



Life satisfaction among prospective teachers of District Mohali based on demographic variables

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Abstract

Life is God's gift and everyone tries their best efforts to make it meaningful and satisfying. There are different working areas for each individual, so they differ in their interest, working hours and goals. Today, life is becoming stressful and everyone faces a number of challenges in their life, so satisfaction among people varies. In this study, a survey was conducted on a sample of 102 prospective teachers of District Mohali. It was found that there were different levels of life satisfaction. Prospective teachers had a low level of life satisfaction, 58 had an average level of life satisfaction, and 26 had a high level of life satisfaction. It was also found that 17.64 % prospective teachers had a low level of life satisfaction, 56.86 % prospective teachers had an average level of life satisfaction and 25.49 % prospective teachers had a high level of life satisfaction. There is a significant difference in life satisfaction of prospective teachers of District Mohali on gender basis. There is no significant difference in life satisfaction of prospective teachers of District Mohali on locality basis. After reviewing the related literature, it is found that there are contradictory and supportive studies to my findings, so more research is required for the generalization of the results.

Keywords: Life satisfaction, prospectives teachers, gender, locality, individual

Introduction

Life satisfaction refers to the feelings and attitudes about an individual's life in various circumstances and it has three domains as- life satisfaction, positive affect, and negative affect (Diener, 1984). In the 1960s, Western Nations had extensive Welfare States, and the new theme of 'limits to economic growth' appeared on the political agenda, leading to a shift in values to 'post-materialism'. This called for a broader conceptualisation of the good life and its measurement. Life satisfaction is used in measuring quality of life, monitoring social progress, policy evaluation, and identification of conditions for a good life (Veenhoven, 1996). Life satisfaction is measured through two sources of information: Firstly, how well we feel most of the time; and secondly, to what extent life has brought us what we want from it. The subappraisals are referred to as components of happiness (Kainulainen et al., 2018).

Body image, negative emotionality and social support predict life satisfaction, meanwhile life events did not. Long-term effects mediated through short-term effects and gender differences were relatively small (Opshaug, 2013). Income levels and place variables (Gokalp & Topal, 2019) and student engagement affect life satisfaction (Safira & Monika, 2020), meanwhile, self-efficacy and life satisfaction significantly correlate (Ansari & Khan, 2015).

Rationale of the Study

There is a decline in life satisfaction and happiness among young adults in the last decade or so, with less uniform trends among older adults. In the U. S. life satisfaction rises with age (Twenge & Blanchflower, 2025). Life satisfaction is influenced by relationships, happiness, financial stability, personal accomplishments, and health (Adhikari & Kewalramani, 2024). Life satisfaction also depends on the individual's struggle and environmental factors. A few studies have been conducted on this issue in the past, so this study can fulfil the research gap in this field.

Objectives

1. To study the life satisfaction of prospective teachers of District Mohali.
2. To study the life satisfaction of prospective teachers of District Mohali on gender basis. 3. To study the life satisfaction of prospective teachers of District Mohali on locality basis.

Hypotheses

H₀₁: There is no significant difference in life satisfaction of prospective teachers of District Mohali on gender basis.

H₀₂: There is no significant difference in life satisfaction of prospective teachers of District Mohali on locality basis.

Research Method

It was a normative study. A survey was conducted on 102 prospective teachers was selected from Mohali District. The Life Satisfaction Scale developed by Ojha (2005) was used in this study.

Population and Sample

The population in the present study consisted of all the teacher training colleges of Mohali District of Punjab state. A sample of 102 prospective teachers was selected from Mohali District through a purposive sampling technique.

Data Analysis and Interpretation

Data was analysed in light of the following three sections
Section I: Level of Life Satisfaction of Prospective teachers
Section II: Normality of Data
Section III: Differential Analysis

Section I: Level of Life Satisfaction of Prospective teachers

Table 1: Level of Life Satisfaction of Prospective teachers

Sr. No.	Range of Scores	N	Percentage	Interpretation
1	Below 65	18	17.64	Low
2	66-85	58	56.86	Average
3	86 and Above	26	25.49	High

It is found from Table no. 1 that 18 Prospective teachers had a low level of life satisfaction, 58 had an average level of life satisfaction, and 26 had a high level of life satisfaction. It was also found that 17.64 % prospective teachers had a low level of life satisfaction, 56.86 % prospective teachers had an average level of life satisfaction and 25.49 % prospective teachers had a high level of life satisfaction.

Section II: Normality of Data

Table 2: Normality of Data

	Kolmogorov-Smirnov ^a		
	Statistic	Df	Sig.
Life Satisfaction	.067	102	.037

It is found from Table No. 2 that the Kolmogorov-Smirnov (K-S test) value is .067, which is higher than the level of significance .05 and it is significant at .037. So, the calculated value is found to be significant. Hence the data followed normally distribution.

Section III: Differential Analysis

It was found in table no. 2 that the data were normally distributed, so parametric analysis (ttest) was applied in this study as below-

H₀₁: There is no significant difference in life satisfaction of prospective teachers of District Mohali on gender basis.

Table 3: Significance of Differences in Mean Scores of life satisfaction of prospective teachers of District Mohali on gender basis

Sr. No.	Gender	N	Mean	SD	Df	t-Value	Interpretation
1	Male	21	68.75	8.97	100	2.315	Significant
2	Female	81	73.50	11.14			

Level of Significance = .05

It is found from table no. 3 that the male prospective teachers had a mean score of 68.75 and SD 8.97 and the female had a mean score of 73.50 and SD 11.14. It is found that female had a high mean score value than male. It is also found that the calculated t value is 2.315, which is higher than the table value of t = 1.98 at df = 100 at a level of significance .05 and hence it is found significant. So, H₀₁: There is no significant difference in life satisfaction of prospective teachers of District Mohali on gender basis, is rejected.

H₀₂: There is no significant difference in life satisfaction of prospective teachers of District Mohali on locality basis.

Table 4: Significance of Differences in Mean Scores of life satisfaction of prospective teachers of District Mohali on locality basis.

Sr. No.	Gender	N	Mean	SD	Df	t-Value	Interpretation
1	Rural	33	71.76	6.54	100	1.952	Insignificant
2	Urban	69	68.09	13.18			

Level of Significance = .05

It is found from table no. 4 that the rural prospective teachers had a mean score of 71.76 and SD 6.54 and the urban had a mean score of 68.09 and SD 13.18. It is found that rural prospective teachers had a high mean score than urban. It is also found that the calculated t value is 1.952, which is less than the table value of t = 1.98 at df = 100 at a

level of significance .05 and hence it is found insignificant. So, H₀₂: There is no significant difference in life satisfaction of prospective teachers of District Mohali on locality basis, is accepted.

Results

Prospective teachers had a low level of life satisfaction, 58 had an average level of life satisfaction, and 26 had a high level of life satisfaction. It was also found that 17.64 % prospective teachers had a low level of life satisfaction, 56.86 % prospective teachers had an average level of life satisfaction and 25.49 % prospective teachers had a high level of life satisfaction.

There is a significant difference in life satisfaction of prospective teachers of District Mohali on gender basis. There is no significant difference in life satisfaction of prospective teachers of District Mohali on locality basis.

Discussion of Results

My findings revealed that Prospective teachers had a different level of life satisfaction. There is a significant difference in life satisfaction of prospective teachers of District Mohali on gender basis. Also, it is found that there is no significant difference in life satisfaction of prospective teachers of District Mohali on locality basis. These findings support the study conducted by Abraham and Arur (2023), who reported that male students exhibited higher levels of life satisfaction and academic motivation, indicating significant gender differences. Manasa and Sampathkumar (2022) reported that people with average and high character strengths significantly differ on life satisfaction. Girls are found to have a higher level of life satisfaction than boys. These studies described that gender has a significant role in life satisfaction.

My findings are contradictory to the study conducted by Kour (2022), who reported that there is no significant difference between life satisfaction of government and private school teachers of North India. Ram and Phogat (2021) reported that there was no significant difference in life satisfaction among prospective teachers based on gender, and locality. But there was a significant difference in the level of life satisfaction between prospective teachers in science and arts backgrounds. Kumar (2020) reported a similar level of life satisfaction among teachers. There was no significant difference in life satisfaction among secondary school teachers with respect to their gender and academic group. There is a significant difference in life satisfaction among secondary school teachers with respect to their age. Muthamizhselvan and Kumar (2017) found that gender, area of school, medium of school, type of school, teaching subject, teaching experience, marital status and type of family was not significantly related to life satisfaction of the secondary school teachers. Pahuja (2017) reported that gender, marital status and stream do not affect life satisfaction and adjustment. Yogita (2017) found that male teachers are more satisfied in their life and can better manage stress also. It was also revealed that teachers of urban areas show a positive relationship between life satisfaction and stress management. Noori (2025) reported that married students are more satisfied than unmarried students.

It can be concluded that demographic variables are very important in life satisfaction and there are contradictory

findings in different studies, so in future research, more studies can be conducted for the verification of my findings.

Educational Implications

1. Class teachers can use my findings based on gender and locality to improve the life satisfaction of their students.
2. The public can use my findings to know the causes and effects of gender and locality on life satisfaction.
3. Parents can use our findings based on gender and locality to improve the life satisfaction of their children.
4. Students can use our findings based on gender and locality to improve their life satisfaction.
5. Policy makers can use our findings based on gender and locality to improve the curricula to improve life satisfaction of students.

Suggestions for Further Research

1. A large sample can be selected for verification of my findings.
2. Other sampling techniques can be used in further studies.
3. Other demographic variables can be considered in further studies.
4. Other statistical techniques can be used in further studies.
5. Life satisfaction scale developed and standardized by Ojha (2005) was used in this study, so in future research, some other suitable scale can be used.
6. Researchers can conduct some experimental studies on life satisfaction to improve it in further research.

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