

A study of the life satisfaction and locus of control of university students of Bihar.

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Abstract

Our study aimed to explore the connection between students' locus of control and their life satisfaction. We chose a sample of 200 students from different courses and universities in Bihar using purposive-cum-incidental sampling. To assess these variables, we used the Life Satisfaction Scale developed by Q.G. Alam and Dr. Ramji Srivastava, as well as the Locus of Control Scale by Prof. N. Hasnain and Dr. D.D. Joshi. The data we collected was analyzed using Pearson correlation, which indicated a significant and positive association between students' life satisfaction and their locus of control.

Keywords: Life satisfaction, Locus of control, and University students.

Introduction

Life satisfaction is how much a person likes their life overall. That is, how much the person enjoys their life. Life satisfaction is sometimes called happiness and subjective well-being. Life satisfaction underlines the subjective nature of the idea better than happiness. Philosophers use happiness to refer to an objective good. Unlike 'subjective well-being', life satisfaction refers to an overall judgement of life rather than current sensations or psychosomatic symptoms. Life satisfaction is a life assessment. An individual's overall appraisal of life includes all important elements, such as how well one feels, how well expectations are likely to be satisfied, and how desirable variables are. Work enjoyment adds to life appreciation but does not define it. The first life satisfaction surveys were conducted in the 1960s. The focus was mental health. Gurin et al. (1960) and Bradburn (1969) published some of this study. American Social Indicator research in the 1970s focused on life satisfaction. Campbell et al. (1976) authored landmark works. A recent bibliography contains 2475 modern subjective life appreciation studies (Veenhoven 1993). The World Database of Happiness continues to catalogue fresh data on life satisfaction and its correlates, including this bibliography.

After establishing that life satisfaction varies, why? Understanding life-satisfaction factors is necessary to increase happiness for more people. The causes of life satisfaction are unclear. The issue is complex. Human functioning includes collective activity and individual behaviour, simple sensory experiences and higher cognition, stable individual and environmental features, and chance variables. Income and education directly and indirectly affect life satisfaction through psychosocial factors including

activity (physical activity level, leisure activity satisfaction, and social connections), perceived health, and physical sickness. Psychosocial elements like movement and health explain life satisfaction. The results are addressed using the activity hypothesis of ageing (Fernandez-Ballesteros et al., 2011). A decisive, direct role of extraversion, neuroticism, and conscientiousness, and the considerable mediation role of parent, same-sex peer, physical ability, and attractiveness self-concepts were seen to influence life satisfaction (Parker et al., 2008). Life satisfaction was dominated by self-rated health, but organisational activity and internal control were the second and third most significant life satisfaction characteristics (Palmore & Luikart, 1972).

An American psychologist Julian B. Rotter elaborated the concept of Locus of control. If a person believes that the results of the events happening around him are due to his/her actions. He/she will be considered to have a strong internal locus of control. Locus of control, self-esteem, neuroticism and self-efficacy belong to a common arena (Judge et al., 2002). Behaviour is directly proportional to reinforcement provided for that behaviour. Individuals, with internal Locus of Control, find themselves as the controlling authority of their outcomes of behaviour. They are found to be happier in comparison to the people with External Locus of Control. So, the people with external locus of control believe that the outcome of their behaviour is due to luck or chance. The present study is concerned with exploring the relationship between students' life satisfaction and their locus of control.

Methodology

The study has been conducted with the following objectives:

- (1) To measure the relationship between students' locus of control and their life satisfaction.
- (2) To compare the students' life satisfaction and locus of control in terms of their age.

Based on the above objectives, the following hypotheses have been formulated:

1. There will be a significant correlation between students' locus of control and their life satisfaction.
2. Students' age will significantly influence their life satisfaction.
3. Students' locus of control will be significantly affected by their age..

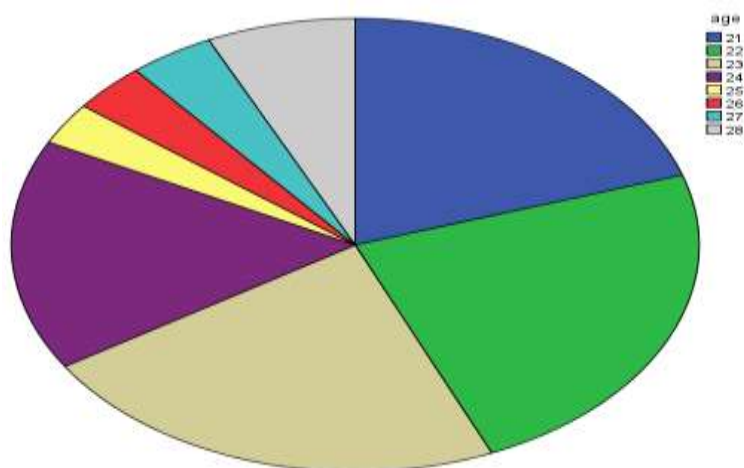
Sample

A sample of 200 students from different universities of Bihar, has been selected through purposive-cum-incidental sampling method. The minimum age of the participants was 21 years, and the maximum was 28 years. The mean age of the participants was 23.21 years, and 2.001 was the standard deviation in age. Table 1 shows the descriptive statistics of the age of the samples of the study. The pie – chart shows the sample's age, and the histogram shows that the sample was normally distributed.

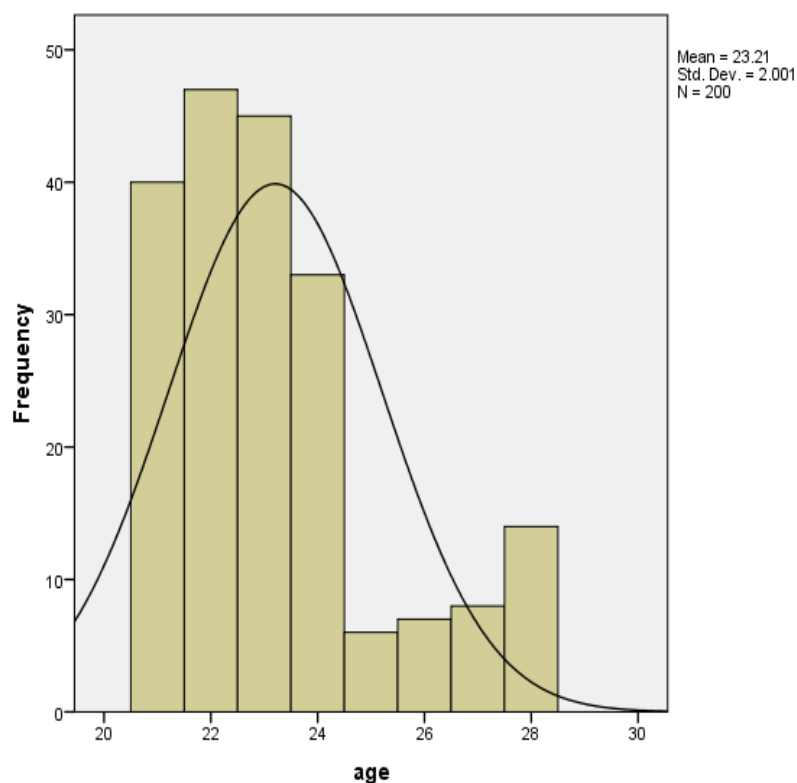
Table 1, Descriptive statistics of the age of the participants

	age
N	200
Mean	23.21
Std. Error of Mean	.141
Median	23.00
Mode	22
Std. Deviation	2.001
Variance	4.003
Skewness	1.061
Std. Error of Skewness	.172
Kurtosis	.383
Std. Error of Kurtosis	.342
Range	7
Minimum	21
Maximum	28

Graph 1: Pie chart of the age



Graph 1: Histogram of the age



Instruments

The following instruments/scales have been used:

1. The Life Satisfaction Scale was developed by Q.G. Alam and Dr. Ramji Srivastava to measure the life satisfaction of adults. It assesses life satisfaction in six areas: Health, Personal, Economic, Marital, Social, and Job. The scale consists of 60 items, each of which can be responded to with "YES," "NO," or "UNDECIDED." A "YES" response earns 2 marks, "UNDECIDED" earns 1 mark, and "NO" earns 0 marks, resulting in a total score range of 0 to 120.
2. The Locus of Control Scale was developed by Professor N. Hasnain and Dr. D.D. Joshi and published by the National Psychological Corporation in Agra. The scale consists of 36 items in the form of statements, with participants selecting their responses as "Always," "Sometimes," or "Never." The items are divided into two types: positive and negative. For positive items, participants receive 2, 1, and 0 marks for selecting "Always," "Sometimes," and "Never," respectively.

Procedure for data collection

The students of different universities in Bihar were contacted, questionnaires were distributed, and responses were recorded.

Result and Discussion

Life satisfaction and Locus of control

The first hypothesis predicts a significant association between life satisfaction and the locus of control of university students. The relationship between these two variables was measured using the Pearson product-moment correlation method, and the results have been recorded in Table 2 below.

Table 2 : Correlation of Life satisfaction and Locus of control

Correlations		
		Locus of Control
Life satisfaction	Pearson Correlation	0.504**
	Sig. (2-tailed)	.000
	N	200

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 2 clearly indicates a significant and positive relationship between students' life satisfaction and their locus of control. The correlation coefficient between life satisfaction and locus of control is 0.504, showing a positive and statistically significant association at the 0.01 level. This result suggests that when students' locus of control is enhanced, their life satisfaction increases, and vice versa. Similarly, a decrease in students' locus of control leads to a decrease in their life satisfaction. This supports the acceptance of the second hypothesis on the significant relationship between life satisfaction and locus of control.

Age and life satisfaction

To assess the impact of students' age on their life satisfaction, a t-test was conducted by dividing the sample into two groups: an old age group and a young age group, based on the median age of 23 years. The mean scores of life satisfaction were then compared between the two groups. The results in Table 3 indicate that there is a significant difference in life satisfaction based on age.

Table 3: t-ratio between old and young students on account of life satisfaction

Variables	Life Satisfaction
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Age	Old Age Group (23 and above)	Young Age Group (Below 23)
Median of Age	23	
N	113	87
Mean	67.33	70.36
Mean Difference	3.029	
SD	16.854	14.162
T	1.349	
Df	198	
Significance	0.179 (two-tailed)	

The study compared the life satisfaction and locus of control of two groups of students divided by age. The first group, considered the "old age group," consisted of students aged 23 and above, while the "young age group" included students under 23. The mean difference between the two age groups for life satisfaction was 3.029. The mean life satisfaction values for the young and old age groups were 70.36 and 67.33, with standard deviations of 14.16 and 16.85, respectively. The calculated t-ratio of 1.349 with 198 degrees of freedom indicated that the mean difference in life satisfaction between the two age groups was not statistically significant. This suggests that there is no significant difference in life satisfaction based on age.

Age and locus of control

To examine the impact of students' age on their locus of control, a t-ratio/t-test was conducted. The research sample was divided into two groups based on age: old age group and young age group. This division was based on the median age of the sample, which was 23 years. Students aged 23 or above were placed in the old age group, while those under 23 were placed in the young age group. Subsequently, their scores on the locus of control scale were calculated and the mean scores of both groups were compared. The difference in mean scores between the old and young age groups suggests that age influences locus of control, provided that the t-test demonstrates the statistical significance of the difference. The results are recorded in Table 4:

Table 4: t-ratio between old and young students on account of locus of control

Variables	Locus of control	
Age	Old Age Group (23 and above)	Young Age Group (Below 23)
Median of Age	23	
N	113	87
Mean	49.82	51.03
Mean Difference	1.211	
SD	10.91	12.15
T	0.741	
Df	198	
Significance	0.460 (two-tailed)	

The mean difference between the old age group and the young age group of students is 1.211. The mean values of the locus of control for the young age group and old age group were 51.03 and 49.82, respectively. The standard deviation for the young age group and old age group was 12.15 and 10.91, respectively. The t-ratio value of the data is 0.741 with 198 degrees of freedom, indicating that the mean difference between the old age group and young age group of students is not statistically significant. Therefore, there is no significant difference in the locus of control of students based on their age. In other words, the old age group and the young age group do not differ significantly in terms of their locus of control. As a result, the hypothesis stating that the age of the students would have a significant effect on their locus of control is not accepted.

Conclusion

Before making any generalisation based on the result of the study, it should be kept in mind that the present research has been conducted on a small sample. The sampling method was not random. However, the following are the conclusions of the study:

1. The life satisfaction of university students and their locus of control are positively correlated.
2. Students' age does not affect their life satisfaction.
3. The locus of control of students is not influenced by their age.

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