Examining Life Satisfaction Among Male And Female College Students

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Abstract:
The current research aims to study life satisfaction among male and female college students. The current research participants include a total of 80 students (40 male and 40 Female). Age range of both the student groups ranged from 20 – 22 years. Mean age of male and female students was 21.05 and 20.08 respectively. All these students had urban and semi – urban middle class socioeconomic background and were unmarried. All the students were studying in the third year of B. Sc (Bachelor of Science) course in Degree College Hamirpur, Himachal Pradesh, India. The data was collected through the "Personal Information Form", "The Satisfaction with Life Scale (SWLS)". T – test was used to compare the means of the two groups. Results showed that male students are more satisfied with their life when compared with female students.

Keywords: College Male and Female students, Life Satisfaction.

I. INTRODUCTION

Life satisfaction is a cognitive judgement which reflects conscious evaluations of the conditions of one's life (Scollon, Lucas and Diener, 2003). These evaluations are made in terms of what is thought to be an appropriate standard which the individual set on their own, if not externally imposed.

College students experience changes in lifestyle, increased workload, new responsibilities, and interpersonal relationships which further take a toll on students' physical health, emotional wellbeing, and academic success, unless they manage it appropriately. The aim of the research was to study the relationship between Emotional Intelligence and Life Satisfaction among college students. The study was conducted on 100 young adults (50=males; 50=females) of age group 18-25. Standardized measures of Emotional Intelligence and Life Satisfaction were administered on the participants. The results found out positive correlation between Life satisfaction and Emotional Intelligence. (Simran, 2021)

Zhang et al. (2013) examined a large sample of undergraduate students in China for the correlates of campus life satisfaction. A questionnaire survey was administered at a university and the final sample consisted of 439 respondents aged between 17 and 24 years, from all over the country, and studying different subjects. It was found that freshman students tended to score higher on their life satisfaction than students in other grades and the college students' life satisfaction was positively related to female gender, self-esteem, social support, and the liberal attitudes on female gender roles, but negatively correlated with depression and suicidal ideation.

Rogowska, A.M., Ochnik, D., Kuśnierz, C. et al. (2021) performed a cross sectional study to examine life satisfaction differences between university students from nine countries during the first wave of the COVID-19 pandemic. A cross-national comparison of the association between life satisfaction and a set of variables was also conducted. Participants in the study were 2349 university students with a mean age of 23 years (M = 23.15, SD = 4.66). There was a predominance of women (69.26%) and individuals studying at the bachelor level (78%). The research was conducted between May and July 2020 in nine countries. Participants completed an online survey involving measures of satisfaction with life (SWLS), exposure to COVID-19, perceived negative impact of coronavirus (PNIC) on students' well-being, general self-reported health (GSRH), physical activity (PA), and some demographics (gender, place of residence, level of study). A one-way ANOVA was used to explore cross-national differences in life satisfaction. The $\chi 2$ independence test was performed separately in each country to examine associations between life satisfaction and other variables. Bivariate and multivariate logistic regressions were used to identify life satisfaction predictors among a set of demographic and health-related variables in each of the nine countries. The level of life satisfaction varied between university students from the nine countries. The results for life satisfaction and the other variables differed between countries. The association between life satisfaction and subjective assessment of physical health seems to be universal, while the other variables are related to cross-cultural differences.

State and Kern (2017), evaluated Life satisfaction ratings by 553 high school students with SEB problems and examined those ratings relative to their academic, mental health, and behavioral outcomes as well as demographic characteristics. In addition, we examined stability of life satisfaction reports over time. Overall, students reported "medium" satisfaction with life, except in the School domain, which was rated least favorably. Higher life satisfaction reports significantly correlated with lower anxiety, depression, and behavior problems, as well as higher reading and math achievement. Differences were found based on gender and ethnicity, with female and Hispanic/Latino students reporting lower satisfaction in certain life domains compared with their counterparts. Finally, self-reported life satisfaction showed

variability across time.

According to a study by Tsitsas, Nanopoulos & Paschali (2019), which compared 1st year (205) and 4th-year (205) undergraduate students in relation to variables such as life satisfaction (The Life Satisfaction Index), stress, (STAI) assertiveness (Rathus Assertiveness Schedule) and empathy (Interpersonal Reactivity Index (IRI)). Results showed that:the percent of students with high life satisfaction is significantly higher among those that grew up in urban and semi-urban regions compared to those that grew up in other regions.

Çivitci (2015) conducted a study to examine the changes in perceived stress and life satisfaction in terms of college belonging, major belonging the participation in extracurricular activities and the moderating effect of college and major belonging, and extracurricular activities in the relationship between perceived stress and life satisfaction. The participants were 477 undergraduate students at a public university in Turkey. To collect the data, The Perceived Stress Scale, The Satisfaction with Life Scale and a personal information form were used. The results of MANCOVA indicated that the students having a high college and major belonging had low perceived stress and high life satisfaction.

Shuaib (2022), studied to find out the relationship between tolerance and life satisfaction among university students and to know the differences between males and females in tolerance and life satisfaction. The study sample consisted of (150) male and female students, the study relied on the descriptive approach. Tolerance scale and the life satisfaction scale, both of were used, and the results of the study concluded that there is a positive relationship between tolerance and life satisfaction among university students. The study also found that there are no statistically significant differences between male and female students in tolerance and life satisfaction.

Mehmood, T., & Shaukat, M. (2014) assessed the relationship between life satisfaction with two components of psychological well-being (depression and self-esteem) among young adult female university students. Simple random sampling technique was used to draw the sample. Female university students (N=200) age range of 18 to 24 with (Mean age = 21years; S.D=1.67) from different educational organizations of Karachi, Faisalabad and Multan (Pakistan) were included as sample. Demographic form, Satisfaction with life scale (Diener et al, 1985) Siddiqui shah depression scale (Siddiqui, 1992) and Rosenberg self-esteem scale (Rosenberg, 1965) were administered to assess the levels of life satisfaction, depression and self-esteem respectively. For statistical analysis Regression and ANOVA were used. Results showed that depression and self-esteem are predictors of life satisfaction and no difference observed in life satisfaction, in terms of perceived family income and age of young adult female university students.

According to Puri, P. et al. (2016) Life satisfaction is the cognitive aspect of subjective well-being; it possesses unique importance in the understanding of a number of mental health concerns. Multiple individual factors can exert influence on individuals' life satisfaction judgments; perceived stress is one of those individual factors that involve subjective judgmental process influencing life satisfaction). This study aimed to investigate whether satisfaction with life is related to perceived stress on students of Rajasthan University, Jaipur. 80 students enrolled for the study from University of Rajasthan, They were administered the stress scale for students by Puri et al. (2011) and Satisfaction with Life Scale (SWLS) by Denier et al. (1985). Stress and life satisfaction were significantly negatively correlated (coefficient of correlation was -0.368, 'p = 0.001). The study found that higher levels of perceived stress were associated with lower levels of satisfaction with life among the students.

Antaramian (2017) investigated whether very high levels of life satisfaction were associated with academic success at the college level. Three-hundred fifty-seven university students reported on their life satisfaction and various indicators of educational functioning. Participants with very high life satisfaction (top 10%) were compared to those with average and low levels of life satisfaction to explore differences in these academic factors. Results indicated that although both groups were satisfied with life, the students with very high life satisfaction were at a significant advantage over those with average life satisfaction in terms of academic performance, including greater student engagement, academic self-efficacy, and approach-oriented achievement goals and lower academic stress. There were no differences in educational functioning between the average and low life satisfaction students.

According to Salkic (2020), The sense of global life satisfaction stems from cumulative successes in a variety of specific situations. The measure of overall satisfaction with one's life reflects in addition to the successes experienced, the average level of mood of the person, that is, his emotional state over a long period or even throughout an individual's life. As such, overall life satisfaction is an indicator of quality of life and emotional adjustment. This study was conducted on a sample of 200 students (82 males and 118 females) of various departments of the final year of Social Sciences and Technical Sciences at the University of Tuzla, Bosnia and Herzegovina. The study applied the following instruments: The scale of general life satisfaction; The short version of UCLA loneliness scale. The results showed a negative relationship of loneliness with life satisfaction among students (r=-.515, p<.05). The obtained results show that the higher the life satisfaction of students, the less loneliness it is and vice versa. It can be concluded that students who achieved high scores on the life satisfaction scale showed less loneliness, while students who scored low on the life satisfaction scale showed higher loneliness.

Haider et. al. (2022) explored the association between resilience, coping mechanisms and life satisfaction in medical students during the pandemic. A cross-sectional web-based survey was conducted from undergraduate medical students. Three instruments were used to measure life satisfaction, resilience, and coping, namely The Brief Resilience Scale, The Satisfaction with Life Scale and the COPE inventory. Mean and standard deviation were calculated for all continuous variables. Robust linear regression model was used for analysis. Hierarchical (forward) stepwise model building technique was used for final model. Alpha cut off was kept at 0.05. A total of 351 students completed the questionnaires. A moderately negative, slightly linear correlation between life satisfaction and avoidant coping was reported. Life satisfaction showed moderately positive, slightly linear correlation with resilience score. Three variables stayed

significant in the final model: Resilience, avoidant coping, and religion coping. It was concluded that Life satisfaction can be improved among medical students by focusing on strategies which enhance resilience.

Liu et. al. (2022) conducted a study to explore the relationship among grit, stressful life events, depression, and life satisfaction in college students during the recurrent outbreak of COVID-19. 888 college students were surveyed, with an average age of 20.84 (SD = 1.57) years. Participants completed questionnaires regarding grit, depression, stressful life events, and life satisfaction. The results showed that association between grit and depression became weaker for college students with high stressful life events. The results indicated that concerns about depression and stressful life events may be the main targets for improving life satisfaction among college students during the recurrent outbreak of COVID-19.

Leonard (2018) investigated the relationship between money and happiness in college students. "Money" was further defined as financial satisfaction, and "happiness" was further defined as overall satisfaction with life for the purposes of the study. This study measured positive emotions, negative emotions, and life satisfaction in a sample of 116 college students, along with questions regarding their financial satisfaction. Analyses focused on correlations between the three indicators of happiness and different aspects of financial satisfaction. Strong correlations were found for several aspects of financial satisfaction and overall life satisfaction, demonstrating that money is indeed an influence on the happiness of college students.

II. RESEARCH TOOLS

The satisfaction with life scale (SWLS: Diener et al., 1985) is a five-item measure of life satisfaction which is a global assessment of a person's quality life according to their chosen criteria. On each item the respondent must respond on a seven-point scale ranging from one (strongly disagree) to seven (strongly agree). The SWLS has been examined for both reliability and sensitivity. The SWLS has shown strong internal reliability and moderate temporal stability. Diener et al. (1985) reported a coefficient alpha of .87 for the scale and a 2-month test-retest stability coefficient of .82.

III. DATA COLLECTION

The satisfaction with life scale (SWLS: Diener et al., 1985), was administered to the subjects individually. The scale was administered according to standard instructions.

A cover sheet was used to collect information regarding demographic characteristics of the subjects. This included gender, age, income, religion, type of family, marital status and residential background. Subjects were assured that their results would be kept confidential and would be used only for research purposes.

IV. SCORING OF SWLS

The Satisfaction with Life scale (SWLS) yields a single score of Life Satisfaction, which is obtained by adding the scores of all five items assigned by the subject. The higher the score the more satisfied the person is with life.

V. STATISTICAL ANALYSIS

Scores were subjected to "T" test to compare the males and females with regard to Life satisfaction. Mean score, Standard Deviation and T-value for male and female college students is shown in the table ahead.

Life Satisfaction among College Male & Female Students

Variable	Female College Students	Male College Students	T-Value
Life Satisfaction	M=22.2750 SD=6.1934	M=27.025 SD=1.4049	4.72

**P<0.05

VI. CONCLUSION

The t-statistic measures how many standard errors the coefficient is away from zero. Generally, any t-value greater than +2 or less than – 2 is acceptable. "*The higher the t-value, the greater the confidence we have in the coefficient as a predictor. Low t-values are indications of low reliability of the predictive power of that coefficient*." https://www.allbusiness.com/barrons_dictionary/dictionary-t-value-4942040-1.html

The table shown above demonstrates that in terms of life satisfaction, a significant difference emerged between the male & female college students (t=4.72 df=78, p<0.01). Higher mean scores of the male students (M=27.025) than female students (M=22.275). This indicates that male students experienced higher cognitive judgement which reflects conscious evaluation of the conditions of one's life. Their evaluations are made in terms of what is thought to be an appropriate standard, which the individuals' set on their own if not externally imposed, than the female students. Hence, male students reported significantly higher life satisfaction than female students.

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