

**ACADEMIC LIFE SATISFACTION SCALE (ALSS) AND
ITS EFFECTIVENESS IN PREDICTING
ACADEMIC SUCCESS**

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ABSTRACT

The study is undertaken to examine the effectiveness of a newly constructed psychometric instrument to assess Academic Life Satisfaction . Along with the components of Emotional Intelligence Academic Life Satisfaction Scale is used to predict the scholastic achievement as an index of Academic success. The investigators found that Academic Life Satisfaction is the best predictor of Achievement in social studies of secondary school pupils in Kerala.

Life Satisfaction refers to a person's general happiness, freedom from tension, interest in life etc. According to Chadha (1983) the term Quality of Life (usually measured as satisfaction) indicates well-being. Moorjani and Geryani (2004) wrote, Quality of Life is an individual's satisfaction or happiness with life in domains he or she considers important. It is historically known as 'life satisfaction' or 'subjective well-being'. Academic Life Satisfaction is operationally defined as the expected satisfaction in one's life in school by the fulfillment of his/her important academic goals or aspirations.

Most of the researchers agree that happiness is satisfaction. Happiness represents satisfaction with one's existence as a whole (Rushdal, 1967). John

Locke emphasized happiness is satisfaction (Tatarkiewicz, 1976). Aristotle states that to be happy is to live well and to do well.

Academic success is important because it finds the top priority over all the other criteria when one is going for admission in some institution of higher learning or for some job. It is influenced by a good number of factors such as personality characteristics of the learner, intelligence, motivational tendencies, methods of instruction, organizational climate of schools etc. Success in academic life is measured in terms of achievement restricted specifically in Social Studies in the present study.

It has been evidenced from the reviews that the emotional intelligence and life satisfaction have great influence on Achievement in students. (Turner & James, 1990; Bronzaft, 1996; Nelson, 2003; James, *et al.*, 2004.). Bronzaft (1996) investigated and found that academic achievement and life satisfaction were strongly related. Moorjani and Geryani (2004) reported that there is positive correlation between life satisfaction and General well being (GWB) among college students and there is no gender difference regarding both life satisfaction and GWB.

Many researches have been done on life satisfaction of college students, but no studies, the investigator could found on school students. So the investigators felt the need to develop a new tool for measuring the variable Academic Life Satisfaction and to study the effectiveness.

METHODOLOGY

Quality Of Life is considered as the index of life satisfaction or happiness in life . It highlights an individual's satisfaction or happiness with life in various domains he or she attaches important. The investigators explored the basic available instruments to assess life satisfaction.

Review of literature shows that the ladder scale has been used extensively in the Quality of Life research in different countries. Hence, the investigators decided to construct the Academic Life Satisfaction Scale using the format of ladder scale. This format was adopted due to the reason that life satisfaction is subjectively perceived aspect of the person's life.

In the present study , Academic Life Satisfaction, and the components of Emotional Intelligence like self-awareness, self-regulation, motivation, empathy and social skill were taken as the Independent Variables. Achievement in Social Studies of secondary school pupils is the Dependent Variable.

Tool Utilised : The new tool Academic Life Satisfaction Scale was developed and standardized by Kumar and Dileep (2005). The first step in the construction of Academic Life Satisfaction Scale is to obtain items, that is, statements (Edwards, 1969). Hence, the investigators prepared 50 statements, which represent academic life goals of secondary schools pupils. Care was taken to link these goals with aims and objectives of academic life of pupils. This was done based on the assumption that the degree and level of attainment of these goals lead to satisfaction in their academic life.

The investigators used the Thurstone's technique of attitude scale construction for selecting statements. In the present study the draft scale with 50 statements were given to 15 experts to rate the intensity of their agreement or disagreement with the statements. Item analysis was done as per the method suggested by Thurstone (Edwards, 1969). The median and Q values of each statement were calculated. The items were then arranged in descending order of Q value. The items with low Q values were taken as the items in the final scale.

When there is good agreement among the subjects in judging the degree of favourableness or unfavourableness of a statement, Q will be small compared with the value obtained when there is relatively little agreement among the subjects. The obtained Q values for the 50 statements of academic life goals and details of item analysis are given in Table 1.

TABLE 1

Details of Item Analysis of Academic Life Satisfaction Scale

Sl. No.	Statement of Academic Life Goals	Q Values	Selected statement
1	Secure 1 st rank in Examination	7.8	
2	Make friendship	4.3	
3	Earn money	4.9	
4	Satisfy the needs and aspirations of parents	2.8	✓
5	Satisfy the needs of teachers	3.9	✓
6	Prepare myself to face life	2.9	✓
7	Develop extracurricular activities	4.3	
8	Develop leadership qualities	3.1	✓
9	Become a good citizen	2.2	✓
10	Interact with opposite sex	4.8	
11	Participate in group activities	3.3	✓
12	Acquire ability to take firm decisions in life	3	✓
13	Get recognition from others	3.9	✓
14	Develop physical capacities through physical training in the school	5.9	
15	Develop intellectual caliber	3	✓
16	Complete the course and go abroad	3.5	✓
17	Serve the society	5.2	
18	Pass the SSLC examination	5.5	
19	Develop the values of co-operation and tolerance	2.7	✓
20	Develop creativity	4.5	
21	Understand myself better	2.1	✓
22	Protect environment	6.2	
23	Possess luxurious goods	4.7	
24	Aloof from mistakes	2.9	✓

25.	Develop the questioning capacity	4.6	
26.	Acquire awareness about religion	4.8	
27.	Get social status	4.1	
28.	Get acceptance of society	3.3	✓
29.	Satisfy self needs	1.9	✓
30.	Get perfection in actions	2.9	✓
31.	Acquire the love and sympathy of parents and teachers	6.5	
32.	Develop the ability to discriminate between right and wrong	2.3	✓
33.	Use leisure time effectively	4.9	
34.	Develop good habits	2.1	✓
35.	Winning awards	6.2	
36.	Travel and see new places	4.9	
37.	Growth of independent thinking	2.2	✓
38.	Life long learning	4.4	
39.	Hold a position of authority over others	5.6	
40.	To be recognized as an expert in some specific area	5.8	
41.	Prepare myself for a job/career	2.5	✓
42.	Prepare for higher studies	2.9	✓
43.	Gain knowledge about the world/society	3	✓
44.	Meet people	5.4	
45.	Create new ideas	2.9	✓
46.	Gain self-confidence	3.4	✓
47.	Work for the progress of the country	2.7	✓
48.	Get training/skill in a special field	4.1	✓
49.	Keep myself engaged	6.7	
50.	Get a degree	5.4	

Finalisation of the Academic Life Satisfaction Scale

The selected 26 statements of academic life goals were arranged on the ladder scale. Subjects have to determine the attainment of academic life goals

as they perceive by putting a tick (✓) mark against those statements of goals. The ladder scale indicates the highest possible level to the lowest possible level of satisfaction represented by 11 to 1. An example is given in the following.

1. Satisfy the needs and aspirations of parents.

1	2	3	4	5	6	7	8	9✓	10	11
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The means of the scale values of 26 statements were taken as the index of their academic life satisfaction with regard to the goals of academic life.

Validity and Reliability

Giving the final scale to a group of experts ensured the face validity of the scale. Their judgment on the basis of examination was that the statements of the scale are related to the academic life goals of students and the scale, as a whole is sufficient to measure Academic Life Satisfaction of students. Reliability of the Academic Life Satisfaction Scale was established through the split-half method and by using Spearman-Prophecy Brown Formula and the reliability coefficient is found to be 0.70.

The predictive power of Academic Life Satisfaction Scale is assessed along with the components of Emotional Intelligence of the subjects. It is measured by administering the Emotional Intelligence Scale (Kumar, *et al.*, 2003). This scale was based on the dimensions of Emotional Intelligence such as Self-Awareness, Self-Regulation, Motivation, Empathy and Social Skill prepared by Goleman (1999). It consists of 46 items which measure different aspects of Emotional Intelligence. There are three responses for all the 46 items. They are **Always**, **Sometimes** and **Never**. The score for response of positive items were 3,2,1 and for negative items were in reverse order.

The validity of the Emotional Intelligence Scale was estimated by the test constructors by using criterion related technique. The coefficient was found to be .782. Reliability was found using split half method and reliability of the whole test was found to be 0.85.

To measure the Dependent Variable the investigators used a standardized Achievement test in Social Studies(validity 0.78 and reliability 0.83) developed by Kumar and Dileep, 2005.

Sample Used for the Study

A sample of 763 standard VIII pupils were selected through proportionate stratified sampling technique. Proper weightage was given to sex, locality and type of management of schools. The proportion followed for Boys and Girls was 1:1, Rural and Urban was 1:2, and Government and Private was 1:2.

ANALYSIS OF DATA

Stepwise Multiple Regression Analysis was used to identify the best predictors of Achievement in Social Studies of secondary school pupils from the predictor variables such as Academic Life Satisfaction, Self-Awareness, Self- Regulation, Motivation, Empathy and Social Skill.

The results in each step of this analysis were used to find the predictive capacity of each of the predictors to the amount of variance in the scores of Achievement in Social Studies. The predictor variable, Academic Life Satisfaction has the highest value of r with the Achievement in Social Studies and hence it was entered in the first step of the analysis. Result of stepwise multiple regression analysis is presented in Table 2

TABLE 2

Result of Stepwise Multiple Regression Analysis for Achievement in Social Sciences

Step No.	Predictors	R	R ²	SE _r	F-value for R	B	t-value	Constant Bo	t-value	β	r	R ² x100 shared variance	Increment in percentage variance
1.	Academic Life Satisfaction X ₇	.493	.243	7.509	122.036	1.032	4.007**	-26.744	7.694**	.1323	.261	24.308	1.598
2.	Self-Regulation X ₂	.499	.249	7.483	83.979	-.376	2.489*	-25.698	7.364**	-.1122	.287	24.921	.613
3.	Empathy X ₄	.503	.253	7.466	64.424	-.322	2.139*	-25.988	7.459**	-.1101	.337	25.372	.451

R- Multiple Correlation

B- Partial Regression Coefficient

β- Standardised Partial Regression Coefficient

r- Zero order correlation

*- Significant at 0.05 level

**- Significant at 0.01 level

STEP 1

The predictor variable X_1 (Academic Life Satisfaction) is entered in the first step. Table 2 shows that multiple R is 0.493 and this value is significant since the F-value for the R is 122.036. This significance indicated the existence of a linear relationship between X_1 (Academic Life Satisfaction) and the Y (Achievement in Social Studies).

Table 2 further shows that the R^2 is 0.243 which indicated that 24.3 per cent of variance in Achievement in Social Studies of the sample is accounted by the predictor variable X_1 (Academic Life Satisfaction). The remaining percentage of variance can be attributable to variables not included in this regression equation. The partial regression coefficient (B) is 1.032 which indicated that Achievement in Social Sciences will change by 1.032 units for every unit change in the predictor variable X_1 .

The t-value obtained for B_0 and B_1 terms are significant beyond 0.01 level, so it is found appropriate for these terms to include in the equation. The values of B_0 in the first step to predict the Achievement in Social Studies at this stage is 26.744 and hence the equation is;

$$\begin{aligned} Y^1 &= B_0 + B_1 X_1 \\ &= 26.744 + 1.032 X_1 \\ Y^1 &= \text{Score of Achievement in Social Studies} \\ X_1 &= \text{Score of Academic Life Satisfaction} \end{aligned}$$

STEP 2

The predictor variable X_3 (Self-Regulation) is entered in this step. In this step the value of R is found (0.499) significant since the F-value for the R is 83.979 which is significant at 0.01 level. The R^2 is 0.249 shows that the two predictor variables Academic Life Satisfaction and Self-Regulation

together explained 24.9 per cent of variance of Achievement in Social Studies.

The partial regression coefficient for X_3 is 0.376, means that the scores of Achievement in Social Sciences (Y) will change 0.376 units for every unit change in X_3 (Self-Regulation).

The t-values for B_0 , B_1 and B_3 terms were noted for its significance at 0.01 level. The regression equation at this stage is;

$$\begin{aligned} Y^1 &= B_0 + B_1 X_1 + B_3 X_3 \\ &= 25.698 + 1.032 X_1 + 0.376 X_3 \end{aligned}$$

Y^1 = Score of Achievement in Social Studies

X_1 = Score of Academic Life Satisfaction

X_3 = Score of Self-Regulation.

STEP 3

In the third step, the predictor variable X_5 (Empathy) is entered. Since the F-value (64.424) is found significantly beyond 0.01 level the obtained multiple R is (0.503) also significant.

The standardised partial regression coefficient (β) obtained in this step is 0.1101 is lower than those of X_1 (0.1323), X_3 (0.1122). The partial regression coefficient highlights that Achievement in Social Studies undergoes 0.322 unit change for every unit change in X_5 (Empathy).

The t-values for B_0 , B_1 , B_3 and B_5 were significant. Hence these terms are included in the regression equation at this stage.

$$\begin{aligned} Y^1 &= B_0 + B_1 X_1 + B_3 X_3 + B_5 X_5 \\ &= 25.988 + 1.032 X_1 + 0.376 X_3 + 0.322 X_5 \end{aligned}$$

X_5 = Score of Empathy.

RESULTS AND IMPLICATIONS

Stepwise multiple regression analysis revealed that Academic Life Satisfaction is the best predictor of Achievement in Social Studies. Self-Regulation and Empathy are found to be the next predictor variables. The effectiveness of Academic Life Satisfaction Scale is ascertained empirically.

The present study found that students with high achievement are more satisfied in their academic life. So achievement increases as Academic Life Satisfaction increases. Academic Life satisfaction of students were directly related to the attainment of their important academic life goals. So the curriculum and school facilities should help the pupils to attain their important academic life goals.

Self regulation and empathy are two personality traits clearly expressive in emotionally intelligent pupils. Regulating one's own emotions and show emotional oneness with others are proved as next predictors of school success. The study highlights not only the effectiveness of Academic Life Satisfaction Scale to yield a measure of school life satisfaction, but also the power to predict academic achievement.

In order to make satisfactory academic life goals, teacher should help the students to set attainable academic goals. Teacher must encourage student to fulfill their important academic life goals also.

Many researches point out that loneliness and shyness were inversely related to happiness. Hence the teacher should encourage the students to participate in the classroom and outside activities. That will enhance their academic life satisfaction as well as their achievement.

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APPENDIX I

**UNIVERSITY OF CALICUT
DEPARTMENT OF EDUCATION****ACADEMIC LIFE SATISFACTION SCALE
(Final)****Dr. P.K. Sudheesh Kumar**

Reader in Education

You can find a list of important Goals of academic life in the following.
Kindly go through them.

1. Satisfy the needs and aspirations of parents
2. Satisfy the needs of teachers
3. Prepare myself to face life
4. Develop leadership qualities
5. Become a good citizen
6. Participate in group activities
7. Acquire ability to take firm decisions in life
8. Get recognition from others
9. Develop intellectual caliber
10. Complete the course and go abroad
11. Develop the value of co-operation and tolerance
12. Understand myself better
13. Aloof from mistakes
14. Get acceptance of society
15. Satisfy self needs
16. Get perfection in actions
17. Develop the ability to discriminate between right and wrong
18. Develop good habits
19. Growth of independent thinking
20. Prepare for higher studies
21. Prepare for higher studies
22. Gain knowledge about the world/society
23. Create new ideas
24. Gain self-confidence
25. Work for the progress of the country
26. Get training/skill in a special field.

The Ladder Scale

A scale is given here to help you to show the level of your satisfaction in the above areas of your school life. Eleven steps are given. The steps are from the lowest possible level of satisfaction (1) to the highest possible level (11)

If your satisfaction in a particular area is as high as any person can ever have in that area, put a tick mark against the scale value 11. If your satisfaction is extremely low, the lowest level of satisfaction any person can possibly have, then tick the scale value 1. If your level of satisfaction is neither 11 or 1 then which number from 2 to 10 represents it best? Please indicate your response to the 26 statements given using the appropriate number from this Ladder Scale.

11	Highest possible level of satisfaction
10	
9	Your level of satisfaction?
8	
7	
6	
5	
4	Lowest level of satisfaction that any person can have
3	
2	
1	

A separate response sheet is given to record your level of satisfaction regarding the Goals of academic life.

Kindly go through the example in the following:

1. Develop creativity

1	2	3	4	5	6	7	8	9	10	11
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**UNIVERSITY OF CALICUT
DEPARTMENT OF EDUCATION**

ACADEMIC LIFE SATISFACTION SCALE

RESPONSE SHEET

Name Class Age

School

Boy/Girl Government/Private

1	1	2	3	4	5	6	7	8	9	10	11
2	1	2	3	4	5	6	7	8	9	10	11
3	1	2	3	4	5	6	7	8	9	10	11
4	1	2	3	4	5	6	7	8	9	10	11
5	1	2	3	4	5	6	7	8	9	10	11
6	1	2	3	4	5	6	7	8	9	10	11
7	1	2	3	4	5	6	7	8	9	10	11
8	1	2	3	4	5	6	7	8	9	10	11
9	1	2	3	4	5	6	7	8	9	10	11
10	1	2	3	4	5	6	7	8	9	10	11
11	1	2	3	4	5	6	7	8	9	10	11
12	1	2	3	4	5	6	7	8	9	10	11
13	1	2	3	4	5	6	7	8	9	10	11

14	1	2	3	4	5	6	7	8	9	10	11
15	1	2	3	4	5	6	7	8	9	10	11
16	1	2	3	4	5	6	7	8	9	10	11
17	1	2	3	4	5	6	7	8	9	10	11
18	1	2	3	4	5	6	7	8	9	10	11
19	1	2	3	4	5	6	7	8	9	10	11
20	1	2	3	4	5	6	7	8	9	10	11
21	1	2	3	4	5	6	7	8	9	10	11
22	1	2	3	4	5	6	7	8	9	10	11
23	1	2	3	4	5	6	7	8	9	10	11
24	1	2	3	4	5	6	7	8	9	10	11
25	1	2	3	4	5	6	7	8	9	10	11
26	1	2	3	4	5	6	7	8	9	10	11