

LIFE SATISFACTION AMONG COLLEGE STUDENTS ACROSS GENDER

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ABSTRACT

The way we understand life is a result of philosophical and religious reflection as well as scientific research into the nature of existence, social interactions, consciousness, and happiness. Positive feelings about an individual's experiences in significant life areas are correlated with feelings of life satisfaction. This paper throws light on the impact of gender of college students on their life satisfaction and its dimensions. A sample of 1200 was taken for the study. Data was calculated by the tool constructed by researcher i.e. life satisfaction scale. Statistical technique t- test was used to find significant difference. Results found that there was no significant difference between the scores of female and male students on life satisfaction. But female students have slightly high scores of life satisfaction than male students.

Key words: life satisfaction, gender (male / female), college students

INTRODUCTION

Life satisfaction has also been defined as the global judgment of a person's life (Diener, 1984 and Pavot & Diener, 1993). This judgment is individualistic and is often based on a person's self- imposed standards and the degree to which standards are satisfied. Individuals who are able to decrease the gap between their current situation and where they wish to be, often indicate higher life satisfaction. Life satisfaction is an index of quality of life. It has various "haves" and "have nots". Life satisfaction is influenced most by satisfaction with five domains of life viz. family, health, community, work and spare time activities (Andrews & Withey, 1973; Campbell et al., 1976 and Bhardwaj & Witeng, 1977). Social indicators of life satisfaction are classified into subjective and objective (Andrew, 1974).

Life satisfaction is by definition not a simple, isolated construct. It is multidimensional and it appears to vary predictably over time in multiple comprehensive cross-sectional surveys (Ryff and Keyes, 1995). As conceptualized by Ryff, there are six distinct attributes of life satisfaction:

1. **Self-Acceptance:** possesses positive attitude towards self, acknowledges and accepts good and bad aspects of self, feels positive about past life.
2. **Positive relations with other:** has healthy relationship with others, concerned about welfare of others, capable of empathy, affection and intimacy, understands the give/take of human relationships.
3. **Autonomy:** self-determined and independent, can resist to social pressures. regulates behaviour from within, evaluates self by personal standards.
4. **Environmental Mastery:** competent in dealing with the environment, controls complex array of external activities, make use of opportunities, able to choose or create contexts suitable to personal needs and values.
5. **Purpose in Life:** has aims in life and a sense of direction, feels there is meaning to present and past life, thinks life has a purpose, has aims and objectives for living.
6. **Personal Growth:** has a feeling of continued development, sees self as growing and expanding, open to new experiences, sees improvement in self over time, changes in ways that reflect more self-knowledge and effectiveness.

REVIEW OF RELATED LITERATURE

Paschali and Tsitas (2010) which revealed that majority of participant have low life satisfaction without any differences between the sex. The study of D.G & Oswald (2001) and Shefali (2018) also showed no significant difference in the life satisfaction scores of male and female students. The result of the present study is contrary to the findings of Khatoon and Hasan (2000) which revealed significant difference in the life satisfaction scores of male and female students. The study of Ahan et al. (2012), Srivastava (2015) and Joshanloo & Jovanovic (2019) also showed significant gender differences in life satisfaction, females were found to be more satisfied with life across all income, employment and education groups. The study of Sharma and Kumar (2023) also supports the findings of the present study revealing that students have similar level of life satisfaction. Zhao (2023) also showed no significant difference in the life satisfaction scores of male and female students

OBJECTIVES

- ❖ To compare life satisfaction and its dimensions viz. satisfaction with family, satisfaction with friends, satisfaction with college/ academics, satisfaction with living environment and satisfaction with self of college students on the basis of gender.

HYPOTHESES

- ❖ There is no significant difference in the mean scores of life satisfaction and its dimensions viz. satisfaction with family, satisfaction with friends, satisfaction with college/ academics, satisfaction with living environment and satisfaction with self between male and female college students

RESEARCH METHODOLOGY

Descriptive survey method was employed to conduct the study. The researcher collected the data from the adolescents with the help of standardised tools.

SAMPLE

College students pursuing post-graduation in degree colleges and professional colleges of Punjab constituted the universe of the study. A sample of 1200 students was selected from ten districts of Punjab by using random sampling technique.

DELIMITATIONS OF THE STUDY

1. The study was delimited to the students pursuing post-graduation in Degree colleges and professional colleges of Punjab State.
2. Among professional colleges, the study was restricted to the students studying in M.Tech, M.C.A and MBA courses and among general colleges, students studying in M.A, M.Sc. and M.Com were taken for the study.

TOOLS USED

Life Satisfaction Scale constructed and standardized by the investigator.

STATISTICAL TECHNIQUE USED

t –test technique was employed to compare life satisfaction and its dimensions of male and female students

RESULTS AND DISCUSSION

The mean scores on life satisfaction and its dimensions of male and female students were compared. For this purpose mean scores and standard deviation of life satisfaction and its dimensions of male and female students were computed and t-test was applied to find out the significance of gender differences among college student.

The table 1 shows the mean score on life satisfaction scale of male (N=567) and female (N=633) students pursuing post-graduation courses indifferent degree and professional colleges along with their standard deviation as well as t-value indicating the significance of difference between their means.

Table 1
Life Satisfaction Scores of Male and Female Students (N=1200)

	Gender	N	Mean	SD	t-value
Satisfaction with Family	Female	633	64.12	9.82	0.76 ^{NS}
	Male	567	63.68	10.27	
Satisfaction with Friends	Female	633	34.46	8.89	1.70 ^{NS}
	Male	567	35.34	8.84	
Satisfaction with College/Academics	Female	633	69.52	12.16	1.27 ^{NS}
	Male	567	68.59	13.09	
Satisfaction with Living Environment	Female	633	46.05	7.71	0.47 ^{NS}
	Male	567	46.26	8.12	
Satisfaction with Self	Female	633	55.51	11.06	1.58 ^{NS}
	Male	567	54.47	11.60	
Life Satisfaction (Total)	Female	633	269.66	26.38	0.81 ^{NS}
	Male	567	268.38	28.16	

NS= Not Significant.

It is shown in table 1 that mean score values of female and male students for 'satisfaction with family' dimension of life satisfaction are 64.12 and 63.68 respectively. The corresponding values of SD for scores of female and male students are 9.82 and 10.27 respectively. The t-value signifying the difference between the means is 0.76 which is not significant even at 0.05 level of significant. So, it clearly depicts that female and male students do not differ significantly on their satisfaction with family dimension of life satisfaction.

The table 1 further shows that the mean score values of female and male students for 'satisfaction with friends' dimension of life satisfaction are 34.46 and 35.34 respectively. The corresponding values of SD for scores of female and male students are 8.89 and 8.84 respectively. The t-value signifying the difference between the means is 1.70 which is not significant even at 0.05 level of significance indicating that female and male students do not differ significantly on their satisfaction with friends dimension of life satisfaction.

The table 1 further shows that the mean score values of female and male students for 'satisfaction with college/ academics' dimension of life satisfaction are 69.52 and 68.59 respectively. The corresponding values of SD for scores of female and male students are 12.16 and 13.09 respectively. The t-value signifying the difference between the means is 1.27 which is not significant even at 0.05 level of significance indicating that female and male students do not differ significantly on their satisfaction with college/ academics dimension of life satisfaction.

It is also shown in table 1 that the mean score values of female and male students for satisfaction with living environment dimension of life satisfaction are 46.05 and 46.26 respectively. The corresponding values of SD for scores of female and male students are 7.71 and 8.12 respectively. The t-value signifying the difference between the means is 0.47 which is not significant even at 0.05 level of significance indicating that female and male students do not differ significantly on their satisfaction with living environment dimension of life satisfaction.

The table 1 also shows that the mean score values of female and male students for 'satisfaction with self dimension of life satisfaction are 55.51 and 54.47 respectively. The corresponding values of SD for scores of female and male students are 11.06 and 11.60 respectively. The t-value signifying the difference between the means is 1.58 which is not significant even at 0.05 level of significance indicating that female and male students do not differ significantly on their satisfaction with self dimension of life satisfaction.

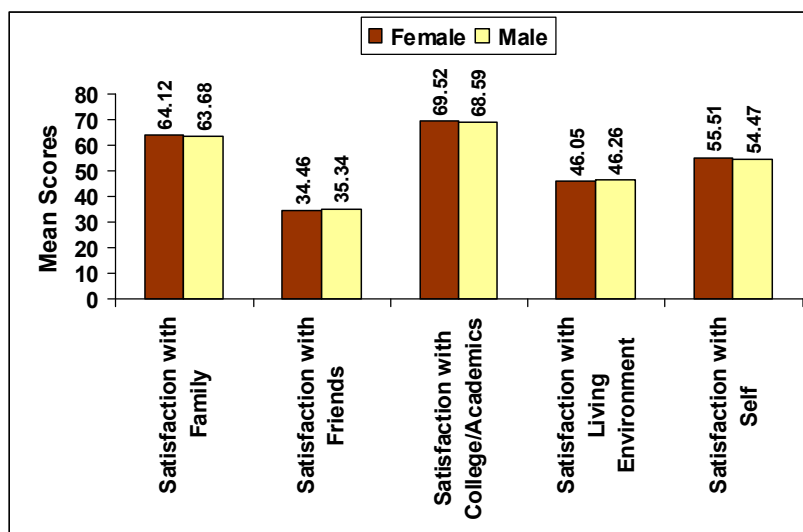


Figure 1 Life Satisfaction of Female and Male College Students

It is also shown in table 1 that mean score values of female and male students for total life satisfaction among college students are 269.66 and 268.38 respectively. The corresponding values of SD for scores of female and male students are 26.38 and 28.16 respectively. The t-value signifying the difference between the means is 0.81 which is not significant even at 0.05 level of significance indicating that female and male students do not differ significantly on the variable of life satisfaction.

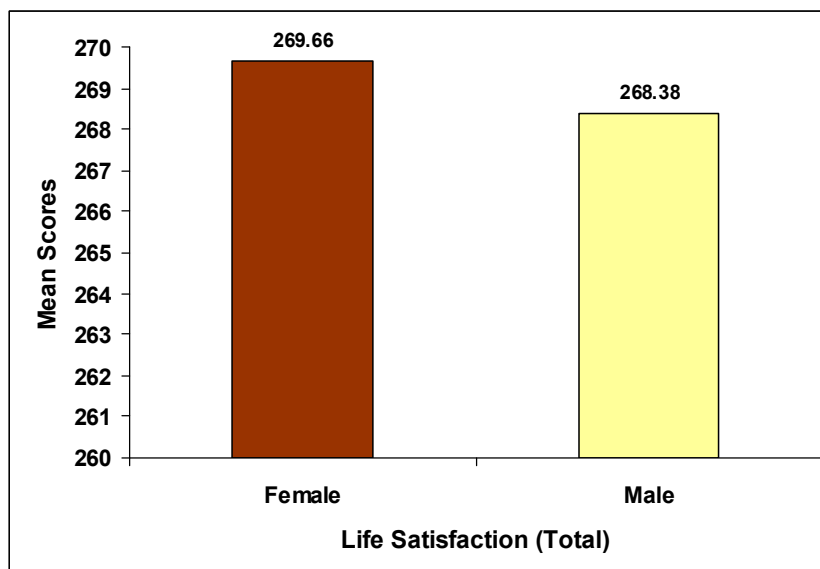


Figure 1.1: Life Satisfaction (Total) of Female and Male College Students

EDUCATIONAL IMPLICATIONS OF THE STUDY

- ❖ The result of present study had shown that there was no significant difference between the scores of female and male students on life satisfaction. But female students have slightly high scores of life satisfaction than male students. It means they have approximate the same level of life satisfaction. Male and female students should be given equal opportunities to participate in all the academics and co-curricular activities in the colleges.

- ❖ Teachers or the college authorities should not make any discrimination on the basis of gender for any academic activity. Such activities should be organized in the college in which along with female students male could also have healthy participation. The best way to ensure that the males also indicate the higher scores would be to encourage them to participate in such activities that inculcate in them a desire to shine and actively participate in all social interactions.
- ❖ Various innovative creative workshops in which skill developed to enhance life satisfaction should be organized for better life satisfaction among male students.

CONCLUSION

The results of the present study showed that there was no significant difference between male and female college students on the mean scores of life satisfaction and its dimensions viz. satisfaction with family, satisfaction with friends, satisfaction with college/ academics, satisfaction with living environment and satisfaction with self.

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