A Study on Life Satisfaction among Higher Education Students

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Abstract

The passage to the college denotes a time of progress for students. Life satisfaction is a general assessment of feelings and perspectives about an individual’s life at a specific point in time, going from negative to positive. It is one of three significant indicators of well-being: life satisfaction, positive and negative affect. The passage to the college denotes a time of progress for youngsters. This study examined the level of Life satisfaction among Higher Education Students with respect to various demographic variables viz. Gender, Age, Marital Status, Academic Qualification, Stream of Education, Current Status of Residence, Place of Residence, Type of Family, and Monthly Family Income. The study’s sample comprised of 350 respondents studying in a university in Northern India. The convenience sampling approach was used to gather data from the respondents. The study found that no significant relationship between demographic variables with respect to Gender, Age, Marital Status, Academic Qualification, Stream of Education, Current Status of Residence, Place of Residence, Type of Family, and Monthly Family Income and life satisfaction among students except marital status, academic qualification, current status of residence.

Keywords: Life Satisfaction, Students, Higher Education, Well-Being.

The diverse but inclusive world is the product of universal connectedness, which stems from compassion, care, struggle, support, exchange, and motivation. To achieve holistic living, a person must continually combine different facets of one’s life to form a whole (Mishra and Shafiq, 2018). The passage to the college denotes a time of progress for youngsters. Through this change, students face new difficulties, for example, settling on autonomous choices about their lives and studies, acclimating to the student requests of a not well-organized learning climate, and collaborating with the various scopes of new individuals. Also, many students must, frequently for the first time, leave their homes, and separate themselves from their encouraging groups of people (Cleary et al., 2011). A study found that a good mood could develop the ability of the mind to think and solve problems with the help of new approaches, while negative feelings may stop the ability to think. A high level of anxiety, depression, and stress level among students everywhere in the world, higher education has been described in various past research studies (Adewuya et al., 2006).

Positive relations with others, Self-acceptance, autonomy, environmental mastery, personal growth, and purpose in life. (Akhter,
2015) found that a remarkable discrepancy between the opposite gender, specifically between male and female students, in the life satisfaction aspect.

Many studies examined that females have more depression, anxiety, and stress as compared to the male population (Stallman, 2008). Life satisfaction is a general assessment of feelings and perspectives about an individual’s life at a specific point in time, going from negative to positive. It is one of three significant indicators of well-being: life satisfaction, positive and negative affect (Diener, 1984). Neugarten et al. (1961) defined that life satisfaction is an operational meaning of successful aging. Andrew and Withey (1974) defined that life satisfaction is “representing a general basis or outcome experience”.

A study has conducted to measure life satisfaction among university students, which revealed that most of the university students were satisfied with their lives, an environment in which they are living, relationships with family members, relationships with friends, etc. The study further revealed that the student belongs to the high socio-economic status achieve more academic performance and also satisfied with their lives respective to their academic experience, living conditions, and self-esteem, etc (Chow, 2005). Another perspective about life satisfaction given by a study that reveals decreases in the level of depression, illness, negativity in life leads to an increase in life satisfaction (Pilcher, 1998). University students who have low socio-economic status and suffer due to financial conditions have more stress, anxiety, and depression level (Archuleta et al., 2013).

Review of Literature

A study conducted to examine the differences in well-being among the male and female population that leads to several initiatives in present society to encourage all individuals for self-realization as well as to boost their potential to promote the level of their psychological well-being (Waghmare, R. D., 2017). Another study shows that the family structure, parental level of education, and employment status of family influencing the behavior of students. The study further revealed that the socio-economic status affects the mental health and well-being of the students. The study found that the student who belongs to high socio-economic status are more stable towards their emotional problems and good mental health among them as compared to the student who belongs to low socio-economic status (Singh & Dager, 1982).

Need and Significance

Students’ transition to university entails a number of crucial steps, namely divergence from family, making choices regarding job careers, making relationships (Saikkonen et al., 2018) which would make students university life challenging (Malkoc & Yalcin, 2015). Bowlby’s theory of attachment stresses the gradual developing bond between children and his observers throughout the life, which is the foundation of societal support (Lavasani et al., 2011). Psychological depression has been observed in students due to academic demands, parental expectations, educators, or it can be due to oneself (Bedewy & Gabriel, 2015; Poots & Cassidy, 2020). It has been seen that social support serves as a “buffer” to relieve psychological problems and boost endurance in peoples experiencing mental illness by mitigating the consequences of adverse experiences and increasing positive psychological outcomes among students (Cheng et al., 2020).

Reddy et al. (2018) examined the academic stress among students and the impact of it on students gender-wise and stream-wise. It shows that academic stress affects the well-being and mental health of students. A study examined to know the effect of perceived stress among students and the availability of resources that can cope up with life satisfaction. The study found that there is a significant relationship between life satisfaction, perceived stress, social support, and well-being (Simons et al., 2002). Another study examined to know the relationship between stress and
The study found that stress is negatively related to life satisfaction. Further, this study also revealed the relationship between stress and the well-being of the extrovert and neurotic personality types. The study found that an increase in the level of stress leads to a decrease in life satisfaction (Gardiner, 2006).

The students whose parents never attended college found to have a lower level of academic self-efficacy than their peers. There exists significant relationship between support from family, friends and psychological wellbeing among students, and generational status moderates the relationship between the two (Wang & Castañeda-sound, 2008). Further, (Cho & Yu, 2015) found that university identification has a significant effect on the perceived university support and satisfaction with life among students. The perception of support from the university was also found to have a significant effect on stress levels and satisfaction with life among students.

Research Objectives
To examine the effects of demographic variables (age, gender, marital status, Stream of Education, Current status of Residence, Place of Residence, Type of Family, Monthly Family Income, Academic Qualification) on life satisfaction among the students of the University under study.

Problem Statement
An academic stress among higher education students, and its impact on student’s demographic variables like gender and stream of education; it shows that academic stress affects the well-being and mental health of students. A study examined to know the level of life satisfaction of students. The purpose of this study is to learn the academics can be a significant predictor of life satisfaction among higher education students. Students belongs to the higher education are known as a population of this research. This study is used to found the life satisfaction and its relationship to various demographic variables among higher education students.

Hypothesis
• H: There exists no significant relationship between demographic variables viz. Gender, Age, Marital Status, Academic Qualification, Stream of Education, Current Status of Residence, Place of Residence, Type of Family, and Monthly Family Income and life satisfaction.

Research Methodology
The present research study is an exploratory as well as descriptive in nature. The study’s sample comprised of 350 respondents studying in a university in Northern India. The convenience sampling approach was used to gather data from the respondents. For research purposes primary and secondary both method are used for data collection. For primary data collection well-structured questionnaire was used. The data was collected by distributing questionnaires among higher education students by physically present there and by using the method of Google doc forms. The questionnaire consists of two major parts- Part A contains demographic variables, and Part C comprises of life Satisfaction contains 20 questions given by five point likert scale. Convenient sampling is used for the data collection purposes as time and money constraint. To study the results of study SPSS tool was used.

Data Analysis and Interpretation
A Normality test is used here, to see that the data is normal or not normal. Here, the numbers of participants are three hundred forty five. Kolmogorov-Smirnov test, and the Shapiro-Wilk test
shows that the values are less than the significance value (p-value < 0.05). Hence, it concludes that the given data is not normal.

To study the impact of Demographic Variable on the Life satisfaction, Kruskal Wallis test is performed. The study found that no significant relationship between demographic variables of gender and life satisfaction among students. However, the mean value suggested that females are having higher level of life satisfaction than males. The study found that no significant relationship between demographic variables of marital status and life satisfaction among students. However, the mean value suggested that unmarried is having higher level of life satisfaction than married students.

The study found that a significant relationship between demographic variables of academic qualification and life satisfaction among students. As the p<.05, there is variation in the level of life satisfaction among students from sciences, humanities and social science. The study found that no significant relationship between demographic variables of type of family; monthly family income and life satisfaction among students. The study shows that students residing in PG have less Life satisfaction as compared to the Day scholar students. The significance p-value found here is .024, which is less than the significance value (p-value < 0.05). Hence, there is a significant relationship between Current Status of Residence and Life satisfaction among higher education students. Thus the Hypothesis, H is not accepted. But for all other demographic variables Hypothesis, H is accepted.

Conclusion of the Study
The study shows the relationship between demographic variables Gender, Age, Marital Status, Academic Qualification, Current Status of Residence, Place of Residence, Type of Family, and Monthly Family Income and life satisfaction. The study found that no significant relationship between demographic variables (Gender, Age, Marital Status, Academic Qualification, Stream of Education, Place of Residence, Type of Family, and Monthly Family Income) and life satisfaction among students except marital status, academic qualification, current status of residence. Although the results have shown the difference among the various demographic variables but the life satisfaction of the students is examined through other factors like university environment, family support, social support etc. The study has tried to give insights about the relationship of the students towards above factors in relation to their psychological well being.

Limitations and Future Research
The study relied on university students from a single university only prompts the question of generalization. Convenience sampling is used in the study, which increases the probability of bias. Furthermore, for improved generalized ability and applicability, the variables should be studied on a larger sample. In the research the researcher has to design the research in such a way that all the possibilities are taken into account so that the planned objectives are successfully attained with minimum error and better applicability. However, in every research there are some limitations which cannot be controlled as the research is done on the university students only which limit its generalization on general population. The variables should be studied on larger sample for better generalization and applicability

Implications and Suggestions
The study will be advantageous for academicians, counselors, and psychologists to formulate strategies and develop appropriate intervention programs to create an environment that promotes social support and positive psychological outcomes among the students. Universities should also
focus on training life skills and cognitive restricting techniques for students. Future research is required to validate and improve the precision of results by collecting data from diverse communities.

References


