



A DESCRIPTIVE SURVEY ON THE LIFE SATISFACTION OF THE FEMALE LEARNERS

Education

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ABSTRACT

Life satisfaction is subjective well being and contentment with one's own life in general. The present study was designed to assess the life satisfaction of the female learners of our country. In this descriptive survey within ex-post-facto research design data were collected by administering Multidimensional Students Life Satisfaction Scale (MSLSS) on randomly selected 447 female learners of class IX and X. It was observed that the female learners of our country receive much inspiration, affection and encouragement from their family; have not so much stimulation, love, cooperation and support from their friends; receive much encouragement, incentives, warmth and life support from their schools; enjoy not so much comfort, happiness and heat from their living environment; feel much self-assurance, self support and self dependence from their own self; as a whole derive high satisfaction with their lives.

KEYWORDS

Life Satisfaction, Positive Psychology, Happiness, KGBV

1. Theoretical Perspective of the Study

Life satisfaction refers to a person's general happiness, freedom from tension, interest in life etc. According to John Locke happiness is satisfaction (Tatarkiewicz, 1976). The operational definition of Academic Life Satisfaction is the expected satisfaction in one's life in school by the fulfilment of his/her important academic goals or aspirations. Bronzaf (1996) studied academic achievement and life satisfaction; and the researcher found that these were strongly related. There are numerous explanations and definitions of Life satisfaction. According to Sumner (1996) life satisfaction is a positive evaluation of the conditions of one's life, a judgment that at least on balance; it measures up favourably against his/her standards or expectations.

Diener (1984) has said that life satisfaction is an overall assessment of feelings and attitudes towards one's own life at a particular point in time. It is one of three major indicators of well-being – (a) life satisfaction, (b) positive affect, and (c) negative affect.

Life satisfaction is believed to have precursors in the – (a) work domain, (b) family domain, and (c) personality traits. Life satisfaction is the degree to which a person positively evaluates the overall quality of his/her own life as a whole (Veenhoven, 1993).

Diener, Suh, Lucas and Smith (1999) have comprised the four aspects with the life satisfaction – (a) desire to change one's life; (b) satisfaction with the past; (c) satisfaction with the future; and (d) significant other's views of one's life.

Life-satisfaction is one of the indicators of 'apparent' quality of life. According to the affective theory, life satisfaction is an individual's conscious experience to the dominance of his/her positive emotions over the negative emotions. Terms like happiness, life satisfaction, and subjective well-being and subjective well-being are used interchangeably, which is not the proper use of the words. There are three separable components of subjective well-being – (a) positive affect (PA), (b) negative affect (NA), and (c) life satisfaction (Diener, Emmons, Larsen & Griffin 1985).

In Kasturba Gandhi Balika Vidyalaya scheme some hostels are setup as annexure to some schools in *Educationally Backward Blocks* of our country. These hostels cater the educational demands of hard to reach girls especially the deprived ones belonging predominantly to the SC, ST, OBC community and minority groups. This is an extrinsic intervention for girls residing in small and scattered habitations far off from the nearest school. Despite of various interventions of other government programmes due to persistent socio-economic, cultural

and topographical reasons they had to remain outside the educational system.

1.1 Objective of the Study

The main objective of the study was to know the present state of affairs of the different dimensions of life satisfaction of the female learners of our country.

2. Methods

The present study was carried out through descriptive survey method. The details regarding sample, tool, procedure of data collection and statistical technique were reported hereunder.

2.1 Sample

For the sake of the research the respondents of the study were randomly selected from 10 schools of 8 districts of West Bengal, India. Finally, 447 female learners were selected to participate to the study.

2.2 Tool of Research

The following research tool was used in the present study for data collection. The tools were selected by applying yardsticks of relevance, appropriateness, reliability, validity and suitability. Brief description of the tool is given hereunder.

2.2.1 Multidimensional Students Life Satisfaction Scale (MSLSS) (Huebner et al., 1998)

The *Multidimensional Students Life Satisfaction Scale (MSLSS)* (Huebner et al., 1998) was used as research tool in the present study. This self-report scale is designed to assess students' life satisfaction. In this scale there are total 40 items; a 5-point agreement format is used. Specifically, the MSLSS was designed to – (a) provide a profile of children's satisfaction in their lives with the important and specific domains (i.e., Family, Friends, School, Living Environment and Self); and (b) assess their general overall life satisfaction (i.e., MSLSS in totality).

The domains contain unequal number of items. The total scores of each domain were made comparable by summing the item responses in a domain and dividing it by the number of total items of the domain. Therefore, the maximum score in each domain is 5, the minimum is 1 and the mid value is 3.

2.3 Procedure for Data Collection

The heads of the institutes were contracted for his/her permission to allow collecting the data. The relevant data on different constructs were collected by administering the above-mentioned tool on the

subjects under study in accordance with the directions provided in the manual of the tool.

2.4 Analysis of the Collected Data

The results of the study was extracted in descriptive analysis were done with the help of SPSS 20.0 software.

3. Results

Here the descriptive statistics of the scores obtained by the female learners in *Multidimensional Students Life Satisfaction Scale (MSLSS)* are presented in table-3.1 and figure-3.1.

Table-3.1: Descriptive Statistics of Multidimensional Students Life Satisfaction Scale (MSLSS) Scores of the Female Learners

MSLSS Score	N	Range	Minimum	Maximum	Mean	Std. Deviation
Family	447	4.14	1.57	5.71	4.45	0.81
Friends	447	3.22	1.22	4.44	3.37	0.59
School	447	3.50	1.50	5.00	3.76	0.64
Living Environment	447	3.11	1.33	4.44	3.27	0.55
Self	447	3.86	1.43	5.29	3.64	0.68
MSLSS	447	3.25	1.45	4.70	3.66	0.56

Table-3.1 exhibits the descriptive statistics of scores on different facets and as a total of the *Multidimensional Students Life Satisfaction Scale (MSLSS)* score of the female learners. In case of the facet related to satisfaction on *family* life the “minimum” of the scores was 1.57 and the “maximum” of those was 5.71 and the range was 4.14; the “mean” and “standard deviation” of the said distribution were 4.45 and 0.81 respectively. Next, in case of the facet related to satisfaction of having *friends* the “minimum” of the scores was 1.22 and the “maximum” of those was 4.44 and the range was 3.22; the “mean” and “standard deviation” of the said distribution were 3.37 and 0.59 respectively. Then, in case of the facet related to satisfaction of having the *school* the “minimum” of the scores was 1.50 and the “maximum” of those was 5.00 and the range was 3.50; the “mean” and “standard deviation” of the said distribution were 3.76 and 0.64 respectively. Then in case of the facet related to satisfaction derived from *living environment* the “minimum” of the scores was 1.33 and the “maximum” of those was 4.44 and the range was 3.11; the “mean” and “standard deviation” of the said distribution were 3.27 and 0.55 respectively. Next, in case of the facet related to satisfaction derived from *self* the “minimum” of the scores was 1.43 and the “maximum” of those was 5.29 and the range was 3.86; the “mean” and “standard deviation” of the said distribution were 3.64 and 0.68 respectively. Finally, in case of MSLSS scores in a totality the “minimum” of the scores was 1.45 and the “maximum” of those was 4.70 and the range was 3.25; the “mean” and “standard deviation” of the said distribution were 3.66 and 0.56 respectively.

From the figure-3.1 it is observed that all of the distributions of *Multidimensional Students Life Satisfaction Scale (MSLSS)* scores were near to *Normal Probability Curve*.

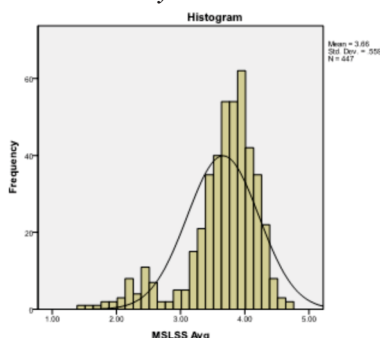


Figure-3.1: Histogram with Normal Probability Curve of Multidimensional Students Life Satisfaction Scale (MSLSS) Scores of the Female Learners

4. DISCUSSION

In Multidimensional Students Life Satisfaction Scale (MSLSS) there are 40 items. In the present study the scale was administered on the subject in groups. It should be noted that according to Huebner et al. (1998) a 5-point agreement format was used with the subject of the present study. Specifically, the MSLSS was designed to – (a) provide a

profile of children's satisfaction in their lives with the important and specific domains (i.e., Family, Friends, School, Living Environment and Self); and (b) assess their general overall life satisfaction (i.e., MSLSS in totality). Clearly, here also the domains contain unequal number of items. The domain and total scores of each domain were made comparable by summing the item responses in a domain and dividing it by the number of total items of the domain. Therefore, the maximum score is 5, the minimum is 1 and the mid value is 3.

From the result of the table-3.1 we get the descriptive statistics of scores on different facets and as a total of the Multidimensional Students Life Satisfaction Scale (MSLSS) score of the female learners. In case of the facet related to satisfaction on family life the mean of the said distribution was 4.45; in case of the facet related to satisfaction of having friends the mean was 3.37; in the facet related to satisfaction of having the school the mean was 3.76; in the facet related to satisfaction derived from living environment the mean was 3.27; in case of the facet related to satisfaction derived from self the mean was 3.64; and finally, in case of MSLSS scores in a totality the mean was 3.66. The results showed that the female learners were more or less highly satisfied with their lives.

a) In case of the satisfaction derived from the Family the mean value for the female learners was 4.45. Therefore, the female learners on an average expressed their very high satisfaction in this domain (mean scores were much higher than the mid value, i.e., 3). This reflects that the female learners receive much inspiration, affection and encouragement from their homes.

b) In case of the satisfaction derived from the Friends the mean value for the female learners was 3.37. Therefore, the female learners on an average expressed their moderate satisfaction in this domain (mean scores were slightly higher than the mid value, i.e., 3). This reflects that on an average the female learners receive not so much stimulation, love, cooperation and support from their friends.

c) In case of the satisfaction derived from the school the mean value for the female learners was 3.76. Therefore, the female learners on an average expressed their much satisfaction derived from their schools (mean scores were higher than the mid value, i.e., 3). This reflects that on an average the female learners receive much encouragement, incentives, warmth and life support from their schools.

d) In case of the satisfaction derived from the living environment the mean value for the female learners was 3.27. Therefore, the female learners on an average expressed their moderate satisfaction derived from their living environment (mean scores were slightly higher than the mid value, i.e., 3). This reflects that on an average the female learners receive not so much comfort, happiness and heat from their living environment.

e) In case of the satisfaction derived from self the mean value for the female learners was 3.64. Therefore, the female learners on an average expressed their high satisfaction derived from their own self (mean scores were much higher than the mid value, i.e., 3). This reflects that on an average the female learners feel much self-assurance, self support and self dependence from their own self.

f) In MSLSS in totality the mean value for the female learners was 3.66. Therefore, the female learners on an average expressed their high satisfaction in MSLSS in totality (mean scores were higher than the mid value, i.e., 3). The mean of the Multidimensional Students Life Satisfaction Scale (MSLSS) score in all facets as a whole reflects the much high satisfaction of our female learners with their lives.

5. CONCLUSION

The female learners of our country receive much inspiration, affection and encouragement from their *family*; have not so much stimulation, love, cooperation and support from their *friends*; receive much encouragement, incentives, warmth and life support from their *schools*; enjoy not so much comfort, happiness and heat from their *living environment*; feel much self-assurance, self support and self dependence from their own *self*; as a whole derive high satisfaction with their lives.

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