

A STUDY OF OPTIMISM AND LIFE SATISFACTION OF STUDENT TEACHERS

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Abstract

The main objective of this study was to investigate optimism and life satisfaction of student teachers. Quantitative approach was used in this research. A total of 800 student teachers from Yangon University of Education participated in this study. Student teachers' optimism was assessed by using the Revised Life Orientation Test (LOT-R) which consists of 10 items. Student teachers' life satisfaction was measured by using the Multidimensional Students' Life Satisfaction Scale (MSLSS) which consists of 40 items with five subscales. The internal consistency (Cronbach's Alpha) for LOT-R and MSLSS was 0.4 and 0.85. As the results of the research, most of the student teachers in this study had high level of optimism and life satisfaction. There were significant differences in optimism and life satisfaction by gender and age. It could be seen that female student teachers have more optimism and life satisfaction than male student teachers. And, younger student teachers possess higher optimism and life satisfaction than older one. But, there was no significant difference in optimism by family income. But there was significant difference in life satisfaction by family income. Student teachers with high income were more satisfied in their life. Finally, Pearson product moment correlation result revealed that student teachers' optimism was positively correlated with life satisfaction. According to the findings of the regression analysis, optimism can contribute to student teachers' life satisfaction.

Keywords: Optimism, Life Satisfaction, Student Teachers

Introduction

Nowadays, education plays an important role in human life. Education is a significant factor in the development of children, communities, and countries. Planners, educationalists and administrators are important to improve the quality of education. Especially, in contemplating educational reconstruction, teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the community are crucial factors. As a student teacher who will become a teaching profession in the future, they need to prepare these above factors to fulfill students with knowledge, skills, and attitudes. Teaching learning process will be effective when teachers have good mental health and positive attitude.

Optimism is the positive attitude. A teacher's attitude can have an impact on the students as well as the teachers themselves. To become a perfect teacher, he must possess not only academic qualifications but also a positive mindset. Optimistic thinking helps people to focus on the positive sides of their lives so they do not bother the negative aspects of life. It will be beneficial for them as a supportive life-aiding power which puts together their hidden abilities. Moreover, it will allow them to do their levels best of wish they would otherwise be unable. life is full of surprises and miracles. We never know what is going to happen now and the very next moment as our future is so unpredictable. When something unexpected occurs, we need optimism to confront difficulties. During university life, student teachers face several challenges. They not only separate from their families, adjust to university, make friendships, work on their lessons but also need to make important decisions about future life. So, they need optimism or belief in their capabilities, regardless of the circumstances around them. Optimism is usually

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mixed with a concept of life satisfaction. When a person is optimistic is more likely to perceive life in a positive sense and to feel a higher satisfaction with life.

Life satisfaction is a person's cognitive and evaluation of his or her life. A person who can adjust well with environmental situations is satisfied with his life. Teachers who have an optimistic sense can satisfy in their profession. If they satisfy in their profession, they will satisfy in their life. If a teacher himself has an optimistic sense, he can train his children to be able to face and overcome problems from classroom problems to real life problems, to the world's messy problems with a positive mindset and positive thinking. Similarly, it is important to student teachers to have optimism and life satisfaction in order to perform effective teaching learning process. Student teachers who have optimism in their studying can serve the best in their education and become satisfied in studying. In addition, if the student teachers have an optimistic sense, they will make the best use of their students' hidden talent, abilities, and will create a better teaching-learning process in the future. Therefore, this research investigated optimism and life satisfaction of student teachers.

Purpose of the Study

- To explore the optimism of student teachers.
- To study optimism of student teachers by gender, age and family income.
- To explore the life satisfaction of student teachers.
- To investigate life satisfaction of student teachers by gender, age and family income.
- To explore the relationship between optimism and life satisfaction of student teachers.

Definitions of Key Terms

Optimism. Optimism is a strong emotion and an expectation towards the assumption that everything will be all right against all its difficulties and obstacles (Goleman, 2000).

Life satisfaction. Life satisfaction is an overall assessment of a person's feeling and attitude about his quality of life (Diener et al., 2022).

Student teachers. Student teachers are students who are doing pre-service training in teaching (Jianping, 2002).

Review of Related Literature

Theory Related to Optimism

Optimism is one of the most important factors that will ensure the useful evaluation of one's circumstance. Optimists have high self-confidence and can rationally criticize themselves. They do not focus on the negative side in their thoughts, usually do not engage in conflicts, and lead to psychologically peaceful life. Optimism influences on personal effectiveness, happiness and overall health.

Carver & Scheier introduced the term "dispositional optimism." They argued that it is the presence of positive traits that increases the chances of something good happening to us. The dispositional theory of optimism suggests that optimism leads to positive consequences in life, and pessimism leads to stressful outcomes and increased dissatisfaction. The basic tenets of the dispositional theory of optimism are:

1. Optimism is a built-in trait or personality disposition.
2. Optimism is directly associated with reduced depression, anxiety, and stress.
3. Optimistic individuals are overall healthy – both physically and emotionally.

4. Optimism calls for increased resilience and coping strategies.

Concept of Life Satisfaction

Satisfaction with one's life implies a contentment with or acceptance of one's life circumstances, or the fulfillment of one's wants and needs for one's life as a whole. Achieving a balance and finding fulfillment in different aspects of life typically contributes to overall satisfaction.

Life satisfaction is the assessment of a person's feeling and attitudes about his quality of life. Significantly, there are two main kinds of assessment for life satisfaction: affective evaluation and cognitive evaluation. Assessment of anger, worry and happiness is affective evaluation and assessment of satisfaction with work, health or income is cognitive evaluation. Life satisfaction is often influenced by a combination of internal factors (such as personality, values and mindset) and external factors (such as socioeconomic status, environmental conditions, and life events).

Theoretical Perspectives on Life Satisfaction

There are few theories of life satisfaction. Among them, the most widely cited is Maslow's Theory of Hierarchy of Needs.

Maslow's Theory of Hierarchy of Needs. Abraham Maslow (1970) articulated theory of hierarchy of needs. He divided human needs into five levels and later added two new higher levels in the hierarchical order according to his study on the degree of satisfaction obtained by a certain individual. He believed that an individual has to satisfy the basic needs first before accomplishing his secondary needs. Maslow grouped all the seven types of human needs into two categories, namely, basic existence needs and enrichment needs. Basic existence needs cover physiological, security, love and self-esteem needs. On the other hand, the cognitive, aesthetic and self-actualization needs are grouped under enrichment needs. Human must fulfill the needs to obtain satisfaction. That is, satisfaction is unreachable without meeting the human needs. Life satisfaction is the overall feeling and cognitive assessment about life. A person can obtain life satisfaction if he fulfills his needs (Maslow, 1970).

Previous Studies of Optimism and Life Satisfaction

Optimism and Well-being: Soni & Sousa (2016) studied the relationship between optimism and well-being in undergraduate students. This study demonstrated that as optimism increases even one's well-being increases somewhat. Optimism was found to be more important for maintaining the pleasurable aspects of well-being (emotional well-being).

Optimism, Hope and Coping Styles: May Ye Yint Naing (2018) studied the relationship among optimism, hope and coping styles of student teachers. This study revealed that most of the student teachers are optimistic and possess high hope. The results also showed that there was positive correlation among optimism, hope and coping styles of student teachers.

Life Satisfaction and Socioeconomic Status: Eroglu et al., (2009) discovered the relationship between life satisfaction and socio-economic status (SES) of adolescences. This study revealed that females had higher life satisfaction than males in friend and school subscales. But, males had higher life satisfaction than females in environment subscale. Moreover, this study showed that socioeconomic status was predictive variable for life satisfaction.

Life Satisfaction and Perceived Social Support: Thiri Min Ko (2018) investigated life satisfaction and perceived social support of adolescents. This study explored that younger students have higher life satisfaction than older ones. Moreover, this study showed that students' life satisfaction was positively correlated with perceived social support.

Optimism and Life Satisfaction: Unuvar et al., (2017) investigated optimism and life satisfaction of the undergraduate tourism and hotel management students. This study showed that females had higher levels of optimism and life satisfaction than males. Also, an increase in the income level indicates and increases in optimism and life satisfaction. According to this study, life satisfaction level gets higher as the optimism level increases.

Optimism and Life Satisfaction: Nastase et al., (2019) examined the relationship between optimism and life satisfaction. They did case study. This study showed that older people were more optimistic than younger people. Moreover, males had higher level of optimism and life satisfaction than females. Life satisfaction level was highly correlated with optimism.

Method

Research Design

Quantitative research design and descriptive survey method were used in this study.

Participants of the Study

By using random sampling technique, second year, third year, fourth year and fifth year student teachers from Yangon University of Education (YUOE) were chosen as the participants of the study. A total of 800 student teachers participated in this study.

Instruments

A set of questionnaires consists of two sections. The first section contains personal information of the respondents and demographic variables such as student teachers' age, gender, education level, socioeconomic status, etc. The second section contains optimism and life satisfaction questionnaires. Revised Life Orientation Test Scale (LOT-R) developed by Scheier, Carver and Bridges (1994) was used to measure student teachers' optimism. It consists of 10 items. There are Optimism (Items 1,4,10), Pessimism (Items 3,7,9) and Filler (Items 2,5,6,8). It is 5-point Likert scale. Then, Multidimensional Students' Life Satisfaction Scale (MSLSS) developed by Dew and Huebner (2001) was used to measure student teachers' life satisfaction. It consists of 40 items that have five subscales. It is 4- point Likert scale. The internal consistency (Cronbach's Alpha) values of optimism and life satisfaction were 0.4 and 0.85.

Data Analysis and Findings

Descriptive Statistics of Student Teachers' Optimism

To investigate optimism of student teachers, descriptive statistics were computed. The results were shown in table 1.

Table 1 Descriptive Statistics for Optimism of Student Teachers

Variable	N	Minimum	Maximum	M	SD
Optimism	800	11	28	20.48	2.65

According to the descriptive statistics shown in table 1, the mean value of optimism was above average (20.48). This result pointed out that most of the student teachers in this study were optimistic. This may be due to the fact that they have hope and confidence in success and a positive future and they also see their world with a positive point of view. So, they are optimistic about their future.

Optimism Levels of Student Teachers

Based on descriptive analysis, student teachers were identified into three groups in this study; 21% of student teachers with scores one standard deviation above the sample mean were considered high group, 72.6% of student teachers with scores between (+1) and (-1) standard deviation from the sample mean were grouped into moderate group and the remaining student teachers of 6.4% who scored one standard deviation lower than the sample mean identified as low group (see Table 2).

Table 2 Three different Groups of Optimism Levels

Optimism Levels	Frequency	Percentage
High	168	21%
Moderate	581	72.6%
Low	51	6.4%
Total	800	100%

Mean Comparison of Student Teachers' Optimism by Gender

To explore the differences in student teachers' optimism by gender, descriptive statistics and independent samples *t*-test were applied. The mean scores of male and female student teachers were reported in Table 3.

Table 3 Descriptive Statistics and Results of Independent Sample *t* Test for Student Teachers' Optimism by Gender

Variable	Gender	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Optimism	Male	400	20.18	2.52	-3.24**	798	.001
	Female	400	20.79	2.76			

***p* < .01

According to the results of Table 3, the mean score of female student teachers was slightly higher than that of male student teachers in optimism. In order to confirm the gender difference of student teachers, independent samples *t*-test was applied. The result revealed that there was a significant difference in optimism at 0.01 level by gender. This finding could be interpreted that optimism of selected female student teachers was higher than that of selected male student teachers. This finding was consistent with the previous findings of Unuvar et al., (2017) and Nastase et al., (2019).

Mean Comparison of Student Teachers' Optimism by Age

In order to test whether student teachers' optimism depends on their age or not, the descriptive statistics and one-way analysis of variance (ANOVA) were computed. The results were shown in Table 4.

Table 4 Descriptive Statistics and ANOVA Results of Student Teachers' Optimism by Age

Variable	Age	<i>N</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>df</i>	<i>p</i>
Optimism	19-20	204	20.90	2.94	3.457*	798	.032
	21-22	299	20.39	2.54			
	Above 23	297	20.29	2.54			

**p* < .05

According to the result of Table 4, the mean score of (19-20) age group was the highest in optimism. Moreover, the mean score of (21-22) age group was the second highest in optimism but the mean score of (above 23) age group was the lowest in optimism.

In order to find out whether there were any significant differences in optimism among three age groups or not, One-Way ANOVA was conducted again. The ANOVA results revealed that there was significant difference in optimism ($F = 3.457$, $p < .05$). To obtain more detailed information, the Post-Hoc test was carried out by Tukey Method. (See Table 5).

Table 5 Post-Hoc Analysis of Student Teachers' Optimism by Age

Variable	(I) Age	(J) Age	Mean Differences (I-J)	<i>p</i>
Optimism	19- 20	Above 23	.604*	.033

* $p < .05$

According to Table 5, it can be clearly seen that the mean score of (19-20) age group was significantly higher than those of (above 23) age group in optimism. It can be concluded that the (19-20) age group was more optimistic than (above 23) age group because (19-20) age group has less stress not only in academic year but also in academic subjects. Furthermore, they may have less responsibilities in the family's financial problems and face less difficulties. This finding was consistent with the study of Mishra (2013) who found that the younger age group displayed a higher level of optimism than the older age group.

Comparison of Student Teachers' Optimism by Family Income

In order to test whether student teachers' optimism depends on their family income, the descriptive statistics and one-way analysis of variance (ANOVA) were computed. The results were shown in Table 6.

Table 6 Comparison of Student Teacher' Optimism by Family Income

Variable	Family Income (MMK)	<i>N</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>df</i>	<i>p</i>
Optimism	150000-300000	313	20.25	2.58	2.131	798	.119
	300000-500000	274	20.58	2.66			
	above 500000	213	20.70	2.73			

From the above Table, the results revealed that the mean score of student teachers with (above 500000 MMK) family income was the highest in optimism. The mean score of student teachers with (150000-300000 MMK) family income was the lowest in optimism. In order to find out whether there were any significant differences in optimism among three levels of family income or not, ANOVA was calculated again. According to the results, no significant difference was found in optimism among three levels of family income.

Descriptive Statistics of Student Teachers' Life Satisfaction

To study life satisfaction of student teachers, descriptive statistics was carried out. The results were shown in Table 7.

Table 7 Descriptive Statistics for Life Satisfaction of Student Teachers

Variables	N	Minimum	Maximum	M	Mean%	SD
Family Satisfaction	800	11	28	23.58	84.21	3.14
Friend Satisfaction	800	12	35	26.10	72.5	2.70
School Satisfaction	800	9	32	21.05	65.78	3.57
Living Environment Satisfaction	800	15	36	25.96	72.11	3.42
Self-Satisfaction	800	12	28	21.68	77.43	2.56
Life Satisfaction (Overall)	800	85	156	118.37	73.98	9.88

Since the numbers of items included in each subscale of life satisfaction were not the same, the mean scores were transferred to the corresponding mean percentages. According to the results shown in Table 9, the mean percentage (84.21%) of family satisfaction was the highest among five subscales. According to this result, most of the student teachers in this study were satisfied with their family. This may be due to the fact that they possess family qualities such as solidarity, happiness, and a satisfactory relationship among family members. The mean percentage of school satisfaction was the lowest (65.78%). It can be interpreted that student teachers think that they are full of numerous subjects and class activities along the school year. Therefore, they feel bored learning academics and attending the class. The mean percentage (73.98%) of overall life satisfaction was above 50%. According to these results, most of the student teachers in this study possess high life satisfaction.

Life Satisfaction Levels of Student Teachers

Based on descriptive analysis, student teachers were identified into three groups in this study; 16.4% of student teachers with scores was one standard deviation above the sample mean were considered high group; 70.9% of student teachers with scores between (+1) and (-1) standard deviation from the sample mean were grouped into moderate group and the remaining student teachers of 12.8% who scored one standard deviation lower than the sample mean identified as low group (see Table 8).

Table 8 Three Different Groups of Life Satisfaction Levels

Life Satisfaction Levels	Frequency	Percentage
High	131	16.4%
Moderate	564	70.9%
Low	102	12.8%
Total	800	100%

Mean Comparison of Student Teachers' Life Satisfaction by Gender

To investigate the differences in student teachers' life satisfaction by gender, descriptive statistics and independent sample *t* test were carried out. The mean scores and standard deviations for each subscale as well as overall were reported in Table 9.

Table 9 Results of Descriptive Statistics and Independent Samples *t*-test of Life Satisfaction with regard to Gender

Variables	Gender	N	M	SD	<i>t</i>	<i>df</i>	<i>p</i>
Family Satisfaction	Male	400	23.50	3.19	-.800	798	.424
	Female	400	23.67	3.09			
Friend Satisfaction	Male	400	26.17	2.80	.693	798	.489
	Female	400	26.03	2.61			
School Satisfaction	Male	400	21.26	3.82	1.637	798	.102
	Female	400	20.85	3.28			
Living Environment Satisfaction	Male	400	25.79	3.27	-1.429	798	.154
	Female	400	26.13	3.56			
Self-Satisfaction	Male	400	21.87	2.75	2.049*	798	.041
	Female	400	21.50	2.34			
Life Satisfaction (Overall)	Male	400	118.57	9.98	.562	798	.574
	Female	400	118.18	9.74			

**p* < .05

The mean scores of female student teachers were higher than that of male student teachers in family satisfaction and living environment satisfaction subscales. But, the mean scores of male student teachers were higher than that of female student teachers in friend satisfaction, school satisfaction, self-satisfaction subscales and overall satisfaction. In order to confirm the gender difference of student teachers, independent samples *t*-test was applied. (see Table 9).

The result of independent samples *t*-test confirmed that significant gender difference exists in self-satisfaction subscale (*t* = 2.049, *p* = .041). Based on this result, it could be said that male student teachers have significantly higher self-satisfaction than female student teachers.

Mean Comparison of Student Teachers' Life Satisfaction by Age

To find out the differences in student teachers' life satisfaction with regard to age, descriptive statistics and one-way analysis of variance (ANOVA) were applied. The results for each age group concerned with five subscales and overall were reported in Table 10.

Table 10 Descriptive Statistics and ANOVA Results for Student Teachers' Life Satisfaction by Age

Variables	Age	N	M	SD	<i>F</i>	<i>p</i>
Family Satisfaction	19-20	204	23.70	3.00	.175	.839
	21-22	299	23.55	3.13		
	Above 23	297	23.54	3.24		
Friend Satisfaction	19-20	204	25.80	2.58	1.914	.148
	21-22	299	26.13	2.65		
	Above 23	297	26.28	2.83		

Variables	Age	N	M	SD	F	p
School Satisfaction	19-20	204	22.14	3.13	13.33***	.000
	21-22	299	20.73	3.52		
	Above 23	297	20.63	3.75		
Living Environment Satisfaction	19-20	204	26.32	3.25	1.564	.210
	21-22	299	25.87	3.29		
	Above 23	297	25.80	3.65		
Self-Satisfaction	19-20	204	21.13	2.48	7.749***	.000
	21-22	299	21.70	2.59		
	Above 23	297	22.04	2.53		
Life Satisfaction (Overall)	19-20	204	119.08	9.33	.788	.455
	21-22	299	117.97	10.08		
	Above 23	297	118.29	10.04		

*** $p < .001$

Based on the results of ANOVA, the significant differences were found in school satisfaction subscale ($F = 13.33$, $p < .001$) and self-satisfaction subscale ($F = 7.749$, $p < .001$). To realize more details, the Post-Hoc test was carried out by Tukey Method. (See Table 11).

Table 11 Post-Hoc Analysis of Student Teachers' Life Satisfaction by Age

Variables	(I)Age	(J)Age	Mean Differences (I-J)	p
School Satisfaction	19-20	21-22	1.408***	.000
		Above 23	1.508***	.000
Self-Satisfaction	21-22	19-20	.563*	.039
	Above 23		.908***	.000

* $p < .05$, *** $p < .001$

According to the result shown in table 11, school satisfaction of (19-20) age group was significantly higher than those of (21-22) and (above 23) age groups. However, (21-22) and (above 23) age groups possess higher self-satisfaction than (19-20) age group.

It can be concluded that student teachers have satisfaction in accomplishing their goals and ambitions. But, student teachers feel bored in learning academic studies and think that they are full of numerous kinds of subjects and class activities along the school year.

Comparison of Student Teachers' Life Satisfaction by Family Income

In order to find out whether the student teachers were different in their life satisfaction with regard to family income, descriptive statistics and one-way analysis of variance (ANOVA) were computed and the results were shown in Table 12.

Table 12 Descriptive Statistics and ANOVA Results for Student Teachers' Life Satisfaction by Family Income

Variables	Family Income (MMK)	N	M	SD	F	p
Family Satisfaction	150000-300000	313	23.40	2.98	1.186	.306
	300000-500000	274	23.60	3.18		
	above 500000	213	23.83	3.31		

Variables	Family Income (MMK)	N	M	SD	F	p
Friend Satisfaction	150000-300000	313	25.90	2.69	4.533*	.011
	300000-500000	274	25.96	2.41		
	above 500000	213	26.57	3.02		
School Satisfaction	150000-300000	313	21.33	3.37	2.086	.125
	300000-500000	274	21.02	3.61		
	above 500000	213	20.69	3.77		
Living Environment Satisfaction	150000-300000	313	25.60	3.39	2.949	.053
	300000-500000	274	26.12	3.36		
	above 500000	213	26.28	3.50		
Self-Satisfaction	150000-300000	313	21.19	2.49	12.349***	.000
	300000-500000	274	21.77	2.46		
	above 500000	213	22.29	2.65		
Life Satisfaction (Overall)	150000-300000	313	117.42	9.35	3.279*	.038
	300000-500000	274	118.46	9.41		
	above 500000	213	119.65	11.05		

* $p < .05$, *** $p < .001$

It was clearly seen that the mean scores of high family income was the highest and that of low family income was the lowest life satisfaction. Thus, it can be interpreted that the higher the family income was, the greater life satisfaction was.

Based on the results of ANOVA, the significant differences were found in friend satisfaction subscale ($F = 4.533$, $p < .05$), self-satisfaction subscale ($F = 12.349$, $p < .001$) and overall life satisfaction scale ($F = 3.279$, $p < .05$). Therefore, to find out family income differences, Tukey HSD comparison procedure was computed. These results can be seen in Table 13.

Table 13 Post-Hoc Analysis of Student Teachers' Life Satisfaction by Family Income

Variables	(I)Family Income (MMK)	(J)Family Income (MMK)	Mean Differences (I-J)	p
Friend Satisfaction	above 500000	150000-300000	.672*	.014
		300000-500000	.617*	.033
Self-Satisfaction	300000-500000	150000-300000	.588*	.014
	above 500000	150000-300000	1.101***	.000
Life Satisfaction (Overall)	above 500000	150000-300000	2.234*	.029

* $p < .05$, *** $p < .001$

According to the result Post-Hoc analysis, life satisfaction of student teachers who have family income (above 500000 MMK) were significantly higher than those of student teachers who have family income (150000-300000 MMK) and (300000-500000 MMK) in friend satisfaction sub-scales. Besides, life satisfaction of student teachers who have family income (above 500000 MMK) and (300000-500000 MMK) were significantly higher than those of student teachers who have family income (150000-300000 MMK) in self-satisfaction sub-scales.

In overall life satisfaction, student teachers who have family income (above 500000 MMK) were significantly higher than student teachers who have family income (150000-300000 MMK). It can be concluded that student teachers with high income were more satisfied in their life.

Relationship Between Optimism and Life Satisfaction's Subscales of Student Teachers

In order to examine the relationship between optimism and life satisfaction, Pearson product moment correlation was conducted. The following table 14 presented the correlations between each subscale of life satisfaction and optimism.

Table 14 Inter-correlations between Subscales of Life Satisfaction and Optimism

Variables	FS	FRS	SCS	LES	SS	OP
FS	-	.280**	.143**	.492**	.237**	.208**
FRS		-	.224**	.302**	.308**	.231**
SCS			-	.215**	.202**	.249**
LES				-	.229**	.277**
SS					-	.326**
OP						-

**Correlation is significant at the .01 level (2-tailed).

Note: FS = Family Satisfaction, FRS = Friend Satisfaction, SCS = School Satisfaction, LES = Living Environment Satisfaction, SS = Self-Satisfaction, OP = Optimism.

According to Table 14, it could be seen that optimism was positively correlated with each subscales of life satisfaction. Moreover, all subscales of life satisfaction were correlated with one another.

Relationship between Optimism and Life Satisfaction

The following table 15 presented the correlation between optimism and life satisfaction.

Table 15 Correlation between Optimism and Life Satisfaction of Student Teachers

Variables	Optimism	Life Satisfaction
Optimism	-	.400**
Life Satisfaction		-

**Correlation is significant at the .01 level (2-tailed).

According to the results of table 15, there was a significant positive correlation between optimism and life satisfaction at .01 level. This means that if the student teachers possess a high level of optimism, they will be satisfied in their lives. Therefore, a high degree of life satisfaction was significantly associated with a high level of optimism.

Regression Analysis for the Prediction of Student Teachers' Life Satisfaction

To develop predictive model of student teachers' life satisfaction, regression analysis was conducted. The results were described in table 16.

Table 16 Summary of Regression Analysis for the Predictive Contribution of Optimism to Life Satisfaction

variables	<i>B</i>	Beta	<i>t</i>	<i>R</i>	<i>R</i> ²	Adj <i>R</i> ²	<i>F</i>
(Constant)	7.772		7.504***	0.400	0.160	0.159	151.658***
OP	.107	.400	12.315***				

Note. *** $p < .001$, OP= Optimism

The result showed that optimism made a significant predictive contribution to life satisfaction, $F(1, 798) = 151.658$, $p < .000$ and explained for 15.9% (adjusted R^2) of the variance in optimism. Therefore, optimism can contribute to student teachers' life satisfaction. Optimism is a predictor of life satisfaction. It could be concluded that the higher the optimism student teachers have, the higher the life satisfaction they possess. This is consistent with the study of Nastase et al., (2019). According to Nastase et al., (2019), life satisfaction level was highly correlated with optimism.

Based on the findings of the regression analysis, a diagram was drawn as the resultant model for life satisfaction in Figure 1.

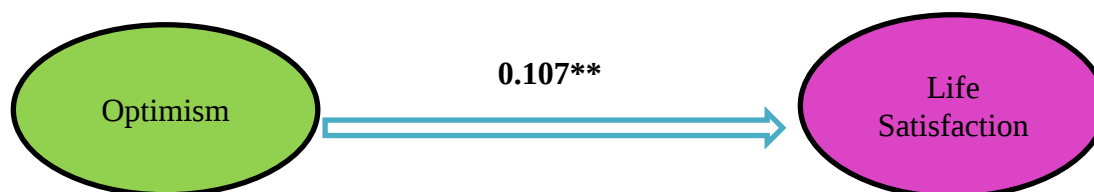


Figure 1 Model Summary for the Predictive Contribution of Optimism to Life Satisfaction

Then, the resultant model can be defined as in the following equation:

$$LS = 7.772 + .107OP$$

Where, LS = Life Satisfaction, OP = Optimism

Conclusion, Discussion and Recommendations

In this study, it was also found that most of the selected student teachers have high optimism and life satisfaction. They see the positive sides of things and expect things to turn out well. Besides, they believe they have skills and abilities to make good things happen. They feel that their life is meaningful and have a clear sense of purpose in life. Moreover, they enjoy close, supportive relationships with family, friends, and their community and have a positive self-image and accept themselves.

It is exactly sure that someone is satisfied with their life if they have positive outlook despite the various hardships they may have encountered. High level of optimism can also lead to high level of life satisfaction for student teachers. Improving optimism in student teachers is crucial for their well-being and effectiveness in the classroom. Implementing training programs that focus on resilience and stress management can enhance optimism. Creating a supportive and positive school culture can enhance optimism. A positive school environment contributes to teachers' overall job satisfaction and optimism (Day & Gu, 2010). Promoting a healthy work-life balance is essential for maintaining optimism. Balancing personal and professional life reduces burnout and enhances teachers' positive outlook (Skaalvik, 2010). Promoting a growth mindset helps student teachers view challenges as opportunities for growth rather than failures. Implementing positive psychology strategies, such as gratitude exercises and strength-based approaches, can boost optimism. Building strong social support networks among student teachers can enhance their optimism.

Optimism contributes to a higher quality of life. Optimistic individuals report greater life satisfaction and happiness. Many studies demonstrated that optimism is strongly correlated with overall life satisfaction and optimists have more positive outlook on life. Positive emotions and high life satisfaction are linked to higher levels of productivity, better job performance, and greater career success (Lyubomirsky et al., 2005). Improving life satisfaction of student teachers involves addressing multiple aspects of their professional and personal lives. Therefore, optimism and life satisfaction are important for student teachers and they should be helped to develop high level of optimism and life satisfaction.

Creating a supportive and positive school culture can enhance optimism. A positive school environment contributes to teachers' overall job satisfaction and optimism. Balancing personal and professional life reduces burnout and enhances teachers' positive outlook. Maintaining work-life balance contributes significantly to life satisfaction. Effective time management skills can help student teachers balance their teaching responsibilities with personal life. If the student teachers have high level of optimism and life satisfaction, they will perform better in their learning and in their profession.

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