

A Study of Life Satisfaction of Students Studying in Degree College of Bahadurgarh City

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ABSTRACT

Education plays a vital role in the building of society. Modern society cannot achieve its of economic growth and higher cultural standards without making the most of the talents of their citizen. Satisfaction is a state of mind or an emotion that normally results from the successful attempt to teach a goal as satisfy a felt need. The term life satisfaction was finally adopted on grounds that, although it is not altogether adequate. The purpose of the study is to study of life satisfaction of Degree College students.

Keywords: Education, Life Satisfaction and Degree college students

I. INTRODUCTION

Education plays a vital role in the building of society. Modern society cannot achieve its of economic growth and higher cultural standards without making the most of the talents of their citizen. In a developing country like India, the role of education is of signal importance in the building of the nation if democratic government and democratic ways of life are to function properly and successfully education must be spread among all citizens.

Proper development and maintenance of level administration, leadership, scientific and technological growth required men with education of high standards.

LIFE STASFACTION

“Life Satisfaction refers to a cognitive judgment process. Shin & Jonson define life satisfaction as a global assessment of a person’s quality of life according criteria”

The invariance of reported satisfaction to martial living standard and major change in life circumstance is a reason why some economists are skeptical of the validity of measures of subjective well being. The limited evidence that is available however, suggests

that adaption occur even when well being is measured with the gold standard experience sampling method. In life satisfaction the first problem was to analyses our concept of psychological well being into a sufficient number of components to represent its complexity and then to find ways measuring these components from interview data working with a group of graduate students in a research seminar, the investigator began by examining the measures of adjustment and moral that had been used in previous studies, and by defining distinguishable components. The life satisfaction was finally adopted on grounds that, although it is not altogether adequate. The Affective theory, on the contrary feels life satisfaction to be an individual’s conscious experience as to the dominance of their positive emotions over their negative emotions. In recent research conducted life satisfaction is assessed as the degree of the positive emotions experienced (Frish, 2006; as cited in Simsek, 2011)

Life satisfaction was studied amongst the below poverty line in India , Biswas-Diener, R., &Diener, E. (2001). Satisfaction with Life Index was created calculating, subjective well being on the basis of health wealth, and access to basic education .White, Adrian (2007). Tremblay et al. (2006) examined the

role of subjective vitality and the perception of stress as mediators between general life satisfaction and post-traumatic physiological and psychological health. They found that satisfaction with life optimistically predict subjective vitality and negatively **predicted perceived stress**.

THE LIFE STISFACTION RATINGS

In making the life satisfaction rating all the interview data on each respondent were utilized. Thus the ratings are based, not on R’s direct self report of satisfaction, But on the inference dawn by the raters from all the information available on R, including his interpersonal drawn relationship and how other reacted toward him. The four rounds of interviewing had been spaced over approximately two and one-half years. In those few cases where marked changes had occurred in R’s life situation within that interval of time, and where psychological well being seemed to have changed accordingly, the rating represented the situation at the most recent point in time.

SIGNIFICANCE OF THE STUDY

The world is becoming complicated and tenseful day by day. It may be observed that our society is going through rapid social change. These new social change brought out some never conflicts which have caused substantial stresses, dissatisfactions. At present life satisfaction is considered imported variable in young students. This problem has aroused interest of mental health professionals like psychological. We study about this problem of graduate level.

OBJECTIVE OF THE STUDY

1. To study in the level of Life Satisfaction of the Science and Arts students.
2. To study in the level of Life Satisfaction of the Science and Commerce students.
3. To study in the level of Life Satisfaction of the Commerce and Arts students.

HYPOTHESIS OF THE STUDY

1. There is no significant difference in the Life Satisfaction of the Science and Arts students.
2. There is no significant difference in the Life Satisfaction of the Science and Commerce students.
3. There is no significant difference in the Life Satisfaction of the Commerce and Arts students.

TOOL USED

Test of Life Satisfaction developed by **Q. G. Alam and Shrivastav(1983)**

II. METHODOLOGY AND SAMPLING

Normative survey method used in this paper to find out the Life Satisfaction of college students. The investigator has been randomly a sample of 120 college **students (40 Arts,40 Commerce, 40 Science)** from the college of Bahadurgarh.

INTERPRATAION OF THE OBJECTIVE

Table 1

Coefficient of correlation	No. Of students	INTERPRETATION	
+1.00	20	Perfect Correlation	Positive
+.99-.81	35	Very High Correlation	Positive
+.80-.61	25	High Correlation	Positive
+.60-.41	10	Moderate Correlation	Positive
+.40-.21	15	Low Correlation	Positive
+.20-.01	02	Negligible Correlation	
-.01-.20	03	Negligible Correlation	

					significance
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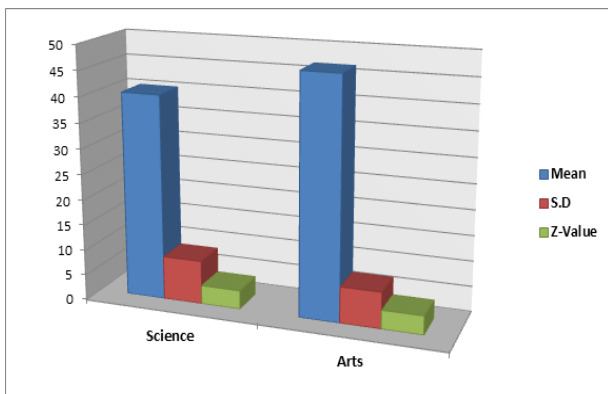
1. To study in the level of Life Satisfaction of the Science and Arts students.

Table 2

Group	N	Mean	S.D	Z-Value	Remarks
Science	40	40.30	8.52	3.66	Significant at 0.01 level of significance
Arts	40	46.72	7.10		

From the table it is evident that the ‘Z’ value is 3.66 that is significant at 0.001 level with d.f= 78. Thus null hypothesis “**There is no significant difference in the Life Satisfaction of the Science and Arts students**” is rejected. The mean score of Arts student’s is 46.72 and Science student’s is 40.30. So Arts student’s Life satisfaction more their counterparts.

Level of Life Satisfaction of the Science and Arts students



Graph 1

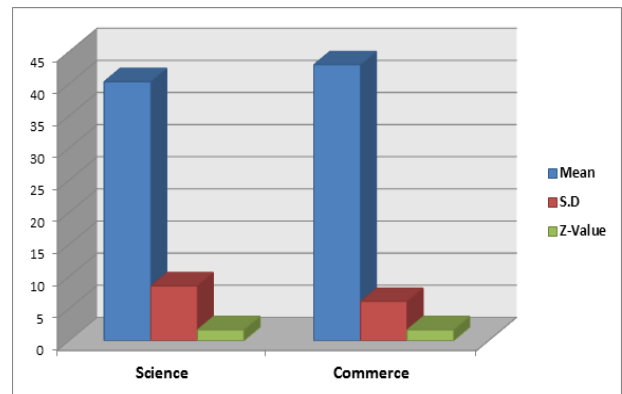
To study in the level of Life Satisfaction of the Science and Commerce students.

Table 3

Group	N	Mean	S.D	Z-Value	Remarks
Science	40	40.30	8.52	1.70	Not Significant at 0.05 level of
Commerce	40	42.92	6.10		

From the table it is evident that the ‘Z’ value is 1.70 that is not significant at 0.005 level with d.f= 78. Thus null hypothesis “**There is no significant difference in the Life Satisfaction of the Science and Commerce students**” is accepted.

Level of Life Satisfaction of the Science and Commerce students.



Graph 2

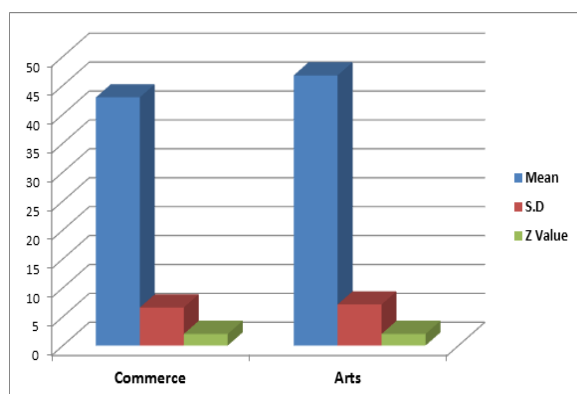
To study in the level of life satisfaction of the Commerce and Arts students.

Table 4

Group	N	Mean	S.D	Z-Value	Remarks
Commerce	40	42.92	6.58	2.48	Significant at 0.05 level of significance
Arts	40	46.72	7.10		

From the table it is evident that the ‘Z’ value is 2.48 that is significant at 0.005 level with d.f= 78. Thus null hypothesis “**There is no significant difference in the Life Satisfaction of the Commerce and Arts students**” is rejected. The mean score of Arts student’s is 46.72 and Commerce student’s is 42.92 So Arts student’s Life satisfaction is more their counterparts.

Level of life satisfaction of the Commerce and Arts students.



Graph 3

III. CONCLUSION

On the basis of finding the 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 science students enjoy less compare to Arts and Commerce students. So the Arts and Commerce students may fell happier then the science 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 modeled 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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