



RESEARCH PAPER

Assessing the Association between Education Level and life Satisfaction Among Middle-aged Adults Men

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ABSTRACT

This research sought to investigate the association between Education Level and Life Satisfaction among middle aged adults' men. For this purpose, 300 middle aged adults' men, aged range from 40 years to 65 years (Mean age 50.72; SD 5.95), were conveniently sampled from different places of the Sheikhpura city. Life satisfaction was assessed by using Satisfaction with Life Scale (SWLS) and level of education was measured using self-reported single item. Simple linear regression analysis yielded that there was a significantly positive association between education level and life satisfaction among this age group suggesting that increasing in education level likely to increase in life satisfaction. Promoting education level can be assumed one important factor to reduce loneliness. In addition, being less educated may be a risk factor to experience loneliness in the age group of middle-aged individuals.

Key words Education Level, Life Satisfaction, Men, Middle age, SWLS

Introduction

Life satisfaction plays a vital role in measuring health and overall quality of life, serving as a person's subjective assessment of their own situation (Saracho and Evans 2021). It encompasses the intensity of emotional appraisal and is influenced by positive personal experiences, such as joyful moments, reflecting an individual's perception of their own well-being (Ngoo, Tan et al. 2021). Furthermore, the emotional component of life satisfaction, which includes both positive and negative affect, has a substantial influence on one's overall contentment and perception of life satisfaction, providing insights into social health and overall happiness (Kim & Yoon 2022).

Life satisfaction has a significant influence on middle-aged male people. Middle-aged individuals, who generally range in age from 40 years to 65 years, have a mix of stability and transition. They balance their duties as wives, parents, and professionals, putting family well-being and relationships (An, Chen et al. 2020). As people seek deeper purpose and fulfilment, they re-evaluate their life objectives and ideals. Life satisfaction is very important during this time since people are evaluating their accomplishments, relationships, and general pleasure (Dawson 2016, Baumann, Ruch et al. 2020). Attaining personal and professional objectives, preserving well-being, and cultivating a sense of purpose all have an impact on it (Randall, et al. 2021). Furthermore, the capacity to adjust to the challenges and changes that come with middle age is important in creating serenity and a good attitude on life (Siefken 2019).

Education is widely acknowledged as a critical influence in defining a person's prospects, capacities, and overall life paths (Chen et al. 2020). It provides people with the

information, skills, and competences they need for personal development and socioeconomic success WHO (2021). Furthermore, education is frequently linked to better career chances, higher earnings potential, and better health outcomes. These, and other things, can all contribute to a person's feeling of life satisfaction and well-being (WHO 2021).

Literature Review

Previous studies have investigated the association between education and life satisfaction, but they have predominantly focused on broader age groups or included both genders. (Zhang 2019), for example, conducted a longitudinal research on a broad sample of individuals of various ages and discovered a favorable association between higher education levels and life satisfaction (An, Chen et al. 2020). While this study provided useful information, it did not focus on the middle-aged adult male population. This present study intends to give a more detailed knowledge of the association between education and life satisfaction in this specific age group by restricting the emphasis to middle-aged adult men.

The methodology and assessment instruments used in research on the association between education and life satisfaction have varied. Pengpid (2019), for example, used cross-sectional data from a nationwide survey together with self-reported measures of educational achievement and life satisfaction. Yu, Cavadino et al. (2020), on the other hand, did a qualitative study utilizing in-depth interviews to investigate the lived experiences of people with varying degrees of education and their influence on life satisfaction. These differences in research design and measuring methodologies lead to a more complete knowledge of the association between education and life satisfaction and can enrich the current study's design and analysis.

While the majority of research indicated a favorable relationship between education and life happiness, several found contradicting or complex results. Mirzazadeh, Chen et al. (2021), for example, did a longitudinal research and discovered that the relationship between education and life satisfaction differed depending on other characteristics such as socioeconomic position and occupational accomplishment. These contradicting findings imply that the link between education and life happiness is complicated and impacted by a variety of environmental and individual factors. When evaluating the current study's findings, it is critical to consider these potential moderating influences.

Despite the contradictions, some research has found evidence to support the link between education and life happiness. Van Loon, Diener et al. (2021), did an analysis of research assessing the link between education and subjective well-being and discovered a strong positive relationship. This meta-analysis included research from a wide range of populations and age categories, revealing a widespread agreement on the favorable impact of education on life satisfaction. These researches lend preliminary support to the idea that higher levels of education are related to higher levels of life satisfaction in middle-aged adult men. The purpose of this study is to learn more about the association between education and life satisfaction, particularly in middle-aged adult men.

Material and Methods

Research Design:

The cross-sectional survey research technique used in this investigation.

Participants

A total of 300 middle aged men aged range from 40 years to 60 years (age mean = 50.72 years; SD = 5.95) from western Punjab district Sheikhpura, Pakistan. The portion of

adults ranged from 40 years to 45 years, 46 years to 50 years, 51 to 55 years and 56 to 60 years were 25%, 23%, 25% and 27% respectively.

Participant Inclusion and Exclusion Criteria:

Participants in the study were individuals between the ages of 40 years to 60 years, had completed at least a high school education, were employed or had work experience, and showed proficiency in the language utilized for data collection. While, individuals under the age of 40 years or older than 60 years, those with had a higher education like Master and PhD, those without a job, those with weak language skills, those with serious mental or physical health difficulties, and those who refused to give consent were all excluded.

Sample Size Calculation:

Entire population size was entered into Taro Yamane's algorithm developed by Tepping (1968). 300 middle-aged male adults made up the final sample size.

Measures

Three sections of a questionnaire, including questions about demographics and life satisfaction and education level, were given to the participants to complete.

Demographics

In this section, participants had to answer questions about their age, work title, marital status, number of kids, and monthly income. Most participants did not provide information on their monthly income.

Education Level

The participants were asked about their education level. The Education Level Under concerned 50.33% had Primary to Higher School level Education and 49.67% had education above Higher School Level and less than Master's level Education.

Life Satisfaction

Life Satisfaction score was assessed by using Satisfaction with Life Scale developed by Diener, Emmons et al. (1985). The scale aimed to assess overall life satisfaction, focusing on individuals' subjective evaluation of their lives rather than positive or negative affect.

Analysis

SPSS v.2020 software was used for data analysis. Alpha level was set at 0.05 for all analysis. Descriptive statistics and simple linear regression were performed for data analysis.

Result and Discussion

Simple linear regression analysis indicated a significant relationship between the education level and the life satisfaction total score ($B = 2.229, SE = 0.134, p < .001$). The 95% confidence interval for the coefficient ranged from 1.966 to 2.492, suggesting a reliable estimate. The standardized coefficient (β) was 0.161, indicated a small positive effect size. The coefficient of determination (R^2) was 0.222, indicating that the education level accounted for approximately 22.2% of the variance in life satisfaction total scores among middle-aged

adult men. These findings provide evidence that a higher education level is associated with greater Life Satisfaction, shown in Table 1.

Table 1

Regression Coefficients of Predictor Variable Education Level and Dependent Variable Life Satisfaction score

Dependent Variables	<i>B</i>	<i>SE</i>	95%CI		β	<i>p</i>	<i>R</i> ²
			<i>LL</i>	<i>UL</i>			
Life satisfaction total score	2.229	0.134	1.966	2.492	0.161	0.00	0.222

The descriptive statistics frequency tables presented in Table 2 provide an overview of the distribution of 300 participants across different levels of life satisfaction and education level.

Table 2
Descriptive Statistics Frequency table for Education Level and Life Satisfaction Categories

Characteristics	N	%
Education Level		
Category1 From Primary Level education to Intermediate level	151	50.33
Category2 Education Level Higher than Intermediate and less than Master level of Education	149	49.67
Life Satisfaction Score		
Category1 Dissatisfaction	65	21.67
Category 2 (Neutral)	23	7.70
Category3 Satisfaction	212	70.67

The descriptive analysis revealed that 50.33% of the sample ($N = 151$) had an education level between Primary to Intermediate (High School), while 49.67% of the sample ($N = 149$) had an education level higher than (High School) and less than Master's degree.

Discussion

The current study sought to investigate the association between education level and life satisfaction among middle-aged adult men. This finding showed that among middle-aged adult men, increasing education level was linked to higher levels of life satisfaction. This result imply that education level may be quite important in enhancing the life satisfaction.

The findings of this investigation are in line with earlier studies. For instance, a study conducted by An, Chen et al. (2020) found that among middle-aged people, education level and life happiness were positively correlated. Similar findings conducted by Karakose,

Yirci et al. (2021), in which he compared to those with lesser educational attainment with greater education levels reported higher levels of life satisfaction. These consistent results from many researches demonstrate the connection between education and life satisfaction.

Additionally, the results of the present investigation are congruent with theoretical frameworks put out by theorists like Navy (2020) and Maree (2022), who contended that education promotes self-actualization and personal development, which in turn raises levels of life satisfaction. Education probably gives people opportunities, skills, and information that improve their capacity to realize their potential and make meaningful contributions to society, which in turn affects their overall feeling of life happiness (Navy 2020, Maree 2022).

Understanding the underlying mechanism related with these findings was not included in the scope of this study. However, the association between education and life happiness may be explained by a number of underlying variables. Education encourages critical thinking, problem-solving skills, and intellectual engagement, which can help one appreciate life's accomplishments and problems more (Neto 2015). Higher education levels also frequently lead to greater employment prospects and financial security, which can have a favorable effect on a number of well-being-related factors (Saracho and Evans 2021). Social elements are particularly important since education may increase social connections and interactions, giving people a feeling of community and social support that improves overall life happiness (Erikson, Erikson et al. 2020).

Limitation

Although this study offers valuable insights, it is crucial to recognize its shortcomings. The cross-sectional design makes it difficult to determine if education and life happiness are causally related. Additionally, because the study concentrated on a particular demographic group inside a particular location, the results cannot be applied to larger groups. To study the causal direction of the link and evaluate the possible effects of educational interventions on life satisfaction, future research may consider longitudinal designs or intervention studies.

Conclusion

In conclusion, this study offers important evidence in favor of the favorable relationship between middle-aged men's education level and life happiness. The results emphasize the importance of education as a factor in determining happiness and general well-being. Initiatives to increase access to high-quality education may have consequences for policy, since they can improve people's cognitive abilities as well as their feeling of accomplishment, purpose, and satisfaction in life. A deeper knowledge of the intricate interactions between education and life happiness would result from more study into the underlying processes of this connection and its relevance to other groups.

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