

Correlation between Satisfaction with Life, Self-Esteem, and Flourishing among educated working women of Leh

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Abstract

Background: The constructive perception of educated working women about themselves helps them perform dual responsibilities at the workplace and home effectively.

Objective: The present piece of study is intended to discover the correlation between Satisfaction with Life, Self-Esteem and Flourishing among educated working women of Leh.

Method: The present piece of study comprises a sample of educated working women (N = 150) which was collected through the Non-probability (Purposive) sampling method. The following psychological tools administered include Satisfaction with Life Scale (SWLS) (Diener et al., 1985), Rosenberg's Self-Esteem Scale (RSE) (Rosenberg, 1965) and Flourishing Scale (FS) (Diener et al., 2009).

Results: The outcomes of the study showed a statistically significant correlation between Satisfaction with Life and Self-Esteem. However, Satisfaction with Life shows no statistically significant relationship with Flourishing. A statistically significant correlation has been observed between Self-Esteem and Flourishing.

Conclusion: It may be concluded that educated working women hold positive notions about themselves making them efficient in dealing with life stressors, which in turn make them feel satisfied with life as well as flourishing.

Keywords: *Satisfaction with Life, Self-Esteem, Flourishing, Educated working women*

Introduction

The societies in which we live superficially support career-centred women, but they are unwilling to exempt them from their responsibilities as housewives. In previous couples of years, women were confined to homes. They were expected to raise children and do household activities. They were also seen to be deprived of higher education and jobs. However, due to the faster rate of urbanization, and rapid changes in attitudes, traditional values, lifestyle and competitiveness the lives of Indian women, especially the women of Ladakh have changed dramatically. In the present time, they are not only receiving higher education but are leaving their homes in pursuit of financial freedom, as well as to realise their aspirations and dreams and secure their just reward—the opportunity to work alongside men in a variety of fields. Today, the position of educated working women and women, in general, has

completely changed towards their looking their self. Their perception of themselves has become constructive and hold positive attitudes to deal with life stressors objectively as well as efficiently. They have started perceiving themselves as confident and independent in making their decisions. Additionally, career-centred women perceive their lives as challenging and attempt to maintain the balance between household activities and office work objectively when associated with housewives (Kaur et al., 2012). Moreover, career women were found to hold positive evaluations about themselves to deal with life stressors effectively giving them a sense of satisfaction with life (Dixit & Khan, 2013; Shek, 1998; Torosyan & Pignatti, 2020; Arshad et al., 2015; Chaudhary, 2018; Okulicz-Kozaryn & Da Rocha Valente, 2018). Furthermore, highly educated women were more socially active and showed direct participation in familial-related decision-making than less educated women actively participated (Nawaz et al., 2017). A notable correlation has been also observed between education and self-esteem (Batool & Batool, 2018) and flourishing (Vahabi et al., 2018). Likewise, Jummy (2019) observed that among women with higher education and Flourishing. In an investigation, Freudiger (1983) revealed higher satisfaction with life among women who are presently employed when compared with women who have never worked or who were never employed. Furthermore, working women enjoy social gatherings and can maintain healthy social relationships. They have a good amount of control over their emotions. They are confident and can handle multiple tasks at a time. They can easily recover from setbacks and disappointments. They believe in themselves (Nathawat & Mathur, 1993). Higher job prospects, higher qualifications (Del Mar Salinas-Jiménez et al., 2011) and financial status help develop self-esteem (McMullin & Cairney, 2004; Zeab 2015; Rehman, 2019; Al-Qahtani, 2021, Jayachitra and Jagannarayan, 2021), self-efficacy (Bharvad, 2016) better subjective well-being (Del Mar Salinas-Jiménez et al., 2013; Soomro et al., 2013; Singh, 2014). A study by Shaheen (2015) found a correlation between overall life and psychological well-being, indicating higher satisfaction with life, optimism, and psychological well-being among employed women when compared with homemakers. According to Nabi and Rizvi (2017), a significant relationship is observed between positive emotions, resilience, and flourishing in women. Moreover, flourishing at work helps working women improve their performance and maintain a healthy relationship between work and life (Ariza-Montes et al., 2018; Rothmann & Redelinguys, 2020).

Objective

To discover the relationship between Satisfaction with Life, Self-Esteem and Flourishing, among educated working women.

Hypothesis

H₀₁. There will be no significant relationship between Satisfaction with Life, Self-Esteem and Flourishing among educated working women.

Method

Sample

The present study comprised (N = 150) respondents (educated working women) from Leh City (UT Ladakh) aged between 24-36 ($M = 31.77$; $SD = 3.83$) years. According to the nature of the study, a non-probability (purposive) sampling method was used.

Research Design

Keeping the objective of the study into consideration, a non-experimental (Correlational) design was formed.

Tools Used

Socio-demographic sheet: On a separate sheet the following details such as age, educational status, socio-economic status, employment status, and the number of children were taken.

Satisfaction with Life Scale (SWLS) (Diener et al., 1985): The scale consisted of five items and each item has seven options *viz.*, strongly agree to strongly disagree. The total score can be simply done by adding the responses on each item. The scale showed a coefficient alpha of .85, which is highly reliable, and with the test-retest method, it was found to be 0.82. Likewise, Criterion validity has been reported at 0.83. Similarly, Content validity through the inter-rater method has been obtained at 0.80.

Rosenberg’s Self-Esteem Scale (RSE) (Rosenberg, 1965): There are 10 items in the scale which assess the negative and positive aspects of the respondents. Each item has provided 4 options *viz.*, strongly agree to strongly disagree (3). The scale has .92 internal consistency and .85-88 test-retest reliability respectively.

Flourishing Scale (FS) (Diener et al., 2009): The said scale comprised 8 items that evaluate an individual’s self-perceived accomplishments in various life spheres like self-esteem, interpersonal relationships, purpose, and optimism. The alpha coefficient and the temporal stability of the scale were obtained at .87 and .71 respectively. The psychological well-being score (range from 8 to 56). A psychological well-being score of 50 implies ordinary (and healthy) psychological well-being whereas 15 percentiles indicate poor psychological well-being.

Statistical Analysis

To achieve the objectives of the study, Pearson’s correlation method was used to analyse the data.

Results

The analysis of the data has been displayed in the table below.

Table 1: Summary of Intercorrelations, M, SD for Scores on Satisfaction with Life, Self-Esteem and Flourishing among educated working women of Leh (N=150).

Variables	M	SD	SWL	SE	FL
SWL	22.07	4.72	1	.22**	.11(n.s)
SE	20.07	3.87		1	.17**
FL	29.67	8			1

Note: M: Mean; SD; Standard Deviation; SWL: Satisfaction with Life, SE: Self-Esteem, FL: Flourishing; n.s (not significant), ** $p < .01$, * $p < .05$.

The result Table 1 reveals a significant association between Satisfaction with Life and Self-Esteem ($r = .22$), $p < .05$. However, Satisfaction with Life shows no significant relationship with Flourishing ($r = .11$), $p > .05$. A significant correlation has been observed between Self-Esteem and Flourishing ($r = .17$), $p < .05$ among educated working women of Leh.

Discussion

The outcomes of the present piece of study indicated a significant correlation between Satisfaction with Life, Self-Esteem and Flourishing among educated working women of Leh. Hence, it may be inferred that educated working women hold a constructive opinion about themselves. They are self-reliant in making decisions. It can be also deduced that educated working women have realistic objectives. They also believe in their strengths and also try to work on their weaknesses. Additionally, working women also develop healthy relationships and enjoy social gatherings. To support the findings of the study, highly educated women were more socially active and showed direct participation in familial-related decision-making than less educated women actively participated (Nawaz et al., 2017). A notable association has been also observed between education and self-esteem (Batool & Batool, 2018) and flourishing (Vahabi et al., 2018). Moreover, career-cantered women were found to hold positive evaluations about themselves to deal with life stressors effectively giving them a sense of satisfaction with life (Dixit & Khan, 2013; Shek, 1998; Torosyan & Pignatti, 2020; Arshad et al., 2015; Chaudhary, 2018). In an investigation, Freudiger (1983) revealed higher satisfaction with life among women who are presently employed when compared with women who have never worked or who were never employed. Furthermore, working women enjoy social gatherings and can maintain healthy social relationships. They have a good amount of control over their emotions. They are confident and can handle multiple tasks at a time. They can easily recover from setbacks and believe in themselves (Nathawat & Mathur, 1993). According to Nabi and Rizvi (2017), a significant relationship is observed between positive emotions, resilience, and flourishing in women. Moreover, flourishing at work helps working women improve their performance and maintain a healthy relationship between work and life (Ariza-Montes et al., 2018; Rothmann & Redelinguys, 2020).

Conclusion

Education not only helps achieve financial independence among women but also develops a constructive opinion about themselves. Moreover, educated working women take the initiative confidently and objectively. They feel less dependent on others deal with stressful situations successfully and don't give up easily.

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