



Life Satisfaction of College Students of District Hardoi, Uttar Pradesh

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ABSTRACT-

Education is essential for the development of society and it is becoming increasingly important in today's culture. The current generation requires education in order to advance in their careers and become better citizens. Modern civilization cannot attain its goals of economic progress and greater cultural standards unless its citizens' skills are fully utilized. Satisfaction is a mental or emotional condition that is typically the consequence of a successful endeavour to teach a goal or satisfy a felt need. The word life satisfaction was eventually used on the grounds that, while it is not entirely adequate. The study's goal is to investigate the level of life satisfaction among college students of district Hardoi, Uttar Pradesh.

INTRODUCTION

Education is essential for the development of society. Modern civilization cannot attain its goals of economic progress and greater cultural standards unless its citizens' skills are fully utilized. In a developing country like India, education plays a critical part in the nation's development. For democratic government and democratic ways of life to work effectively and successfully, education must be distributed to all citizens. Proper development and preservation of level administration, leadership, scientific and technical advancement necessitated men with high-quality education.

LIFE STASFACTION

Life satisfaction is a bit more complex than it seems; the term is sometimes used interchangeably with happiness, but they are indeed two separate concepts. Life satisfaction is the evaluation of one's life as a whole, not simply one's current level of happiness. *"An overall assessment of feelings and attitudes about one's life at a particular point in time ranging from negative to positive"* (Buetell, 2009).

Life satisfaction is a complex concept that delves deeper into one's sense of their life. After all, "no single phase of a person's life can be understood apart from its antecedents and consequences" (Giele, 2000). Some life qualities found to have some association to life satisfaction include academic achievement, being

able to achieve one's goals in life, and having a sense of integrity in the way that one has lived their life (Neugarten et al., 1964).

The initial challenge in life satisfaction was to break down our idea of psychological well-being into enough distinct components to capture its complexity. The researcher then had to figure out how to measure these components from interview data while working with a group of graduate students. To start, the researcher looked at the adjustment and moral measures that had been employed in earlier studies and defined distinct components. Life satisfaction was ultimately accepted on the basis that, despite its shortcomings, it is still sufficient. The affective theory, on the other hand, believes that a person's conscious experience of their positive feelings outweighing their negative emotions is what truly defines life pleasure. According to current studies, life satisfaction is measured by the intensity of positive feelings felt (Frish, 2006; as cited in Simsek, 2011).

Numerous positive outcomes have been connected to life satisfaction. For instance, studies regularly demonstrate that people who are happy with their lives are more likely to be in happy relationships with others, receive more social support, and be happier in their marriages than people who are unhappy with their lives. (Barger, Donoho, & Wayment, 2009; Diener & Seligman, 2002; Pavot & Diener, 2008). Success in the workplace is also more favorable for those who have a high level of life happiness. Increased organizational commitment, improved career happiness, improved job performance, and fewer plans to leave are all linked to high life satisfaction. (Erdogan, Bauer, Truxillo, & Mansfield, 2012). Longevity and health have an impact on life happiness as well. Higher life happiness is linked to fewer chronic health issues and higher general physical health. (Siahpush, Spittal, & Singh, 2008).

Positive educational outcomes are also linked to life satisfaction, according to other studies. High life satisfaction, for instance, has been shown in numerous studies to be a significant predictor of university students' academic success and engagement, together with the absence of psychological discomfort. (Antaramian, 2015; Renshaw & Cohen, 2014). Furthermore, college students with high life satisfaction tend to be more satisfied with their academic experiences (Duffy, Allan, & Bott, 2012). More positive academic expectations, higher academic self-efficacy, more perceived progress toward goals, and less academic stress are all linked to life pleasure. (Ojeda et al., 2011). Some research suggests that positive life satisfaction is even related to higher Grade Point Averages (GPAs) among college students (Rode et al., 2005).

SIGNIFICANCE OF THE STUDY

The world is growing more complex and tense every day. Our society is undergoing tremendous social transformation, as can be seen. The disputes that have arisen as a result of these recent social changes have led to significant stress and discontent. Currently, young students' life satisfaction is regarded as an important variable. Mental health experts, including psychologists, are interested in this issue. Researcher conduct research on this issue in college students of district Hardoi, Uttar Pradesh.

OBJECTIVE OF THE STUDY

- To find out the level of Life Satisfaction of the Science and Arts college students.
- To find out the level of Life Satisfaction of the Science and Commerce college students.
- To find out the level of Life Satisfaction of the Commerce and Arts college students.

HYPOTHESIS OF THE STUDY

- There is no significant difference in the Life Satisfaction of the Science and Arts students of District Hardoi, Uttar Pradesh.
- There is no significant difference in the Life Satisfaction of the Science and Commerce students of District Hardoi, Uttar Pradesh.
- There is no significant difference in the Life Satisfaction of the Commerce and Arts students of District Hardoi, Uttar Pradesh.

TOOL USED

The Life Satisfaction Scale (LSS) has been constructed by Dr. Q. G. Alam and Dr. Ramji Srivastava in 2014.

METHODOLOGY AND SAMPLING

In this paper, the normative survey method was utilized to determine college students' life satisfaction. An investigator selected 120 college students (40 in the arts, 40 in commerce, and 40 in science) at random from the college in District Hardoi, Uttar Pradesh.

OBJECTIVE WISE INTERPRATAION OF DATA

Table 1

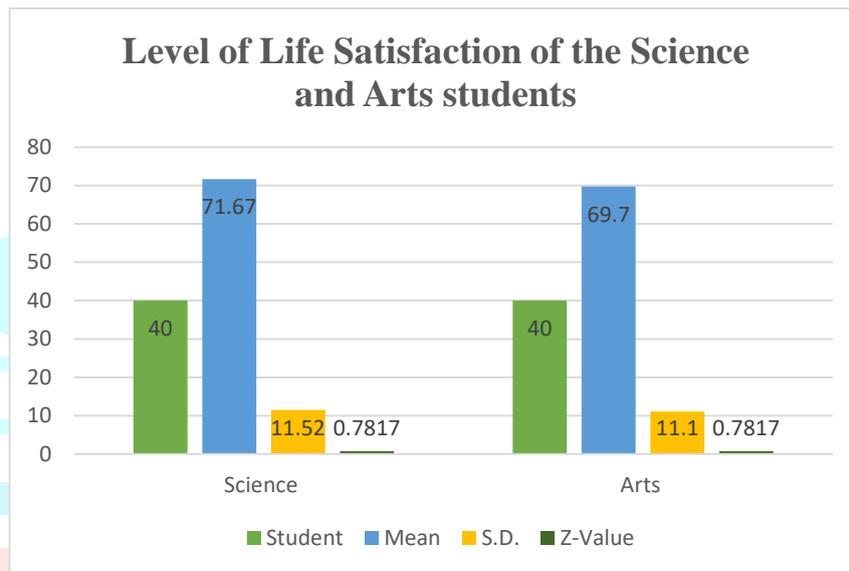
| Coefficient of correlation | No. Of students | INTERPRETATION |
|----------------------------|-----------------|--------------------------------|
| +1.00 | 18 | Perfect Positive Correlation |
| +0.99-.81 | 37 | Very High Positive Correlation |
| +0.80-.61 | 24 | High Positive Correlation |
| +0.60-.41 | 21 | Moderate Positive Correlation |
| +0.40-.21 | 14 | Low Positive Correlation |
| +0.20-.01 | 03 | Negligible Correlation |
| -.01-.20 | 03 | Negligible Correlation |

- To find out the level of Life Satisfaction of the Science and Arts college students.

Table 2

| Faculty | Student | Mean | S.D. | Z-Value | Remarks |
|---------|---------|-------|-------|---------|---|
| Science | 40 | 71.67 | 11.52 | 0.7817 | Significant at 0.05 level of significance |
| Arts | 40 | 69.70 | 11.10 | | |

From the table, it is evident that the Z value is 0.7817, which is significant at the 0.05 level with d.f. = 78. Thus, the null hypothesis “There is no significant difference in the Life Satisfaction of the Science and Arts students of District Hardoi, Uttar Pradesh” is accepted.

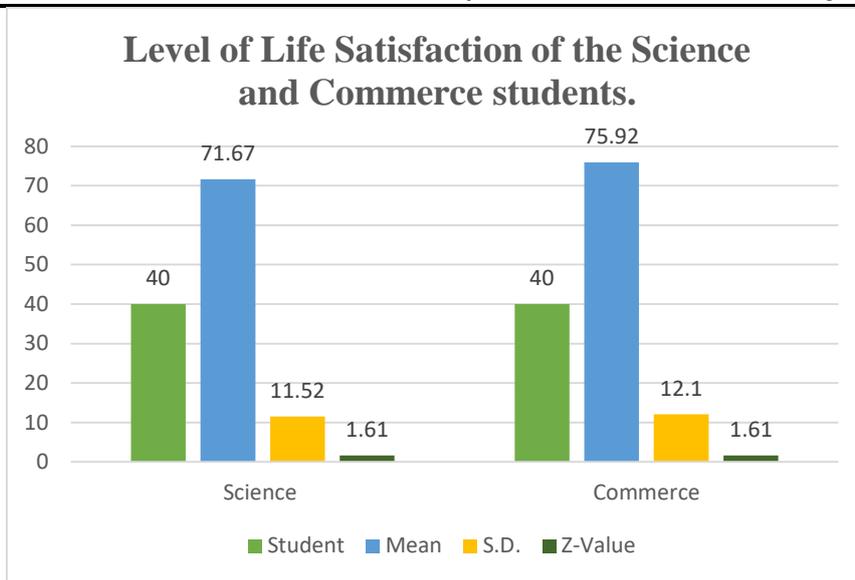


- To find out the level of Life Satisfaction of the Science and Commerce students.

Table 3

| Group | Student | Mean | S.D. | Z-Value | Remarks |
|----------|---------|-------|-------|---------|---|
| Science | 40 | 71.67 | 11.52 | 1.61 | Significant at 0.05 level of significance |
| Commerce | 40 | 75.92 | 12.10 | | |

From the table, it is evident that the Z value is 1.61 (less than 1.96), and that is not significant at the 0.05 level with d.f. = 78. Thus, the null hypothesis “There is no significant difference in the Life Satisfaction of the Science and Commerce students of District Hardoi, Uttar Pradesh” is accepted.

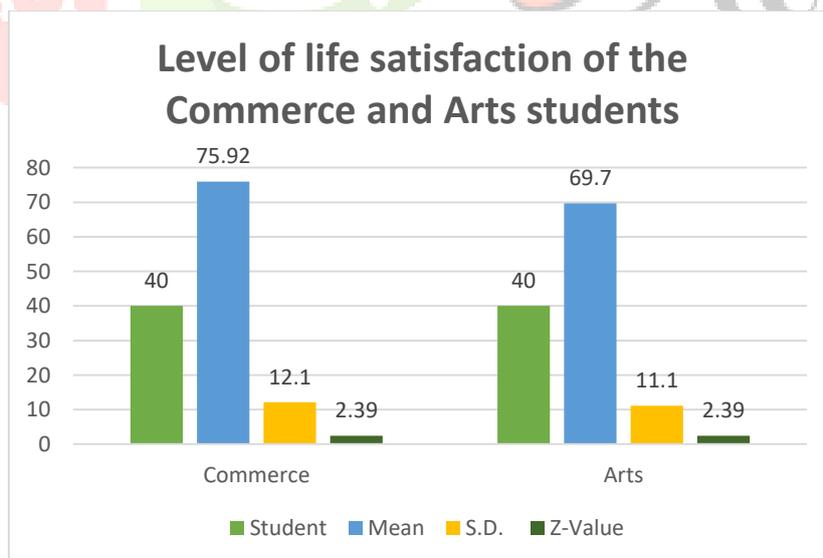


- To find out the level of life satisfaction of the Commerce and Arts students.

Table 4

| Group | Student | Mean | S.D. | Z-Value | Remarks |
|----------|---------|-------|-------|---------|---|
| Commerce | 40 | 75.92 | 12.10 | 2.39 | Significant at 0.05 level of significance |
| Arts | 40 | 69.70 | 11.10 | | |

From the table, it is evident that the Z value is 2.39 which is significant at the 0.005 level with d.f. = 78. Thus, the null hypothesis “There is no significant difference in the Life Satisfaction of the Commerce and Arts students of District Hardoi, Uttar Pradesh” is rejected. The mean score of Commerce students is 75.92 and Arts students is 69.70. So Commerce students’ Life satisfaction is more than their counterparts.



CONCLUSION

On the basis of finding the students of Arts, commerce and science have significant difference in their Life Satisfaction. The students of science as thought going then the students of Arts who perceive it rather lightly and easy going. The Commerce students enjoy more compare to Arts and science students. So, the Commerce and science students may fell happier than the Arts students. On the basis of finding the present conclusion for education system is that the curricula, syllabi, text book, methods of teaching etc, should be modelled in such a way that a good learning environment which free from anxiety can be given to the science students. So that the cognitive burden can be removed from them.

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