

A Systematic Literature Review and Meta-Analysis on Sustainable Happiness in Youth for Building Resilience and Human Thriving in Society

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ABSTRACT

Human beings have an inherent drive for self-improvement and growth. When used, sustainable happiness refers to a long-term state of well-being and satisfaction that leads to positive personal and social outcomes. Building youth resilience is essential to creating strong, adaptive, and thriving communities. This systematic review aims to explore the relationship between sustainable youth interest and its potential impact on building resilience in society. This study presents a comprehensive systematic review of quantitative, qualitative, and theoretical studies published in leading peer-reviewed management journals from 1991 to 2022, identifying 123 articles that meet its established search inclusion criteria. This study synthesizes previous research on the factors affecting sustainable well-being in young individuals and examines how it contributes to the development of resilience in the population. By identifying key determinants and interventions that promote sustainable well-being, this study aims to provide policymakers, educators, and other stakeholders with insights into developing their social capacity and enhancing youth well-being. It provides a thorough examination of existing research on sustainable happiness in youth, synthesizing findings from multiple studies. By combining data from various studies, it offers a quantitative summary of the effectiveness of sustainable happiness interventions in youth. It explores the relationship between sustainable happiness and resilience, as well as humans thriving in society, adding a new perspective to the field. The review provides practitioners and policymakers with a solid foundation for developing effective interventions promoting sustainable happiness and resilience in youth.

Keywords: Meta-analysis, Sustainable Happiness, Thriving Society, Resilience

1. INTRODUCTION

Human beings have an inherent drive for self-improvement and growth (Maslow, 1965). In recent years, there has been increasing recognition of the central role of well-being and happiness in educational settings for human improvement and growth. Many studies have shown that happy teachers are more engaged, motivated, and effective in their roles, improving student achievement. Additionally, fostering interest in students not only enhances their academic performance but also fosters important life skills and positive attitudes that contribute to their overall development as well-rounded individuals. As a result, educators, policymakers, and researchers have increasingly focused on the concept of "Happiness Pedagogy," an approach that integrates positive psychological principles with wellness practices in educational settings.

Numerous studies have explored the link between teacher well-being and student outcomes. Happy teachers tend to be more engaged, motivated, and satisfied with their profession, leading

to improved teaching practices and increased student engagement (Bakker et al., 2014; Jiang et al., 2019). Research suggests that teacher well-being is associated with higher job performance, job satisfaction, and reduced burnout, which positively influence the classroom climate and overall learning experience for students (DeNeve & Cooper, 1998)

2. SUSTAINABLE HAPPINESS

Sustainable happiness means deep and lasting well-being, satisfaction, and satisfaction that transcends temporary happiness. As opposed to short-term happiness from the outside, sustainable happiness lies in inner content, values, rational approaches, and deep in balanced integrity, sense of purpose, purpose in life, self-esteem, quality of relationships, and intervention. Happy individuals tend to have better physical and mental health, higher levels of creativity, higher productivity, and are more resilient to challenges in educational settings. Teachers who experience excessive happiness in a permanent presence are well equipped to create supportive, positive, and fun classrooms.

3. CONCEPT OF RESILIENCE IN SOCIETY AND ITS SIGNIFICANCE

Resilience refers to the ability of individuals, communities, or societies to adapt, bounce back, and thrive in the face of adversity, challenges, or significant life changes. It involves the capacity to withstand and recover from difficult circumstances, such as traumatic events, economic hardships, or natural disasters, while maintaining positive functioning and well-being. Resilience is not just about bouncing back; it also entails personal growth and transformation, making individuals and communities stronger and more adaptable.

In society, resilience plays a crucial role in fostering stability, sustainability, and social cohesion. A resilient society can effectively cope with various stressors, maintain a sense of collective well-being, and actively work towards positive change and progress. Resilience is particularly important in the face of modern challenges, such as climate change, economic uncertainties, and global health crises, which require collaborative and adaptive responses.

4. RELATIONSHIP BETWEEN SUSTAINABLE HAPPINESS IN YOUTH AND SOCIETAL RESILIENCE

The relationship between sustainable happiness in youth and societal resilience is bidirectional and interconnected. Happy and well-adjusted youth who experience sustainable happiness are more likely to grow into emotionally resilient adults who can effectively navigate life's challenges. They develop greater emotional intelligence, problem-solving skills, and coping mechanisms, enabling them to make positive contributions to their communities and society.

Conversely, a resilient society that prioritizes well-being and happiness in its educational systems and policies creates an environment that fosters positive youth development. When educational institutions embrace happiness pedagogy and support teachers' well-being, students are more likely to experience positive emotional climates, academic motivation, and a sense of belonging, all of which contribute to their overall happiness and resilience.

5. RESEARCH QUESTIONS OF THE STUDY

- What are the key factors that contribute to the sustainable happiness among youth in educational settings?
- How does sustainable happiness in youth impact their overall well-being and positive outcomes?
- What are the connections between sustainable happiness in youth and the development of resilience in society?

- What are the effective interventions and strategies to promote sustainable happiness among youth and build resilience in the community?

6. OBJECTIVES OF THE STUDY

- To identify the factors influencing sustainable happiness among youth in educational contexts.
- To explore the impact of sustainable happiness on various aspects of youth well-being, such as mental health, academic performance, and social relationships
- To examine the relationship between sustainable happiness in youth and the broader resilience of society, considering societal adaptability and coping mechanisms.
- To evaluate evidence-based interventions and programs that promote sustainable happiness among youth and their contribution to building resilience in society.

7. METHODS

The researcher adopted a qualitative approach for this research. The framework of the research was developed for conducting systematic and meta-analyses

Table 1: Framework for Systematic and Meta-analysis

Protocol	Method	Outcome
Selection of the problem	Reviews	Topic related to sustainability, Happiness, Youth, Resilience
Search	Searching Strings Search Database	Defining search, selecting research Questions, and Formulating Objectives
Appraisal	Selection of quality criteria related to the topic, Inclusion and exclusion criteria	Extraction of data and Qualitative Assessment
Synthesis	Data Categorization	Selection of Quality Criteria
Analysis	Assembling the selected Quality Criteria for analysis, aligning the search trends	Result, Discussion, and Findings
Report	PRISMA methodology	Development of the report, assembling of the synthesized and analysed points for knowledge creation

*Source: Modified from del Amo *et al.*

This systematic study employed inclusion and exclusion criteria for the selection of reviews.

7.1. Inclusion Criteria.

- Studies published in peer-reviewed, UGC Care, and Scopus journals were selected.
- Research focused on sustainable happiness and its determinants among youth aged between 14 years and 25 years.
- Studies conducted in educational settings, including schools, colleges, and universities.

- Research articles available in English or with English translations
- Studies conducted within the last ten years to ensure relevance.

7.2. Exclusion Criteria.

- Non-peer-reviewed sources, such as blog posts or opinion pieces
- Studies with populations outside the selected age range
- Research that primarily focuses on adults without specific insights into youth well-being
- Articles not related to education or not addressing sustainable happiness in educational settings.

7.3. Search Strategy

Databases and Sources: The literature search was conducted using various academic databases and sources to ensure comprehensive coverage of relevant studies. The primary databases included PubMed, Scopus, Education Resource Information Centre (ERIC), Google Scholar, and UGC Care list. etc. Additionally, reputable journals in the fields of psychology, education, and youth development were searched in the library to identify potential articles not captured by the databases.

Keywords used for the search strategy:

- Sustainable Happiness
- Happiness Pedagogy
- Resilience
- Positive Psychology
- Youth Well-Being
- Young Adults
- Educational School Settings

7.4. Study Selection Process

The study selection process followed a systematic and rigorous approach to identify relevant articles that met the inclusion criteria. 35 articles, research papers, and academic writings were searched. Out of which 24 were selected on inclusion and exclusion criteria. Then, for the study selection process, several stages were involved, including screening and eligibility assessment, to ensure that only high-quality and relevant studies were included in the systematic review.

The study selection process adhered to the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines to enhance transparency and minimize bias. By applying a thorough and transparent selection process, the systematic review aimed to include high-quality studies relevant to sustainable happiness in youth and its connection to societal resilience in educational settings.

8. RESEARCH ETHICS

The data collected through the inclusion and exclusion method were analysed systematically. The researcher did thorough studies of the available content and scrutinised it based on the research question raised and the objectives formulated. Professional ethics were maintained for the analysis and synthesis of the data.

Table 2: The searching terms used and the total number of publications from each database.

Database	Searching string and searching terms	No. of Articles
Scopus	Mainstream Searching Terms: Sustainable Happiness, Resilience, Youth Secondary Searching: Happiness of youth. need for Happiness	10
Pubmed	Mainstream Searching Terms: Sustainable Happiness, Resilience, Youth Secondary Searching: Happiness of youth. Resilience in society	08
Eric (Education Resource Information Centre)	Mainstream Searching Terms: Sustainable Happiness, Resilience, Youth Secondary Searching: Happiness of youth. educational setting	05
Google Scholar	Mainstream Searching Terms: Sustainable Happiness, Positive Psychology, Inclusiveness Secondary Searching: Happiness of youth. Youth Well-being	05
UGC Care list	Mainstream Searching Terms: Sustainable Happiness, Resilience, Youth Secondary Searching: Happiness of youth. Role of Youth in Sustainable Environment	07

9. DISCUSSION AND FINDINGS

The researcher created a Mind Map based on the review conducted. Creating a mind map on the theme generated from the meta-analysis of sustainable happiness in youth for a human thriving society involved several steps aimed at organizing, visualizing, and synthesizing complex information.

9.1. Identification of the factors influencing sustainable happiness among youth in educational contexts

In current times, the interest in understanding the factors that contribute to sustainable happiness among youth in educational contexts has increased. The pursuit of sustainable happiness goes beyond short-term pleasure and seeks to involve long-term satisfaction, contentment, and well-being. This area of research aims to throw light on the various factors that play an important and crucial role in fostering long-term happiness and well-being among young individuals within the educational setting.

One significant factor that has garnered attention in this line of research is the role of positive psychology interventions. These interventions focus on promoting positive emotions, character strengths, and engagement, thereby fostering a more positive outlook on life. Through the incorporation of these interventions into educational curricula, schools can create an environment that nurtures sustainable happiness among their youth.

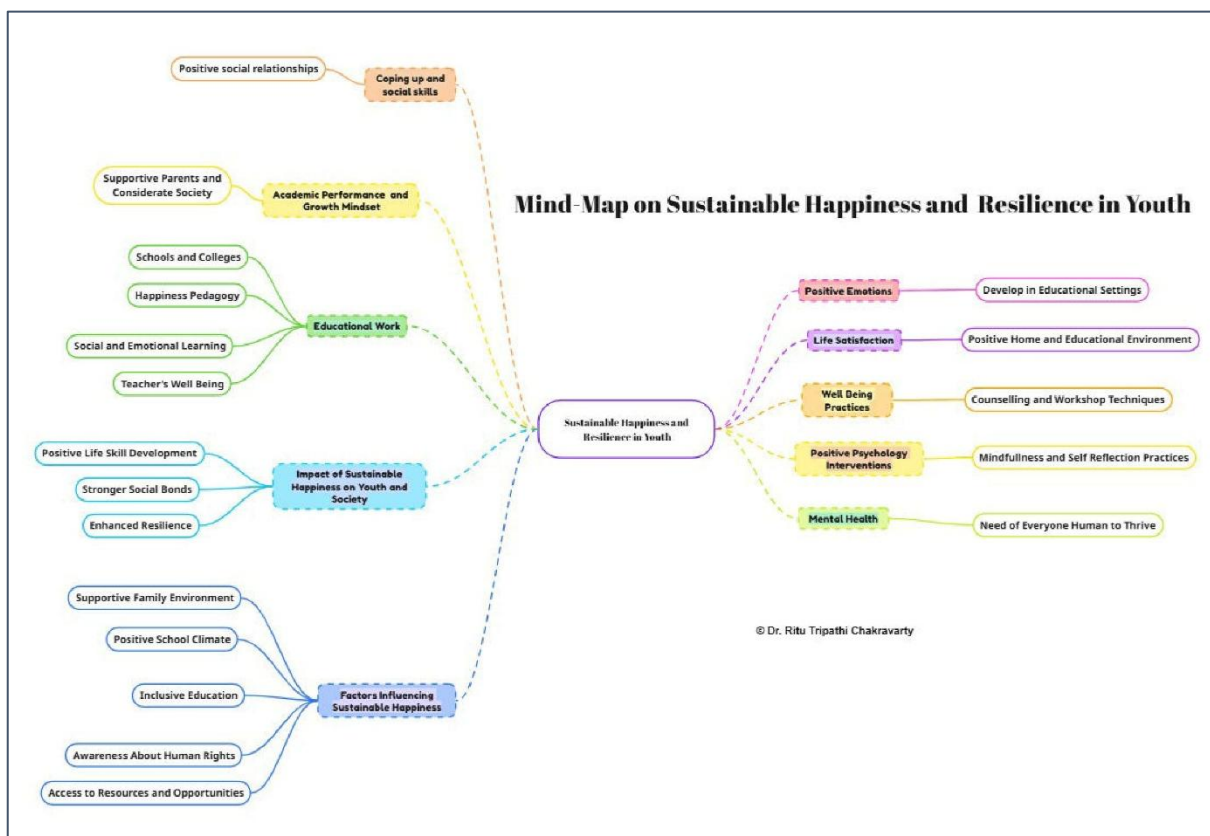


Figure 1. Mind Map on Sustainable Happiness and Resilience in Youth

Moreover, the influence of social connections and relationships on sustainable happiness cannot be overlooked. The quality of relationships with peers, teachers, and parents can profoundly impact the well-being of young individuals. Supportive and positive relationships within educational contexts can act as a buffer against stress and anxiety while enhancing feelings of belongingness and emotional security.

Furthermore, factors such as a sense of purpose and meaning in life have been identified as essential contributors to sustainable happiness among the youth. When young individuals find meaning in their educational pursuits and envision a purposeful future, they are more likely to experience greater life satisfaction and overall happiness.

Other potential factors that may influence sustainable happiness among youth in educational settings include a sense of autonomy and control over their learning, access to resources and opportunities, a supportive and inclusive school climate, and the ability to cope with challenges effectively.

9.2. Exploring the Impact of Sustainable Happiness on Youth Well-Being

One of the types of research conducted by Lyubomirsky et al. (2005) has demonstrated a positive correlation between sustainable happiness and mental well-being in young people. Higher levels of sustainable happiness are associated with lower levels of stress, anxiety, and depression. Sustainable happiness fosters emotional resilience, enabling young individuals to cope effectively with challenges and adversities, leading to better mental health outcomes.

Sustainable happiness can have a positive influence on academic performance. When youth experience positive emotions and engagement, they tend to be more focused and motivated

in their studies. Youth with sustainable happiness are more likely to develop a growth mindset, believing in their abilities to learn and improve, leading to better academic achievement.

9.3. Examining the relationship between sustainable happiness in youth and the broader resilience of society, considering societal adaptability and coping mechanisms

The relationship between sustainable happiness in youth and the broader resilience of society, including societal adaptability and coping mechanisms, is a complex and multifaceted topic that deserves close examination. Fredrickson (2001) concluded in his research that sustainable happiness among the youth can have significant implications for the overall resilience of a society, as it reflects the well-being and positive mental health of the upcoming generation. Understanding how the happiness of young individuals interacts with societal adaptability and coping mechanisms can provide valuable insights into building a more robust and thriving community.

One crucial aspect to consider is how the happiness and well-being of youth influence their overall development and contributions to society. When young individuals experience sustainable happiness, they are more likely to be motivated, engaged, and productive members of society. Positive emotions and well-being can enhance creativity, problem-solving skills, and cognitive abilities, which are vital attributes for addressing societal challenges and fostering innovation. Additionally, sustainable happiness in youth can have a profoundly positive impact on social dynamics within a community. Happy individuals tend to be more prosocial, compassionate, and cooperative, leading to stronger social bonds and a greater sense of social cohesion. This, in turn, can contribute to the resilience of a society, as communities with strong social connections are better equipped to handle adversity and support each other during difficult times. Moreover, the presence of sustainable happiness among youth can act as a buffer against stress and adversity, thus bolstering societal coping mechanisms. Resilience at the individual level is closely linked to the collective resilience of a society. When young individuals possess the tools to cope with challenges effectively, they can become more adaptable in the face of societal disruptions and uncertainties.

On the other hand, societal adaptability and coping mechanisms can also influence the sustainable happiness of youth. A society that values well-being, mental health support, and positive education practices is more likely to foster happiness and flourishing among its young population. Furthermore, a society that invests in creating inclusive and supportive environments for its youth can provide them with the resources and opportunities necessary to thrive, thereby contributing to their long-term happiness.

It can be concluded that the relationship between sustainable happiness in youth and the broader resilience of society, including societal adaptability and coping mechanisms, is bidirectional and interconnected. Happy and resilient youth contribute positively to the well-being and adaptability of a society, while a resilient and adaptable society can, in turn, enhance the sustainable happiness of its young members. As researchers and policymakers delve deeper into this relationship, they can identify strategies and interventions to promote both individual and societal well-being, leading to a more resilient and thriving community.

9.4. Evaluating evidence-based interventions and programs that promote sustainable happiness among youth and their contribution to building resilience in society.

Promoting sustainable happiness among young people and its contribution to building resilience in society has become of great interest to researchers and policymakers. Several

evidence-based interventions and programs have been developed and implemented to promote the well-being and positive mental health of young individuals. Some of these interventions and their potential impact on building resilience in society are discussed below:

9.4.1 Positive Psychology Interventions (PPIs):

Interventions with positive psychology principles aim to increase positive emotions, behavioural strengths, and overall well-being. These interventions have shown promising results in promoting sustainable happiness among young people. For example, Seligman et al. (2005) conducted a study on positive psychological and behavioural interventions in schools, which showed significant improvements in life satisfaction and reduced depressive symptoms among students.

9.4.2 Social and Emotional Learning (SEL) Programs:

Social and emotional learning programs focus on developing young people's emotional intelligence, self-awareness, empathy, and interpersonal skills. Not only are these programs effective and improve mental health outcomes, but they also help build resilient individuals and communities. A meta-analysis by Durlak et al. (2011) found that SEL programs in schools led to significant improvements in students' social-emotional skills, attitudes, and academic achievement.

9.4.3 Mindfulness-Based Interventions:

Mindfulness-based interventions, including practices such as meditation and mindfulness exercises, are associated with increased well-being and decreased psychological distress in adolescents. Mindfulness behaviours, as well as improved emotional regulation and resilience. According to Zoogman et al. (2015) found that a mindfulness intervention significantly reduced stress and increased college students' well-being. Regular mindfulness activities foster awareness of oneself and one's environment, which is vital for human sustainability.

9.4.4 Gratitude Interventions:

Froh et al. (2008) conducted a study on gratitude interventions in middle school students and found that they led to greater life satisfaction and well-being. Gratitude interventions involve cultivating a sense of gratitude through practices like gratitude journaling and expressing gratitude to others. These interventions have been associated with increased positive emotions and life satisfaction in youth.

9.4.5 Strengths-Based Approaches:

Strengths-based interventions, like understanding life skills, focus on identifying and developing the individual strengths and talents of young people. By promoting these strengths, these interventions empower young individuals and contribute to their overall well-being and resilience. A study by Waters et al. (2015) showed that strength interventions in schools increased positive emotions and engagement among students. Overall, evidence-based interventions such as positive psychology, social and emotional learning, mindfulness, gratitude, and strengths-based approaches have shown great promise in promoting lasting happiness among young people. By increasing the well-being and resilience of young individuals, these programs can effectively contribute to building a resilient and prosperous society.

10. CONCLUSION

This systematic review study suggests that the relationship between sustainable happiness in youth is significant in building resilience in society. Through a comprehensive analysis of the literature, several key findings have emerged, underscoring the importance of sustainable happiness in the developmental journey of young individuals and its broader impact on societal well-being.

11. IMPLICATIONS AND FUTURE RECOMMENDATIONS

The findings of this systematic review have several implications for educators, policymakers, parents, and researchers:

- **Integration of Happiness Pedagogy:** Educational institutions should prioritize the integration of enthusiastic teaching and educational best practices in the curriculum. By promoting sustained interest in educational settings, teachers can enhance adolescent well-being, academic performance, and overall life satisfaction.
- **Strengthening social support systems:** Families, communities, and social networks should emphasize the importance of positive relationships and social support for young people. Creating a strong support system will not only increase youth happiness but also contribute to better community resilience.
- **Targeted interventions:** Policymakers and educators should develop evidence-based interventions that target the aspects of sustainable well-being identified in this study. The use of targeted interventions can effectively improve adolescent well-being and resilience.
- **Invest in youth development:** Governments and communities should invest in youth development programs that empower young people with life skills, emotional intelligence, and resilience-building tools. Supporting youth development and capacity contributes to social mobility and resilience.
- **Focus on equity and inclusion:** Efforts to build sustainable happiness and resilience in young people must be inclusive and celebrate the role of differences. Considering the needs and experiences of young people will lead to a more equitable and resilient society.
- **Establishment of Happiness Centre:** Happiness Centres should be established in the schools and colleges to promote the awareness of knowing self, nurturing the talent within, and learning life skills like decision making, digital and individual communication skills, evolving as a peaceful individual in every interpersonal relationship.
- **Ministry of Happiness and Resilience is the need of the hour:** To protect the fundamental human right of living peacefully, there is an urgent requirement for the establishment of the Ministry of Happiness and Resilience in every nation. There is a need to address the value of the existence of every living being and to develop an ecosystem where interdependence fosters and human thrives.

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