

LIFE-SATISFACTION OF SECONDARY SCHOOL TEACHERS: A POSITIVE EVALUATION OF CONDITIONS OF LIFE

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ABSTRACT

The objective of present study was to study the life-satisfaction of secondary school teachers and to study difference between life-satisfaction of secondary school teachers on the basis of gender and marital status. For this purpose a sample of hundred secondary school teachers were selected through simple random sampling technique. Life-Satisfaction Scale was used to collect the data. The result of the study showed significant difference between life-satisfaction of male and female teachers. Furthermore, findings reported no significant difference between life-satisfaction of married and unmarried secondary school teachers.

Keywords: Life-Satisfaction, Secondary School Teachers

INTRODUCTION

LIFE-SATISFACTION

Life-satisfaction of teachers is an important and essential factor of the healthy functioning of the education system. The satisfied teachers can give the maximum output to the society. Hence the life-satisfaction of teachers is a primary issue. Only the teachers can produce the positive generation and can distribute to build strong foundation of the nation. Life-satisfaction is defined as the quality, state and level of satisfaction which is a result of various interest and attitudes of a person towards life. It is considered as positive attitude which is very important variable among younger, mature as well as aged people. Life-satisfaction is an overall assessment of feeling and attitudes about one's life at a particular point in time ranging from negative to positive. **Diener Suh, Lucas & Smith (1999)** also include the following under life-satisfaction desire to change one's life; satisfaction with future; and significant other's views of one's life. Life-satisfaction can be assessed globally or by specific area, such as satisfaction with work, marriage and health. Life-satisfaction questionnaire focus on the individual's internal frame of reference.

Life-satisfaction is the way a person perceives how his or her life has been and how they feel about where it is going in the future. It is a measure of well-being and may be assessed in terms of mood, satisfaction with relations with others and with achieved goals, self-concepts, and self-perceived ability to cope with daily life. It is having a

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favourable attitude of one's life as a whole rather than their feelings. Life-satisfaction has been measured in relation to economic standing, amount of education, experiences, and the people's residence as well as many other topics. Life-satisfaction is considered to be a central aspect of human welfare. It is the ultimate goal, and human beings strive to achieve this goal throughout lives. Satisfaction with one's life implies acceptance of life circumstances and the fulfillment of wants and needs for life as a whole (**Webster's dictionary, 1996**).

It is generally referred to as an assessment of the overall conditions of existence as derived from a comparison of one's actual achievements. It can also be defined as having a favourable attitude towards life. **Diener et al. (1999)** have demonstrated that life-satisfaction is a desire to change one's life, satisfaction with past, satisfaction with future, and significant views of one's life. Life-satisfaction is defined as having a favourable attitude towards one's life as a whole. The vast majority of studies investigating life-satisfaction have been survey based.

Life-satisfaction for **Sumner (1996)** is a positive evaluation of the conditions of your life, a judgment that, at least on balance, it measures up favorably against your standards or expectations.

Life-satisfaction often refers to the attitudes that individuals have about their past, present as well as future in relation to their psychological well-being (Chadha & Willigens, 1995). Furthermore, life-satisfaction is a situation or a consequence obtained through comparing someone's expectations (whatever desired) with possessions (whatever gained), when life-satisfaction is addressed, generally a satisfaction related to whole life experience is understood, rather than the satisfaction pertaining to certain conditions. Research has indicated that the concept of life-satisfaction is elusive, and be highly susceptible to one's own social values or judgments about important aspects of life. However, this concept has psychological as well as social implications. Firstly, it implies the personal contentment with life and positive self-regard for an individual. Secondly, it includes a personal appraisal of fulfilling one's social roles.

Life-satisfaction is of great significance for efficient functioning of any organization. Satisfied workers are the great assets at any organization and satisfaction leads them towards their profession.

Satisfaction is a mental concept which is enjoyed by the individual. Moreover, mature persons begin their comprehensive view of job attitude and satisfaction, which is employed in a variety of ways. The more the degree of satisfaction, the more the attitude will be. Thus, no organization/institute can successfully achieve its goal unless and until those who constitute the organization are not satisfied in their job and life.

To conclude, we may say that secondary school teachers' satisfaction in their lives and jobs plays an important role in growth and development of the students. They have a key role in the improvement of education if the secondary school teachers are efficient and satisfied in their lives and jobs they would neither be able to lay an effect on the minds of the students nor can they influence their learning outcomes. Therefore,

problem under investigation is very important. Keeping in view the importance of the present study, the investigator thought it worthwhile to take up the problem of life-satisfaction of secondary school teachers.

OBJECTIVES

The objectives of the proposed investigation were:

1. To study life satisfaction of secondary school teachers.
2. To study difference in life-satisfaction of male and female secondary school teachers.
3. To study difference in life-satisfaction of married and unmarried secondary school teachers.

HYPOTHESES

Following null hypotheses had been formulated for the present study:

There exists no significant difference between life-satisfaction of male and female secondary school teachers.

There exists no significant difference between life-satisfaction of married and unmarried secondary school teachers.

METHODOLOGY

Research Method

In the present descriptive research, survey method was used.

Population

All the Senior Secondary School Teachers of Kurukshetra district of Haryana state comprised of the population of the present study.

Sample

In the present study hundred senior secondary school teachers (fifty male and fifty female) were selected through simple random selection method.

Tools used

Following research tool was used to collect the data:

Life-satisfaction Scale by R. G. Alam and R. Srivastava. (1971).

Statistical Techniques Employed

Following statistical techniques were employed to analyze the data:

1. Descriptive statistics,
2. t- ratio.

RESULTS AND DISCUSSION

Analysis and Interpretation based on Descriptive Statistics

Analysis and interpretation based on descriptive statistics of life-satisfaction total score of secondary school teachers is given below:

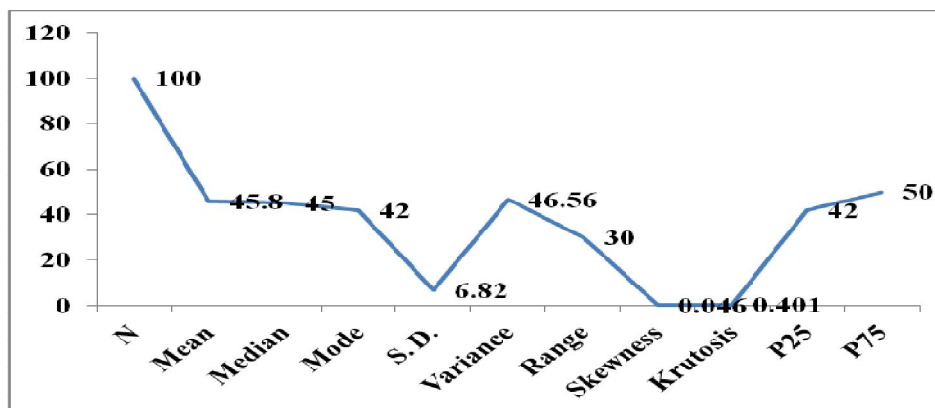
Table-1
Descriptive Statistics Based on Life-Satisfaction Total Scores of Secondary School Teachers

N	100
Mean	45.8
Median	45.0
Mode	42
S. D.	6.82
Variance	46.56
Range	30.00
Skewness	.046
Krutosis	.401
P ₂₅	42.00
P ₇₅	50.00

Table 1 depicts that the mean, median, mode and standard deviation of life-satisfaction total scores of secondary school teachers. The mean score is 45.8, median is 45.0, mode is 42, standard deviation is 6.82, variance is 46.56 and range is 30.00 it represents the normal scattered scores from the mean position. Value of skewness is 0.046 which shows the distribution is positively skewed. The value of kurtosis is 0.401 which is greater than the normal distribution i.e. 0.263 this curve is plytokurtic. The descriptive statistics of life-satisfaction total scores of secondary school teachers being shows below in figure 1.

Figure-1

Line Graph Showing Descriptive Statistics of Life-Satisfaction Total Scores of Secondary School Teachers



Analysis and Interpretation Based on t-test (Differentials)

The analysis and interpretation based on the data pertaining to find out the significance of difference between mean life-satisfaction scores of male, female and married, unmarried secondary school teachers. For this purpose, the data collected from hundred (fifty male and fifty female) secondary school teachers were analyzed through t-test. The details of the same have been presented in table 2-3:

Table-2

Significance of difference between mean Life-Satisfaction scores of male and female secondary school teachers

Group	N	Mean	S.D.	S.Ed.	t-ratio	Level of significance
Male	50	47.6	7.33	1.31	2.71*	P>0.01
Female	50	44.0	5.78			

***Significant at df/98 at 0.01 level of significance=2.63**

It emerges from the table 2 that the mean life-satisfaction score of male and female secondary school teachers emerge out to be 47.6 and 44.0 with S.D.'s 7.33 and 5.78 respectively. The t-ratio comes out to be 2.71, which is significant at 0.01 level of significance.

This indicates that there is a significant difference between mean life-satisfaction scores of male and female secondary school teachers. Hence, the hypothesis which is stated earlier that there exists no significant difference between life-satisfaction of male and female secondary school teachers is not retained. Comparison of mean and S.D. scores of male and female secondary school teachers on life-satisfaction is shown below in figure 2:

Figure-2
Showing Comparison of Life-satisfaction Mean and S.D. Scores of Male and Female Secondary School Teachers

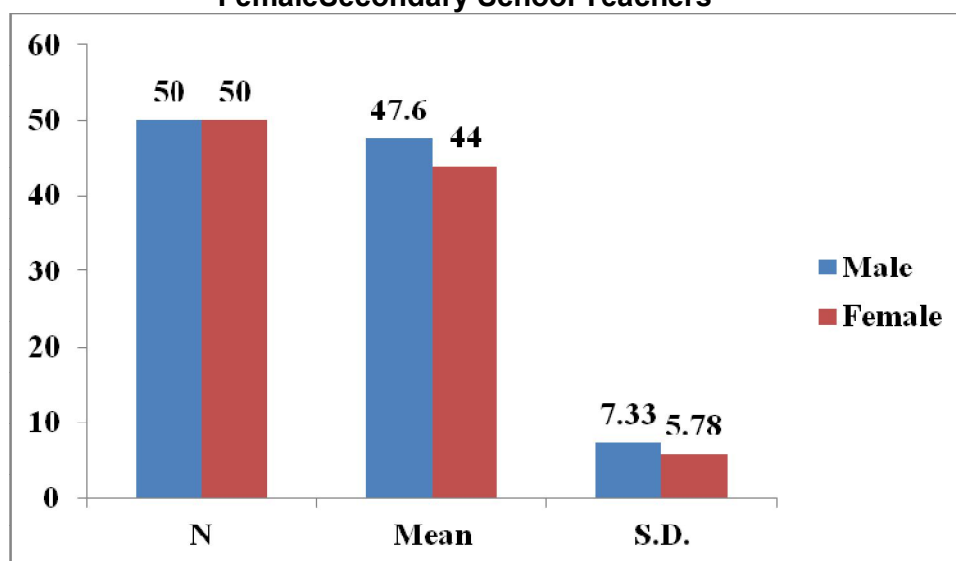


Table-3

Significance of difference between mean Life-Satisfaction scores of married and unmarried secondary school teachers

Group	N	Mean	S. D.	S.Ed.	t-ratio	Level of significance
Married	39	44.9	1.83	0.37	0.11*	P<0.01
Unmarried	61	45.0	1.78			

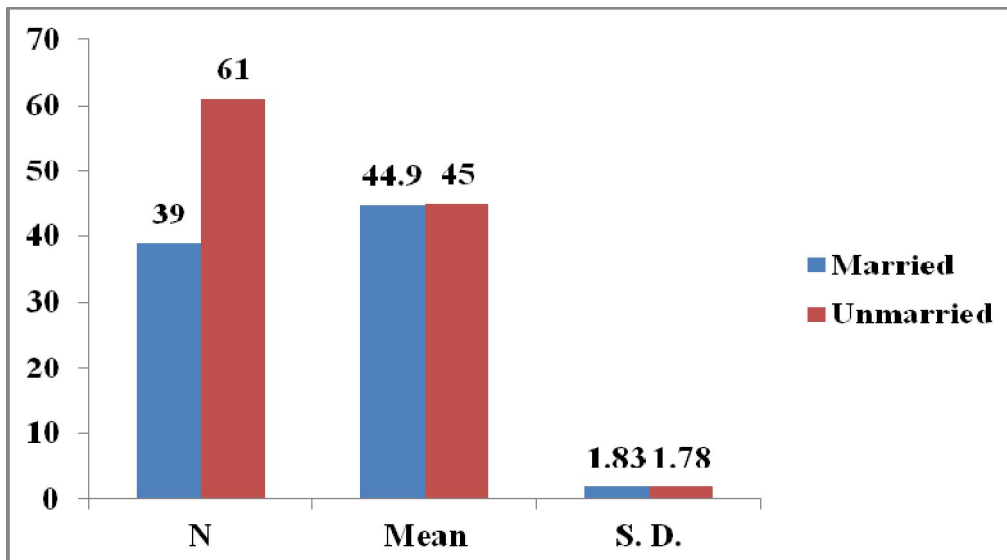
*Not significant at df/98 at 0.05 level of significance=1.98

It is evident from the table 3 that the mean score of married and unmarried female secondary school teachers on life-satisfaction are 44.9 and 45.0 with S.D.'s 1.83 and 1.78 respectively. The t-ratio comes out to be 0.11, which is significant at 0.01 level of significance. This indicates that there is no significant difference between mean life-satisfaction scores of married and unmarried secondary school female teachers.

Hence, the hypothesis which is stated earlier that there exist no significant difference between life-satisfaction of married and unmarried secondary school teachers is retained. Comparison of mean and S.D. scores of married and unmarried secondary school teachers on life-satisfaction is shown below in figure 3:

Figure-3

Showing Comparison of Mean and S.D. Scores of Married and Unmarried Secondary School Teachers on Life-Satisfaction



MAIN FINDINGS

1. Most of the secondary school teachers are found to have average life-satisfaction level.
2. There exists significant difference between mean emotional maturity scores of male and female secondary school teachers.
3. There exists no significant difference between mean life-satisfaction scores of married and unmarried secondary school teachers.

EDUCATIONAL IMPLICATIONS

The study has its implication for educational planners, administrators, policy makers, media persons, voluntary organizations and especially for teachers. Teachers are the backbone of an educational process. They are the guide and friend of students. They nourish the young ones with knowledge and make them enlighten citizen to service in society. The role of teachers for future of country is significant. Teachers can perform their role efficiently only when, they are mentally healthy, emotionally stress free environment then only that is performing the duty with best calibre. Teachers should be satisfied with their lives. A well satisfied and emotionally mature personality forms the capable manpower of country.

This capable manpower in form of bright, emotionally mature and satisfied teachers forms the future of any country. The present study revealed the following educational implications for the planner, administrators especially for the teachers to a great deal. These are:

1. It measures the life-satisfaction of secondary school teachers.
2. It helps in developing good institutions practices of satisfied and more mature teachers.
3. It helps to improving and developing the personality of teachers as well as students.
4. It helps educational administrators looking after the institutions to understand the teachers.
5. It helps to explore the way to maximize the teacher's contribution in the field of education.
6. It helps to create healthy atmosphere in the class overall academic development in the school.
7. It helps in managing and controlling different schools more democratically and effectively.

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