

A Probe into the Effect of Kasturba Gandhi Balika Vidyalaya (KGBV) Scheme as a Catalyst to Life Satisfaction of the Female Learners

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ABSTRACT

Life satisfaction is subjective wellbeing and contentment with one's own life in general. Kasturba Gandhi Balika Vidyalaya (KGBV) hostels cover hard to reach girls especially the deprived ones belonging predominantly to the SC, ST, OBC community and minority groups; these hostels actually act as extrinsic intervention. The present study was designed to compare the life satisfaction between the female students of the beneficiary of the scheme and their non-beneficiary counterpart – this actually proved in turn the effectiveness of the scheme. In this descriptive survey within ex-post-facto research design data were collected by administering Multidimensional Students Life Satisfaction Scale (MSLSS) on randomly selected two groups – Study Group (KGBV) and Reference Group; the number of participants in the two groups was 200 and 247 respectively. It was observed that the two groups did not differ (statistically) significantly in almost all domains of life satisfaction. Though the female learners of the KGBV group had come from the deprived section yet they became as satisfied in life as the reference group. This fact may reflect the positive impact of the KGBV scheme in development of life satisfaction of the KGBV hostel dwellers.

1. Perspective

Life satisfaction refers to a person's general happiness, freedom from tension, interest in life etc. According to John Locke happiness is satisfaction (Tatarkiewicz, 1976). The operational definition of Academic Life Satisfaction is the expected satisfaction in one's life in school by the fulfilment of his/her important academic goals or aspirations. Bronzaft (1996) studied academic achievement and life satisfaction; and the researcher found that these were strongly related.

There are numerous explanations and definitions of Life satisfaction. According to Sumner (1996) life satisfaction is a positive evaluation of the conditions of one's life, a judgment that at least on balance; it measures up favourably against his/her standards or expectations.

Diener (1994) has said that life satisfaction is an overall assessment of feelings and attitudes towards one's own life at a particular point in time. It is one of three major indicators of well-being – (a) life satisfaction, (b) positive effect, and (c) negative effect.

Life satisfaction is believed to have precursors in the – (a) work domain, (b) family domain, and (c) personality traits. Life satisfaction is the degree to which a person positively evaluates the overall quality of his/her own life as a whole (Veenhoven, 1993).

Diener, Suh, Lucas and Smith (1999) have comprised the four aspects with the life satisfaction – (a) desire to change one's life; (b) satisfaction with the past; (c) satisfaction with the future; and (d) significant other's views of one's life.

Life-satisfaction is one of the indicators of 'apparent' quality of life. According to the affective theory, life satisfaction is an individual's conscious experience to the dominance of his/her positive emotions over the negative emotions. Terms like happiness, life satisfaction, and subjective well-being and subjective well-being are used interchangeably, which is not the proper use of the words. There are three separable components of subjective well-being – (a) positive affect (PA), (b) negative affect (NA), and (c) life satisfaction (Diener, Emmons, Larsen & Griffin 1985).

1.1 Kasturba Gandhi Balika Vidyalaya

In Kasturba Gandhi Balika Vidyalaya scheme some hostels are setup as annexure to some schools in **Educationally Backward Blocks** of our country. These hostels cater the educational demands of hard to reach girls especially the deprived ones belonging predominantly to the SC, ST, OBC community and minority groups. This is an extrinsic intervention for girls residing in small and scattered habitations far off from the nearest school. Despite of various interventions of other government programmes due to persistent socio-economic, cultural and topographical reasons they had to remain outside the educational system.

1.2 Objective of the Study

The objective of the study was actually designed to ascertain effect of the Kasturba Gandhi Balika Vidyalaya on development of life satisfaction of the female learners. This objective was fulfilled by comparing life satisfaction of the girl-students of Kasturba Gandhi Balika Vidyalaya (beneficiary) with their non-beneficiary counterparts.

2. Design of the Study

The present study was carried out through descriptive survey method within ex-post-facto research design. The details regarding sample, tool, procedure of data collection and statistical technique are reported hereunder.

2.1 Variables

In the present study following variables were considered.

2.1.1 Independent Variable

In the present study “independent variable” was the “Kasturba Gandhi Balika Vidyalaya (KGBV) Scheme”. Here two levels were considered – (a) beneficiary of the scheme (study group) and (b) non-beneficiary of the scheme (reference group).

2.1.2 Dependent Variable

The “Dependent Variables” in the present study was life satisfaction.

2.2 Sample

By applying stratified random sampling technique 200 KGBV hostel dwellers and 247 day scholar (female learners) were selected from randomly selected 10 Government/Government Sponsored/Government Aided Secondary/Higher Secondary Schools, containing KGBV hostels, in West Bengal, India.

2.3 Tool Used

The **Multidimensional Students Life Satisfaction Scale (MSLSS) (Huebner, 2001)** was used as research tool in the present study. This self-report scale is designed to assess students’ life satisfaction. In this scale there are total 40 items; a 5-point agreement format is used. Specifically, the MSLSS was designed to – (a) provide a profile of children’s satisfaction in their lives with the important and specific domains (i.e., Family, Friends, School, Living Environment and Self); and (b) assess their general overall life satisfaction (i.e., MSLSS in totality).

The domains contain unequal number of items. The total scores of each domain were made comparable by summing the item responses in a domain and dividing it by the number of total items of the domain. Therefore, the maximum score in each domain is 5, the minimum is 1 and the mid value is 3.

2.4 Procedure for Data Collection

The heads of the institutions were contracted for his/her permission to allow collecting the data. The relevant data on were collected by administering MSLSS on the subjects under study in accordance with the directions provided in the manual of the scale.

2.5 Statistical Techniques

Verification of group differences with respect to each domain between the two groups under study was done by the independent samples “t”-test with the help of SPSS 20.0.

3. Results

Results related to the comparison between the female students of the study group (i.e. KGBV) and reference group (RG) in **Multidimensional Students Life Satisfaction Scale (MSLSS)** scores of are presented herewith in table-3(a) and table-3(b) as well as figure-3.

Table-1(a): Group Statistics of Multidimensional Students Life Satisfaction Scale (MSLSS) Score of the Female Students of the Study Group (i.e. KGBV) and Reference Group (RG)

Life Satisfaction	Type	N	Mean
Family	KGBV	200	4.58
	RG	247	4.34
Friends	KGBV	200	3.38
	RG	247	3.37
School	KGBV	200	3.78
	RG	247	3.73
Living Environment	KGBV	200	3.30
	RG	247	3.25
Self	KGBV	200	3.59
	RG	247	3.68
MSLSS	KGBV	200	3.69
	RG	247	3.64

Table-1(a) shows group statistics of **Multidimensional Students Life Satisfaction Scale (MSLSS)** scores of study group (i.e. KGBV) and reference group (RG) female Students.

Figure-1 shows the bar diagram of means of group statistics in different domains of **Multidimensional Students Life Satisfaction Scale (MSLSS)** scores of the female students of the study group (i.e. KGBV) and reference group (RG).

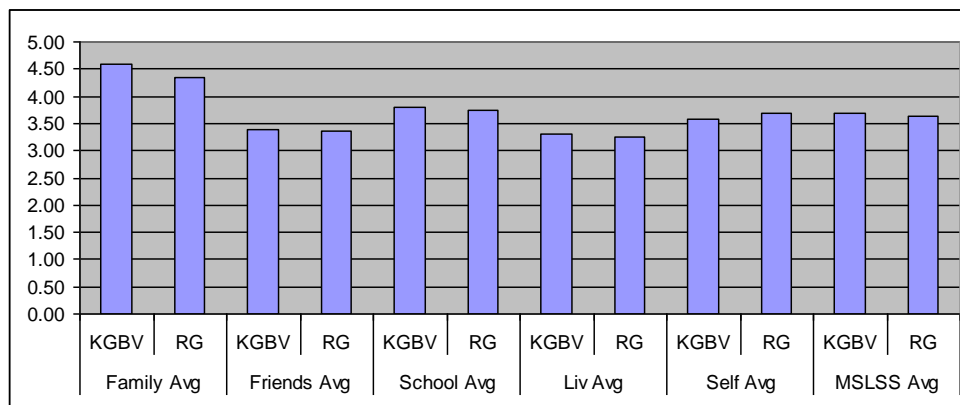


Figure-1: Bar Diagram of Means of Group Statistics in Different Domains of Multidimensional Students Life Satisfaction Scale (MSLSS) Scores of Female Students of the Study Group (i.e. KGBV) and Reference Group (RG)

Table-1(b): Results of Independent Samples Test of Type Wise Comparison of Means of Multidimensional Students Life Satisfaction Scale (MSLSS) Scores of the Female Students of the Study Group, (i.e. KGBV) and Reference Group (RG)

Life Satisfaction		t-test for Equality of Means		
		T	Df	Sig. (2-tailed)
Family	Equal variances assumed	3.15	445.00	0.00
	Equal variances not assumed	3.10	391.87	0.00
Friends	Equal variances assumed	0.10	445.00	0.92
	Equal variances not assumed	0.10	420.31	0.92
School	Equal variances assumed	0.84	445.00	0.40
	Equal variances not assumed	0.83	401.90	0.41
Living Environment	Equal variances assumed	1.01	445.00	0.31
	Equal variances not assumed	1.01	410.28	0.32
Self	Equal variances assumed	-1.37	445.00	0.17
	Equal variances not assumed	-1.35	393.40	0.18
MSLSS	Equal variances assumed	0.95	445.00	0.34
	Equal variances not assumed	0.93	396.62	0.35

From table-1(b) it is observed that the two groups (KGBV & RG) did not differ (statistically) significantly in all domains of **Multidimensional Students Life Satisfaction Scale (MSLSS)** as well as in **Multidimensional Students Life Satisfaction Scale (MSLSS)** score in total, except the domain related to family.

4. Discussion on the Results of Comparative Analysis in Life Satisfaction

Table-1(a) shows group statistics of **Multidimensional Students Life Satisfaction Scale (MSLSS)** scores of study group (i.e. KGBV) and reference group (RG) female Students. In case of satisfaction derived from **family** the means of KGBV and RG were **4.58** and **4.34** respectively; in case of satisfaction derived from **friends** the means of KGBV and RG were **3.38** and **3.37** respectively; in case of satisfaction derived from **school** the means of KGBV and RG were **3.78** and **3.73** respectively; in case of satisfaction derived from **living environment** the means of KGBV and RG adolescents were **3.30** and **3.25** respectively; in case of satisfaction derived from **self** the means of KGBV and RG were **3.59** and **3.68** respectively; and finally, in case of total **Multidimensional Students Life Satisfaction Scale (MSLSS)** scores the mean of the female students of KGBV and RG were **3.69** and **3.64** respectively.

From table-1(b) it is observed that the two groups (KGBV & RG) did not differ (statistically) significantly in all domains of **Multidimensional Students Life Satisfaction Scale (MSLSS)** as well as in **Multidimensional Students Life Satisfaction Scale (MSLSS)** score in total, except the facet related to **family**.

a) In case of the satisfaction derived from the **Family** the mean value for the female students of the Study Group (i.e. KGBV) was **4.58** and for the female students of the Reference Group (RG) was **4.34**. The first value was (statistically) significantly higher than the second value. This reflects that the perceived satisfaction from the home was higher in KGBV

students than the female learners of the Reference Group. The female learners of the KGBV group came from the weaker section of the society; due to poverty their family environment might not be so stimulating. But after having a chance for further education the learners probably became more aroused and intrinsically expressed their happiness derived from their family. **This may be the positive effect of the KGBV scheme.**

b) In case of the satisfaction derived from the **Friends** the mean value for the female students of the Study Group (i.e. KGBV) was **3.38** and for the female students of the Reference Group (RG) was **3.37**. There was no (statistically) significant difference between the two means; this reflects that on an average the perceived satisfaction derived from the friends were the same for the female learners of the KGBV as well as Reference Group (RG). The female learners of the KGBV group came from the deprived section of the society. Due to their poverty they usually are forced to be engaged in their family business in early life; they may not find any time to mix with the stimulating and cooperative friends and peers. But after having a chance for education the learners had a time to mix with the friends and peers, and hence, they probably became more aroused and intrinsically their expressed the happiness (derived from having friends) of the same magnitude as it was in case of the learners of the Reference Group. **This may be the positive effect of the KGBV scheme.**

c) In case of the satisfaction derived from the **school** the mean values for the female students of the Study Group (i.e. KGBV) was **3.78** and for the female students of the Reference Group (RG) was **3.73**. There was no (statistically) significant difference between the two means; this reflects that on an average the perceived satisfaction derived from the schools were the same for the female learners of the KGBV as well as Reference Group (RG). The female learners of the KGBV group came from the dispossessed section of the society. Due to their poor

condition they usually are forced to be engaged in their family business at the early days; they cannot have any chance to be admitted to the schools. But after having a chance for education the learners had a time to come to the schools, and hence, they probably became more stimulated and so, intrinsically they expressed the same happiness (derived from the schools) as it was in case of the learners of the Reference Group. ***This may also be the positive effect of the KGBV scheme.***

- d) In case of the satisfaction derived from the ***living environment*** the mean values for the female students of the Study Group (i.e. KGBV) was **3.30** and for the female students of the Reference Group (RG) was **3.25**. There was no (statistically) significant difference between the two means; this reflects that on an average the perceived satisfaction derived from the living environment were the same for the female learners of the KGBV as well as Reference Group (RG). The residents of the KGBV hostel came from the vulnerable section of the society. Due to their poor conditions their living environment may not be so pleasant and comfortable. But after having a chance for education the learners had a time to come to the schools and to reside in a good hostel with much facilities, and hence, they probably became more stimulated and so, intrinsically they expressed the same happiness (derived from the living environment) as it was in case of the learners of the Reference Group. ***This may also reflect the positive effect of the KGBV scheme.***
- e) In case of the satisfaction derived from ***self*** the mean values for the female students of the Study Group (i.e. KGBV) was **3.59** and for the female students of the Reference Group (RG) was **3.68**. There was no (statistically) significant difference between the two means; this reflects that on an average the perceived satisfaction derived from self were the same for the female learners of the KGBV as well as Reference Group (RG). The dwellers of the KGBV hostel came from the helpless section of the society. Due to the paucity of livelihood they get little time to think about the self. But after having a chance for education the learners had a time to come to the schools and to reside in a good hostel with much facilities, and hence, they probably became more stimulated and so, intrinsically they expressed the same happiness (derived from the self) as it was in case of the learners of the Reference Group. ***This may also exhibit the positive effect of the KGBV scheme.***
- f) In ***MSLSS in totality*** the mean values for the female students of the Study Group (i.e. KGBV) was **3.69** and for the female students of the Reference Group (RG) was **3.64**. There was no (statistically) significant difference between the two means; this reflects that

on an average the perceived satisfaction derived from the multiple dimensions of life satisfaction were the same for the female learners of the KGBV as well as Reference Group (RG). The residents of the KGBV hostel came from the weaker section of the society. Due to their poverty their life may not be so smooth sailing and comfortable. But after having a opening for education the learners had a time to come to the schools and to reside in a good hostel with much facilities, and hence, they probably became more stimulated and so, intrinsically they expressed the same happiness (derived from the different aspects of life as a whole) as it was in case of the learners of the Reference Group. ***This may also mirror the positive effect of the KGBV scheme.***

In an attempt to contribute to understanding of life satisfaction in relation to living environment, the ***ecological systems theory of Bronfenbrenner (1979 & 1986)*** and the ***self-determination theory (SDT) of Ryan and Deci (2000)*** can be drawn. Living background (the macro-system) may influence the immediate social environment consisting of their family and school (the micro-system) of the students. The living background thus influences the life satisfaction as well as the school satisfaction of the learners.

5. Conclusion

In comparison with the Reference Group the KGBV group expressed the higher perceived satisfaction derived from the home i.e., ***family***. But the two groups did not differ in perceived satisfaction derived from the ***friends, schools, living environment, self, and life satisfaction*** as a whole. The KGBV hostel dwellers usually came from the weaker section of the society. So, due to their poverty their life may not be so secure and relaxing. But after having an opportunity to enter into the field of education the female learners had a time to come to the schools and to reside in a good hostel with much facilities, and hence, they probably became more stimulated and so, intrinsically they expressed the same happiness (derived from the different aspects of life as a whole) as it was in case of the learners of the Reference Group.

This fact may reflect the positive impact of the KGBV scheme in development of life satisfaction (in all aspects) of the KGBV hostel dwellers.

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