

Assessment of Self-Satisfaction among B.Ed. Students

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ABSTRACT

Self-satisfaction is the emotional state or psychological condition characterized by happiness and fulfilment derived from achieving personal goals, meeting experiencing positive outcomes in various life domains. This study aimed to assess the self-satisfaction among B.Ed students. A descriptive survey design was employed, the sample size of this study consist of 160 B.Ed students, comprising 80 urban B.Ed students (40 Male & 40 Female) and 80 rural B.Ed students(40 Male & 40 Female) in Dharwad, Karnataka State by using Self-understanding questionnaire for assessment. The SPSS version was used for data analysis. The results revealed that there is no significance difference between level of self-understanding among male and female, urban and rural B.Ed Students. There is a significance difference between level of self-satisfaction among urban and rural B.Ed students. This study contributes to the understanding of self-satisfaction in the context of teacher education.

Keywords: *Self-satisfaction, B.Ed Students, Rural and Urban Students, Male and Female B.Ed Students, Self-understanding tool*

Self-satisfaction is the quality of being very pleased with oneself and accepting no criticism of oneself. It is the happiness and contentment with oneself and one's own life. Self- satisfaction is very important for one's overall well-being.

Self-satisfaction is the feeling of happiness about every aspect of one's life and the individual is satisfied with one's life with the way they live. The satisfaction is obtained from the meaningful work and personal goals fulfilment. (Ryffs, 1989).

Self-satisfaction, a psychological state characterized by contentment, fulfillment, and a sense of accomplishment, is a fundamental human aspiration. It represents the subjective experience of well-being arising from one's alignment with personal values, goals, and aspirations. This psychological construct is distinct from mere happiness, as it implies a deeper sense of purpose and meaning in life (Ryff & Keyes, 1995).

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REVIEW OF LITERATURE

The pursuit of self-satisfaction is a complex interplay of various factors, including psychological, social, and environmental influences. It is often linked to concepts such as self-esteem, self-efficacy, and autonomy (Deci & Ryan, 2000). Individuals with high levels of self-satisfaction tend to exhibit greater life satisfaction, resilience, and positive relationships (Diener et al., 1999).

Achieving self-satisfaction involves a dynamic process of self-discovery, goal setting, and personal growth. It requires individuals to identify their core values, set meaningful objectives, and take steps to realize their potential (Locke & Latham, 2002). Moreover, self-satisfaction is closely tied to an individual's ability to balance various life domains, including work, relationships, health, and personal development (Baltes & Baltes, 1990).

Factors that contribute to self-satisfaction include a sense of competence, autonomy, relatedness, and mastery (Deci & Ryan, 2000). When individuals feel capable of overcoming challenges, have control over their lives, and experience strong social connections, they are more likely to experience a high level of self-satisfaction (Bandura, 1997). Additionally, positive psychological states such as optimism, gratitude, and hope have been shown to correlate with increased self-satisfaction (Seligman, 2002).

Understanding the psychological underpinnings of self-satisfaction is crucial for promoting well-being and personal fulfillment. By exploring the factors that contribute to and hinder self-satisfaction, individuals and mental health professionals can develop strategies to enhance overall life satisfaction (Ryff, 1989).

Significance of the study:

The assessment of self-satisfaction among Bachelor of Education (B.Ed.) students is to determine the understanding of how these future educators can effectively navigate their academic and professional challenges. Self-satisfaction plays a vital role for the B.Ed educators. Self-satisfaction is most important in professional life. It includes finding happiness in oneself and fulfillment in one's own living and achievement. Hence it is of utmost importance to assess the self-satisfaction of the B.Ed Students in psychological research view point.

Objective of the Study

- To assess the level of Self-satisfaction among male and female B.Ed Students.
- To assess the level of self-satisfaction among Urban and Rural B.Ed students.

Hypothesis of the Study

- **Ho1:** There is no significant difference between level of Self-satisfaction among male and Female B.Ed Students
- **Ho2:** There is no significant difference between level of Self-satisfaction among Urban and Rural B.Ed Students.

Tool for the Study

- **Demographic Data Collection Tool:** Demographic data consisting primary information of B.Ed Students (Name, class, Gender, Urban/Rural)

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- **Self- understanding questionnaire:** Self- understanding questionnaire developed by Dr. Akhtar Bano & Dr. Sushma Talesara. It consists of 60 items (42 Positive and 18 Negative). Reliability of the test score is 0.01 and Validity of the test score is 0.01

Operational Definition:

Self-Satisfaction: It is a measure of well-being assessed in term of mood, satisfaction with relationship and achieved goals, self-satisfaction involves a favorable attitude towards one's life rather than assessment of current feeling. Several factor play roles in self satisfaction. Neuroticism is negatively linked while openness to experience is positively linked to the self satisfaction. Social support has been shown to affect the well being of adults and overall self identify of individuals. Therefore, people who tend to communicate and who are considered to be more open to others would have a higher level of self satisfaction. People who are easy going and people who are up-tight tend to deal their emotions differently. In addition to this age. Values, family, carrier, culture, seasonal effect and outlook of life effect self satisfaction.

B.Ed. Students: B.Ed. (Bachelor of Education) students in this study specifically denote individuals currently enrolled in undergraduate teacher education programs.

Research Design:

Descriptive method of research.

Sample:

The present study sample consists of 160 B. Ed. Students consisting of 80 Urban B.Ed Students (40 Male & 40 Female) and 80 Rural B.Ed Students (40 Male & 40 Female) from Dharwad, Karnataka.

ANALYSIS OF RESULTS AND DISCUSSIONS

Table-1: Shows the difference between male and female B.Ed. students in relation to Self-satisfaction.

Gender	N	M	SD	Standard Error Mean
Male	80	15.25	2.94	.329
Female	80	16.36	2.36	.264

The table shows Self Satisfaction dimension among male B.Ed students have a mean score of $M = 15.25$, $SD = 2.94$ and female B.Ed students have a mean score of $M = 16.36$, $SD = 2.36$ showing that female B.Ed students have higher self-satisfaction than male B.Ed students.

Table-2: Showing the Mann-Whitney test results for Self-satisfaction for B.Ed students

Self-satisfaction	Mann-Whitney U	Wilcoxon W	Z	Asymp. sig(2-tailed)
	2581.000	5821.000	-2.133	.033

Table shows that in Self-Satisfaction there is significant difference in the mean ranks of male and female participants, $U = 2581.00$, $p = 0.03$. H_0 1: There is no significant difference between Self-Satisfaction among male and female B.Ed. students hypothesis is not supported.

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Table-3 Shows the difference between Urban and Rural B.Ed. students in relation to Self-satisfaction.

Domicile	N	M	SD	Standard Error Mean
Urban	80	15.65	2.91	.326
Rural	80	15.96	2.51	.281

Table showing in Self Satisfaction dimension Urban participants have a mean score of $M = 5.65$, $SD = 2.91$ and female participants have a mean score of $M = 15.96$, $SD = 2.36$ showing that Urban and Rural participants do not differ in terms of Self-Satisfaction.

Table-4 Table showing the Mann-Whitney test results for Self-satisfaction for B.Ed students

Self-satisfaction	Mann-Whitney U	Wilcoxon W	Z	Asymp. sig(2-tailed)
	3076.500	6313.5	-.426	.670

Table shows that in Self-Satisfaction there is no significant difference in the mean ranks of Urban and Rural B.Ed students, $U = 3076.00$, $p = 0.67$. Therefore, H_0 2 There is no significant difference between Self-Satisfaction among urban and rural B.Ed. students hypothesis is supported.

It was also observed that there are significant gender differences in self-satisfaction. Prior research also has found similar results with regard to self-satisfaction. Gender differences are seen in satisfaction derived from professional and career achievements. Studies have revealed that men are more likely to tie self-satisfaction to external achievements (like career success, financial stability), while women often derive satisfaction from a mix of both career and relational achievements (e.g., work-life balance, family roles). Eagly and Wood (1999) argue that traditional gender roles influence this distinction, with men generally gaining self-satisfaction from independence and career advancement, while women balance multiple roles and responsibilities.

Implications of the study

- **Targeted Interventions:** Programs designed to enhance self-related constructs should account for both gender and geographic differences. Customizing interventions to address specific needs can lead to more effective outcomes.
- **Policy and Practice:** Educational and developmental policies should incorporate these findings to ensure equitable support for students, considering both urban and rural contexts as well as gender-specific needs.
- **Further Research:** Continued research is essential to understand evolving trends and ensure that interventions remain relevant and effective for different populations.

CONCLUSIONS:

1. Male and female B.Ed students differ significantly in their self-satisfaction dimension.
2. Rural and urban B.Ed students do not differ significantly in their self-satisfaction.

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Conflict of Interest

The author(s) declared no conflict of interest.

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