on Adolescents' ADHD Tendency and School Bullying Behavior", Korean Society of Child Welfare, 42, 83-108.

Lee, Ji Hye, Kim, Du Hee, Seo, Gyeong Hee, (2016), "Comparison of the Nonverbal Communication Behaviors between Children with and without ADHD", Journal of Emotional & Behavioral Disorders 32(1), 25-39.

Mi Hyang Park, Wan Il Kim, (2014), "Mediating Effects of Self-Esteem Stability in the Association between Aggression and Adjustment to School Life among Adolescents", Korean Journal of Youth Studies 21(10), 475-501.

Mi shin, Seong Hui Jeon, Mee Sook Yoo, (2012), "Analysis of the Structural Relationship between Social Relationships, Self Esteem, Life Satisfaction, and School Adjustment in Early Adolescents", Korean Journal of Child Studies 33(1), 81-92.

Mi-Jeong Park, Hee-Soon Kim, So-Mi Park, Ji-Hea Choi, (2011), "Comparison of Self-esteem, Perceived Life Satisfaction, Depression and Aggression According to Experience of Suicidal Impulse in Adolescents ", J Korean Acad Child Health Nurs, 17(4), 264-271.

Mi-Jin Yang, Eun-Kyoung Lee, Hi-Woo Lee, (2006), "A Study on Psychosocial Characteristic, Environmental Variables and Mental Health Variables of Adolescent", The Korea Journal of Youth Counseling, 14(1), 63-76.

Orpinas, P., & Frankowski, F. (2001). The aggression scale: A self-report measure of aggressive behavior for young adolescents. Journal of Early Adolescence, 21(1), 50~67.

Park Jong-Il, Park Chan-Ung, Seo Hyo-Jung, Youm Yoo-Sik, (2010) "Collection of Korean Child Well-Being Index and Its International Comparison with other OECD Countries", Korean Journal of Sociology 44(2), 121-154.

Rolf Loeber, Dale Hay, (1997), "Key Issues in the Development of Aggression and Violence from Childhood to Early Adulthood", Annu. Rev. Psychol, 48, 371-410

Se Young Kim, (2014), "The Effect of Ego-Related Variables and School Adjustment on Children`s Life Satisfaction", Korean Journal of Child Studies 35(1), 43-60.

Sun Hee Park, Jeoung Nam Yang, Eun Jeung Choi, (2015), "The Relationship among Stress, Depression, and Suicidal Ideation in Adolescents Residing in Low-Income Areas Focused on the Mediating Effect of Depression", Korean Journal of Youth Studies 22(5), 301-323.

Young Rim Oh, (2010), "Phenomenological Study on the Nature and Meaning of the ADHD, which is Experienced by the Youth with Atte ntion Deficit and Hyperactivity Disorder", Mental Health & Social Work 36, 164-202.