



## Life satisfaction of secondary school teachers

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### Abstract

This study was conducted to investigate the life satisfaction of secondary school teachers working in various teaching groups and to investigate the effects of demographics of life satisfaction among teachers. A questionnaire-based study was conducted in 300 secondary teachers working in the schools of vellore district. The results of the study indicated that the demographic variables, gender, area of school, medium of school, type of school, teaching subject, teaching experience, marital status and type of family was not significantly related to life satisfaction of the secondary school teachers.

**Keywords:** life satisfaction, teaching experience, type of school, teaching subject

### Introduction

Life-satisfaction is the degree to which a person positively evaluates the overall quality of his/her life as a whole. Life satisfaction is defined as the main goal of life by many people. It is suggested that consistency or inconsistency between the goals of an individual and the extent these goals are reached by him/her has a vital role in reaching happiness (Rask, Astedt- Kurki & Laippala, 2002) <sup>[10]</sup>. Life satisfaction refers to emotional reactions of an individual outside his/her work life. In other words, it refers to general attitude of the individual towards life. Being happy in daily life, feeling physically good, economic security and social relationships are the factors affecting life satisfaction (Schmitter, 2003) <sup>[11]</sup>.

Life satisfaction is defined as a cognitive evaluation of one's life as a whole and or of specific life domains (Huebner, Valois, Paxton, & Drane, 2005; Myers & Diener, 1995) <sup>[6, 8]</sup>. This cognitive assessment however is based on how people believe their life should be in relation to how it is (Paschali & Tsitsas, 2009).

Supporting the argument that personality plays a role in determining life satisfaction, personality variables such as psychological resilience, assertiveness, empathy, internal locus of control, extraversion, and openness to experience have been found to be related to life satisfaction (Sousa & Lyubomirsky, 2001) <sup>[12]</sup>. Currently, the literature suggests that personality plays a significant role in an individual's judgment satisfaction with his life. However, proximal environmental factors (e.g., recent life events) can influence life satisfaction judgments in the short term.

On the other hand, life satisfaction is related to individuals' attitudes towards their free time, work life, and the other fields of their lives. Life satisfaction is a result or situation that can be assessed by comparing the people's aspirations and what they really have. Generally, it includes people's whole life and various dimensions of this whole life. The term life

satisfaction stands for not a satisfaction level at a specific moment or towards a specific event but a satisfaction level about the whole life (cited by Aydemir, 2013; Sahin, 2008) <sup>[1]</sup>. In other words, life satisfaction expresses individuals' psychological health and having positive emotions and attitudes towards their interpersonal relationships. According to Diener (1984) <sup>[3]</sup>, life satisfaction represents the cognitive side of the individuals' subjective psychological goodness with respect to their happiness.

### Need of the study

Teaching profession is one of the most challenging one. It is the responsibility of the teacher to develop his students so that they can become individually, socially useful. Not only the academic responsibilities, but teachers have to shoulder many administrative duties in the institution. Compared to other professions, teachers are underpaid in India. If they are to perform their strenuous duty effectively their working conditions should be made satisfactory.

### Statement of the Research Problem

The problem taken up by the investigator is stated as "A study of life satisfaction of secondary school teachers".

### Population and Sample Characteristics

The participants of the study include 300 working teachers from secondary level. These 300 participants consist of 133 females and 167 males.

### Instrument

Life Satisfaction Index (Neugarten *et al.*, 1961): Life satisfaction scale. It consists of 20 items pertaining to five sub-scales, viz., zest versus apathy, resolution and fortitude, congruence of goals, self-concept and mood tone. Items are rated on a three-point rating scale ranging from "agree",

“disagree” and “?”. “Agree” and “disagree” are given 2 points and “?” scored as 1 point. Maximum scores on this scale are 40 and minimum score is 20.

**Methodology**

The descriptive survey method gathers data from large number of cases at a particular time. Differential Analysis involves the ‘t’ test and F test to test the hypothesized of the study.

**Objectives of the study**

- To find out, if there is any significant difference in life satisfaction of secondary school teachers with respect to
  - Gender : Male / Female.
  - Area of School : Rural / Urban.
  - Medium of Teaching : English / Tamil.
  - Type of School : Aided / Private / Government.
  - Teaching Subject : Language / Maths / EVS.
  - Teaching Experience : Less than 10 years / More than 10 years
  - Marital Status : Married / Unmarried.
  - Type of Family : Nuclear / Joint.

**Hypotheses of the Study**

- There is no significant difference in life satisfaction of secondary school teachers with respect to
  - Gender : Male / Female.
  - Area of School : Rural / Urban.
  - Medium of Teaching : English / Tamil.
  - Type of School : Aided / Private / Government.
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  - Type of Family : Nuclear / Joint.

**Analysis of data**

**Gender and Life Satisfaction**

**Table 1:** ‘t’ test for Life Satisfaction Scores based on Gender

Gender	N	Mean	SD	‘t’ Value
Male	167	28.21	3.15	0.536 NS
Female	133	28.01	3.30	

From the table 1, it is inferred that ‘t’ value is 0.536, which is not significant at 0.05 level as it is lesser than table value of 1.97. Therefore, the null hypotheses is accepted and research hypotheses is rejected. It is inferred that both male and female

**Teaching Subject and Life satisfaction**

**Table 5:** ‘F’ test among the Sub- samples of Life Satisfaction Scores based on teaching subject

Teaching Subject	Sum of Squares	Mean Squares	df	‘F’ Value
Between Groups	20.010	10.005	2	0.966 NS
Within Groups	3075.177	10.354	297	
Total	3095.187		299	

It is evident from the Table: 5 the calculated ‘F’ value is 0.966, which is not significant at 0.05 level. Hence, the framed

secondary school teachers do not differ significantly in their life satisfaction.

**Area of school and Life Satisfaction**

**Table 2:** ‘t’ test for Life Satisfaction Scores based on Area of school

Area of school	N	Mean	SD	‘t’ Value
Rural	113	28.09	3.26	0.123 NS
Urban	187	28.14	3.19	

From the table 2, it is inferred that ‘t’ value is 0.123, which is not significant at 0.05 level as it is lesser than table value of 1.97. Therefore, the null hypothesis is accepted and research hypotheses are rejected. It is inferred that both rural and urban area of school do not differ significantly in their life satisfaction.

**Medium of teaching and Life Satisfaction**

**Table 3:** ‘t’ test for Life Satisfaction Scores based on Medium of teaching

Medium of teaching	N	Mean	SD	‘t’ Value
English	144	28.41	3.46	1.503 NS
Tamil	156	27.85	2.96	

From the table 3, it is inferred that ‘t’ value is 1.503, which is not significant at 0.05 level as it is lesser than table value of 1.97. Therefore, the null hypothesis is accepted and research hypotheses are rejected. It is inferred that both English and Tamil medium of teaching do not differ significantly in their life satisfaction.

**Type of school and Life satisfaction**

**Table 4:** ‘F’ test among the Sub- samples of Life Satisfaction Scores based on type of school

Type of School	Sum of Squares	Mean Squares	df	‘F’ Value
Between Groups	2.403	1.201	2	0.115 NS
Within Groups	3092.784	10.413	297	
Total	3095.187		299	

It is evident from the Table: 4 the calculated ‘F’ value is 0.115, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference among sub samples of type of school with respect to their secondary school teachers towards life satisfaction.

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samples of type of school with respect to their secondary school teachers towards life satisfaction.

### Teaching Experience and Life Satisfaction

**Table 6:** 't' test for Life Satisfaction Scores based on Teaching Experience

Teaching Experience	N	Mean	SD	't' Value
Less than 10 years	153	28.32	3.00	1.100 NS
More than 10 years	147	27.91	3.42	

From the table 6, it is inferred that 't' value is 1.100, which is not significant at 0.05 level as it is lesser than table value of 1.97. Therefore, the null hypothesis is accepted and research hypotheses are rejected. It is inferred that both less than 10 years and more than 10 years of teaching experience of do not differ significantly in their life satisfaction.

### Marital status and life satisfaction

**Table 7:** 't' test for Life Satisfaction Scores based on Marital status

Marital status	N	Mean	SD	't' Value
Married	142	27.97	3.38	0.754 NS
Unmarried	158	28.25	3.06	

From the table 7, it is inferred that 't' value is 0.754, which is not significant at 0.05 level as it is lesser than table value of 1.97. Therefore, the null hypothesis is accepted and research hypotheses are rejected. It is inferred that both married and unmarried of do not differ significantly in their life satisfaction.

### Type of family and Life Satisfaction

**Table 8:** 't' test for Life Satisfaction Scores based on Type of family

Type of family	N	Mean	SD	't' Value
Nuclear	134	28.16	3.50	0.181 NS
Joint	166	28.09	2.97	

From the table 8, it is inferred that 't' value is 0.181, which is not significant at 0.05 level as it is lesser than table value of 1.97. Therefore, the null hypothesis is accepted and research hypotheses are rejected. It is inferred that both nuclear and joint type of family of do not differ significantly in their life satisfaction.

### Major findings of the study

1. It is inferred that both male and female secondary school teachers do not differ significantly in their life satisfaction.
2. It is inferred that both rural and urban area of school do not differ significantly in their life satisfaction.
3. It is inferred that both English and Tamil medium of teaching do not differ significantly in their life satisfaction.
4. It is inferred that there is no significant difference among sub samples of type of school with respect to their secondary school teachers towards life satisfaction.
5. It is inferred that there is no significant difference among

sub samples of type of school with respect to their secondary school teachers towards life satisfaction.

6. It is inferred that both less than 10 years and more than 10 years of teaching experience of do not differ significantly in their life satisfaction.
7. It is inferred that both married and unmarried of do not differ significantly in their life satisfaction.
8. It is inferred that both nuclear and joint type of family do not differ significantly in their life satisfaction.

### Conclusion

The present study showed that higher secondary school teachers had average life satisfaction level. Proper pay scale, job security, work environment should be introduced for them. Teaching is a unique profession that leads to betterment of the society, making of good human being and responsible citizens. Teachers have to perform this strenuous duty with utmost care and expertise. Therefore, their personal satisfaction regarding the life and other factors related to it is very important.

### Suggestions and Scope of Further Research:

On the basis of this study the investigator forwards some suggestive measures to attain higher life satisfaction among all groups of teachers. Teachers should be recruited through a proper channel and effective policy. Teacher- student ratio should be in proper shape. Pay scale, working environment, promotional benefits, after service benefits must be upgraded. Part time and contractual teachers should get job security as well as proper pay scale according to their qualification and work load. The same study could be carried out on teacher s from different streams, both in school and college level. Comparative studies could be made to find out the life satisfaction level of regular and distance course teachers also.

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