

A Study of Quality of Life and Self Efficacy in Relation to Life Satisfaction among Hosteller and Day Scholar Females

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Abstract

Purpose of the present investigation was to study the quality of life and self efficacy in relation to life satisfaction among 100 (50 Hosteller and 50 Day Scholar Female) Ph.D. Students of Aligarh Muslim University Aligarh. Quality of Life Scale (Dubey et. al., 2007) was used for measuring quality of life, General Self-Efficacy (GSS) Scale (Jerusalem & Schwarzer, 1992) was used for measuring self efficacy and Satisfaction With Life Scale (SWLS) (Diener, Emmons, Larson and Griffin, 1985) was used for measuring life satisfaction of students. Pearson Product-Moment Correlation and t-test were used for analyzing the data by SPSS 16 software. Result showed that there was significant positive correlation between quality of life and life satisfaction. Result also showed that there was significant positive correlation between self efficacy and life satisfaction. When group differences was conducted on same sample, it was found that hosteller female students scored significantly higher on quality of life in comparison to day scholar female students. Further, it was also found that hosteller female students scored significantly higher on self efficacy and life satisfaction as compared to day scholar female students.

Keywords: Quality of Life, Self Efficacy, Life Satisfaction, Students.

I. INTRODUCTION

Life Satisfaction

With advancement of science and technology individual's way of quality of life is also changed and is better than before. It is also true that satisfaction in life is very important for positive growth and development. No doubt, new technologies significantly affect our thought, emotion and behavior as well as it improved quality

of life of both males and females which also influence their life satisfaction. It is the reality that females play more important role in our society and have a lot of responsibility to perform in different areas of life than males. It is found that India has the world's largest number of professionally qualified women such as more female doctors, surgeons, scientists and professors are in India than the other country. However, it is also a bitter truth that an average of women in India are socially, politically and economically weaker than men. The reality of women's lives remains invisible, and this invisibility persists at all levels beginning with the family to the nation (Swayam, 2011). Thus, for healthy society and nation the proper growth, positive development and good mental health of women is necessary. Therefore the aim of the present paper is to examine the quality of life and self efficacy in relation to life satisfaction among hosteller and day scholar female students.

Life satisfaction is an interesting topic of research in the area of positive psychology. Life satisfaction is a state of mind, it is an evaluative appraisal of something. The term refers to both 'contentment' and 'enjoyment'. As such it covers cognitive- as well as affective-appraisals. Life Satisfaction can be both temporary and stable through time. Life satisfaction defines as "the degree to which a person positively evaluates the overall quality of his/her life as-a-whole. In other words, how much the person likes the life he/she leads".

Satisfaction with life refers to "as a whole must be satisfaction, not only with that which is, but also with that which was and that which will be, not only with the present, but also with the past and the future. (Tatarkiewicz, 1966). Psychologist defined life satisfaction as a "global evaluation by the person of his or her life" (Pavot & Diener, 1993). Life satisfaction is an overall assessment of feelings and attitudes about one's life at a particular point in time ranging from negative to positive. Diener (1984) focused that life satisfaction is one of three major indicators of well-being i.e. life satisfaction, positive affect, and negative affect. It also reflects individual mood and the cognitive appraisal of events and conditions (Cummins & Nistico, 2002; Lyubomirsky, 2001).

Huebner et al., (2005); Myers and Diener, (1995) defined life satisfaction as "a cognitive evaluation of one's life as a whole and or of specific life domains". Life satisfaction can be assessed specific to a particular domain of life (i.e. life domain satisfaction) or globally (i.e. global or life as a whole) life satisfaction. Life-domain satisfaction refers to satisfaction with specific areas of an individual's life, such as work, marriage, and income, whereas global life satisfaction are much more broad, consisting of an individual's comprehensive judgment of her/his life. Satisfaction is determined by one's perceptions of "how things are" vs. "how they should be."

Life satisfaction is an important component of well-being and may be assessed in terms of mood, satisfying relation with others and with achieved goals, self concepts and self-perceived ability to cope with daily life. It involves experiences which have the ability to motivate people to pursue and reach their goals. It is the cognitive assessment of one's life as a whole. We can say that satisfaction in life is very important for positive mental health and well being. Recent studies have suggested that there are numerous personal benefits associated with very high levels of life satisfaction. For example, Suldo and Huebner (2006) examined whether extremely

high life satisfaction was associated with adaptive functioning or maladaptive functioning among American high school students. they found that students who reported very high levels of life satisfaction benefited from many positive outcomes, including: the highest level of social support from all sources, the least number of internalizing and externalizing behaviour problems, the lowest levels of neuroticism, significantly higher levels of academic, emotional, and social self-efficacy, the lowest emotional and behavioural problems, and superior interpersonal and cognitive functioning, than those with average and low life satisfaction. In a similar study, Gilman and Huebner (2006) found high levels of adolescent life satisfaction to be positively related to grade point average (GPA), interpersonal relations, parental relations, self-esteem, and hope, and to be negatively related to poor attitude towards school, poor attitude towards teachers, social stress, anxiety, depression, and external locus of control. Further, adolescents reporting high life satisfaction had higher scores on all measures than those reporting low life satisfaction, and reported significantly higher scores on measures of hope, self-esteem, and (internal) locus of control, but lower scores on measures of social stress, anxiety, depression, and (negative) attitudes towards teachers, than those reporting average life satisfaction (Gilman and Huebner, 2006).

Similarly, a study conducted by Agarwala (2001) in which she examined the significant difference in the life satisfaction of working and non-working women. Her results showed that higher level of Life-satisfaction was among non-working women in comparison to working women. The other variable in relation to life satisfaction is quality of life.

Quality of Life

The quality of life is an important topic of research over the past two decades not only in the area of psychology, rehabilitation, health and social services but also in areas like medicine, education and working and non-working person's life. The World Health Organization (1995) defines Quality of Life as "an individual's perception of his/her position in life, in the context of culture and value systems in which he/she lives, and in his relation to his/her goals and expectations, standards and concerns". In other words, the term quality of life relates to the description and evaluation of the nature or conditions of life of people in a certain country or region. One of the most popular aggregate measures of the quality of life is the individual estimation of one's happiness. Happiness here is defined as the degree to which an individual judges the overall quality of her/his life as a whole favorably. The quality of life is a degree to which a person enjoys the important possibilities of his/her life. The quality of life should not be confused with the standard of living. The standard indicators of quality of life include not only wealth and employment but also the built environment, physical and mental health, education, recreation, leisure time and social belongings. Quality of life includes all of the emotions, experiences, appraisals, expectations and accomplishments that figure into a good life. It is found in studies that quality of life associated with health and wellbeing. In a study James (1978) found that women with jobs/ working outside are generally more happier and satisfied as compared to

fulltime housewives or non-working women. Similarly, Usha, Cooper and Kerslake (1997) conducted a study to examine the quality of life of nonworking and working women in relation to mental health, self-esteem, mother role satisfaction and stress. They found that non-working women had poorer mental health as well as the lower self-esteem as compared to the working women. They further found that nonworking women tend to more depression as compared to working women. The other variable which is also important in relation to life satisfaction is self efficacy.

Self-Efficacy

Refers to the individuals' assessment of their capabilities to organize and execute actions required to achieve success in their goal (Bandura, 1986). Self-efficacy makes a difference in how people feel, think and act. In terms of feeling a low sense of self efficacy is associated with dissatisfaction, which lead to stress, tension, anxiety, helplessness and depression. In terms of thinking, a strong sense of competence facilitates, cognitive processes and performance in a variety of settings, including quality of decision-making and academic achievement. People with high self-efficacy choose to perform more challenging tasks, they set for themselves higher goals and stick to them. Actions are pre-shaped in thoughts, and people anticipate either optimistic or pessimistic scenarios in line with their level of self- efficacy. Litt (1988) suggested that self-efficacy affects individuals behavior in different ways: **First**, self-efficacy influences in selection of task. People with high self efficacy are likely to engage in such type of tasks which are more challenging, and they feel competent and confident and avoid those in which they do not. **Second**, self-efficacy influences on individuals feelings. People with high self efficacy are likely to more positive feelings and more success in controlling negative emotions states such as anxiety, tension e.tc. **Third**, self-efficacy beliefs influence individuals' thought patterns and emotional reactions. The purpose of present investigation is to study the quality of life and self efficacy in relation to life satisfaction among hosteller and day scholar female students.

Objectives of the study:

Following objectives were formulated for the present study:

1. To find out the nature of relationship between quality of life and Life Satisfaction.
2. find out the nature of relationship between Self Efficacy and Life Satisfaction
3. To find out the significance of difference between Hosteller and Day Scholar female on quality of life.
4. To find out the significance of difference between Hosteller and Day Scholar female on Self Efficacy.
5. To find out the significance of difference between Hosteller and Day Scholar female on Life satisfaction.

II. METHOD

Participants: The sample of present research paper comprised of 100 (50 hosteller and 50 day scholar) female Ph.D. students of Aligarh Muslim University Aligarh. The random sampling technique was used for collecting data. Age of the subjects ranged between 23 to 28 years, the mean age being 25.5 years. All the teachers belonged from upper middle class socio-economic background.

Instruments: The following questionnaires were used for measuring Quality of Life, Self Efficacy and Life Satisfaction of the participants.

1. **Quality of Life Scale:** The Quality of Life Scale was developed by Dubey et. al. (2007). It consists 20 items. The scoring weights for each item ranges from 1-5 with the range of possible total scores from 20-100 respectively. Test-retest reliability of this scale was found 0.58, 0.87
2. **General Self-Efficacy Scale-Hindi Version (GSS-H):** General Self-Efficacy (GSS) scale was developed by Jerusalem & Schwarzer (1992) in English version which consists of 10-items rated on four point rating scale and further it was translated in Hindi version by Sud (2002). This scale ranged from 10 to 40, and high scores showing as high self-efficacy of the person and vice-versa. The reliability coefficient of this scale was found to be ranging between 0.76 to 0.90 and validity of this scale is well established.
3. **Satisfaction With Life Scale (SWLS):** Satisfaction with life scale developed by Diener, Emmons, Larson and Griffin (1985) was used to assess the life satisfaction of the subjects. The scale is originally in English language. The scale contains five items requiring a general evaluation of the respondents life as a whole on a 7-point scale ranging from strongly disagree to strongly agree. So the total score may range 5 to 35. Score on SWLS can be interpreted in terms of absolute as well as relative life satisfaction. A score of 20 represents the neutral point on the scale, the point at which the respondent is about equally satisfied and dissatisfied. Below 20 score represent dissatisfied and above 20 score represent satisfied and respectively. Test- retest correlation coefficient of this scale was 0.82 (over a two month period) and a coefficient Alpha was 0.87 respectively.

Analysis: Pearson Product Moment Correlation and t-test were used to analyze the data.

III. RESULTS

Table-1: Correlation between quality of Life, Self Efficacy and Life Satisfaction.

	Life Satisfaction
Quality of Life	.537**
Self Efficacy	.648**

****correlation is significant at the 0.001 level.**

It is found from above table that there is a significant positive correlation between quality of life and life satisfaction. The significant positive correlation is also found between self efficacy and life satisfaction.

Table-2: Comparison of Hosteller and Day Scholar Female Students on quality of life, Self Efficacy and Life Satisfaction Scores. No. 100 (50-Hostler and 50-Day Scholar Females).

Variables	Group	Mean	S.D.	t-value	df	Sig.
Quality of Life	Hosteller	71.44	5.69	2.98	98	.01
	Day Scholar	68.10	5.53			
Self Efficacy	Hosteller	26.14	5.61	2.73	98	.01
	Day Scholar	23.28	4.85			
Life Satisfaction	Hosteller	25.16	5.92	2.85	98	.01
	Day Scholar	21.84	5.72			

Table-2 shows that there is a significant difference between hosteller and day scholar students on quality of life. In other words hosteller female students scored significantly higher on quality of life as compared to day scholar female students. Similarly, it was also found that hosteller female students scored significantly higher on self efficacy and life satisfaction as compared to day scholar female students.

IV. DISCUSSION

The first objective of the present study was to examine the relationship between quality of life and life satisfaction among hosteller and day scholar female students. The results of correlational analysis revealed significant positive correlations between quality of life and life satisfaction. It means that if quality of life will increase the life satisfaction of individual will also increase.

Second objective of this study was to find out the relationship between self efficacy and life satisfaction among same sample. It was apparent from the results that self efficacy was significantly positively correlated with life satisfaction. On the basis of above results we can say that self efficacy is an important factor which play a vital role in experience of life satisfaction and if individuals self efficacy will increase their level of life satisfaction will also increase as result it lead to more positive growth and good mental health.

The other objective of this study was to find out the group differences in quality of life, self efficacy and life satisfaction among hosteller and day scholar students. When group differences was investigated on above sample, it was found that hosteller female students scored significantly higher on quality of life in comparison to day scholar female students. The reason may be that hosteller students are living in a selected area, healthy environment, all type of facilities are available and opportunities are more open than day scholar female students. Therefore, the quality of life of hosteller females are more better than day scholar female students.

It was also apparent from the above results that there is significant difference between hosteller female and day scholar female students on self efficacy. In other words, hosteller female students scored significantly higher on self efficacy as compared to day scholar female students. Further, it was also found that life satisfaction of hosteller female students are higher as compared to day scholar female students. The reason may be that hosteller females are living in a more open environment, freely interact with others, take their decision themselves, their goals are more clear, they obtain more family, friends and peer support in comparison to day scholar female students. Therefore self efficacy of hosteller females are high and they are more satisfied with life in comparison to day scholar female students.

V. CONCLUSION

It is concluded that quality of life and self efficacy play important role in life satisfaction, as it is positively correlated with life satisfaction. It can be concluded that quality of life and self efficacy play a vital role in increasing positive growth, more satisfaction with life, good health and wellbeing among female students. It is also concluded that hosteller students have more better quality of life and high level of self efficacy as compared to day scholar female students and their level of life satisfaction is also high.

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