



Life Satisfaction among Secondary School Teachers in Howrah District

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Abstract

Secondary Teacher,
Life Satisfaction,
Secondary Education

The aim of the study was to identify the life satisfaction among the secondary school teachers. The sample of the study consists of 110 (Male=65 Female=45) teachers of secondary school in Howrah District. The sample was drawn on the basis of non-probability sampling by using purposive sampling technique. The present study is a Survey Research. The researcher used the standardized scale namely "Satisfaction with Life (SWLS)" developed by Pavot, W, & Diener, E (2008). Content Validity was checked by some experts. The co-efficient alpha for the scale has ranged from .79 to .89, indicated that the scale has high internal consistency. The scale was also found to have good test-retest correlation (.84, .80 over a month interval. The researcher used the following statistics for analysis of the data. i. Frequency ii. Mean iii. Standard Deviation (SD) iv. Percentage Analysis v. 't'-test. vi. ANOVA. The findings revealed that most of the secondary teachers i.e. (28.2%) have highly satisfied with their life, 26.4% teachers have possessed below average level of life satisfaction, 24.5% teachers have possessed average life satisfaction level, 9.1 % teachers were dissatisfied with their life and 8.2% teachers very highly life satisfaction level, 3.6% teachers have possessed extremely dissatisfied with their life. There is no significant difference in life satisfaction among secondary school teachers with respect to their Gender and Academic group. There is a significant difference in life satisfaction among secondary school teachers with respect to their age who are belong to early adult age (20-39 years) and middle adult age (40-59 years).

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Introduction

In the age of current era, man demands satisfaction in each and every zone of life, Satisfaction is ultimate goal in life. Satisfaction' may be defined as the fulfillment or gratification of desires, feelings or expressing pleasures, contentment, happiness, optimism. It includes capacity for enjoyment. It is enjoying what we have, Life satisfaction refers to positive thinking that can help us to lead a happy life and overcome our problems and difficulties with cases.

Teaching field is one of the most vital zones of teacher's life, that life to be more happy and satisfied by their good colleagues, salary, working environment, job responsibility, and promotion and also includes personal life. If a teacher is satisfied from his/her life can achieve higher aims of life. Money and material things are no guarantors of happiness. Teaching is one of the noble professions in the world. "The quality of a nation depends upon the quality of its citizens. The quality of its citizen depends more than on any other single factor, upon the quality of their teacher." These are the words stated by the American Commission of Teacher Education. The life satisfaction of teachers is very important. This is because every teachers has own role, duties and responsibilities towards the student and the society. Teacher plays a great role in students' life and also helps students to become good human being in the society and good citizen in the country. Teachers are not only play a role in student's life but also play a major role in the society by being a good daughter/son, a good wife/Husband, and a good mother/Father. Thus they are burdened with many responsibilities and this leads stress in them and they start perceiving teaching as just a job which they have to do in order to earn money. So there remains no interest in them and this leads to the boring life to some of them. So teachers are main pillar in the nation development. Generally teachers enjoyed a higher status in the society and they also pleasure to get great respect. But now a day's teacher's position and status decreasing due to neglect, poverty, indifference, insecurity, misbalance personal and professional life and disrespect, lack of passion, anxiety, as a result teachers are become unhappy and unsatisfied with their life.

Rational of the Study

Hart, (1999) reveled life satisfaction is a cognitive appraisal of the overall degree of satisfaction one has with his or her life. Diener, Oishi, & Lucas (2003) identified Life satisfaction is defined as "individuals' cognitive judgment about comparisons based on the compatibility of their own living conditions with the standards". Schmitter (2003) defined Social relationships are associated with life satisfaction. The reason is that the relatives, such as spouses, children or friends, provide social support, give financial support, share leisure time and accompany being happy in daily life, feeling physically good, economic security and social relationships are the factors affecting life satisfaction. Medley (1976) found that life satisfaction is a subjective feeling of happiness and contentment with life. Argyle, et al (1999) reveled that age has very little effect on life satisfaction and sex has no effect on life satisfaction. Life satisfaction is also defined as the degree to which the experience of an individual's life satisfies his/her personal wants and needs, both physically and psychologically. Diener (1984) pointed out that life satisfaction represents the cognitive side of the individuals' subjective psychological goodness with respect to their happiness. Satisfaction of life depends not only on what people have, but on criteria that people choose themselves and how they judge their own achievements. George (1981) investigated life satisfaction as a cognitive process by which an individual assesses his/her progress towards desired goals. Researches on gender differences and life satisfaction have been studied in the literature; but the findings have been unclear. Some research has investigated that women have higher life satisfaction than men; however, other research

has reported that men are slightly satisfied with their life than women. A great amount of research work (Wood et al., 1989, Haring et al., 1984, Brown & Duan, 2007) has been conducted about the satisfaction with life of individuals. Kumar (2014) found that there exists no significant difference in life satisfaction of teachers belonging to different sex and also the type of institution i.e. Govt. and private. Further, it was found that teachers working in Govt. schools are more satisfied than the teacher working in private schools. Kamau (1992) found that male teachers are more capable of coping with ordinary demands and stresses of life as compared to females. Umme (1999) revealed that life satisfaction is very important in career performance because employees are most likely to perform their jobs more efficiently when they are satisfied with their lives. Employees who are happy and satisfied with their lives tend to be more useful and productive to their employers.

By analyzing different related studies in abroad and India it has been observed life satisfaction has a major research area throughout all over the world. From the above discussion of reviews it is clear that though there were various studies about life satisfaction in abroad, but this field remained a fertile area of study in India. Further it has been observed that rare attempts were undertaken to study life satisfaction among the teachers of educational field. From the above discussion it is found that no numbers of studies are conducted on the secondary teachers in 'life satisfaction' in West Bengal. There seems to be a dearth of studies on Life Satisfaction among Secondary schools teachers of Howrah in West Bengal. So, the present investigation is taken up to fill the gap. In this background investigators started to take up the present study entitled "Life Satisfaction among Secondary School Teachers in Howrah District".

Objectives

- i. To study the overall level of Life satisfaction among secondary school teachers.
- ii. To study the life satisfaction among secondary school teachers with respect to their gender, age and academic group.

Hypothesis

H01: There is no significant difference between male and female secondary school teachers with respect to life satisfaction.

H02: There is no significant difference with life satisfaction among secondary school teachers with respect to age.

H03 Academic group wise there is no significant difference with life satisfaction among secondary school teachers.

Delimitation of the study

1. The present study was delimited to the Howrah district in the state of West Bengal. 2. The study was restricted to 110 Teachers (Male-65, Female-45) as sample. 3. The study was delimited to six secondary schools from Howrah and only Bengali medium secondary teachers in West Bengal board. 4. The study was delimited to only one dependent variable namely "Satisfaction with Life" and three Independent variables like gender, age and Academic group.

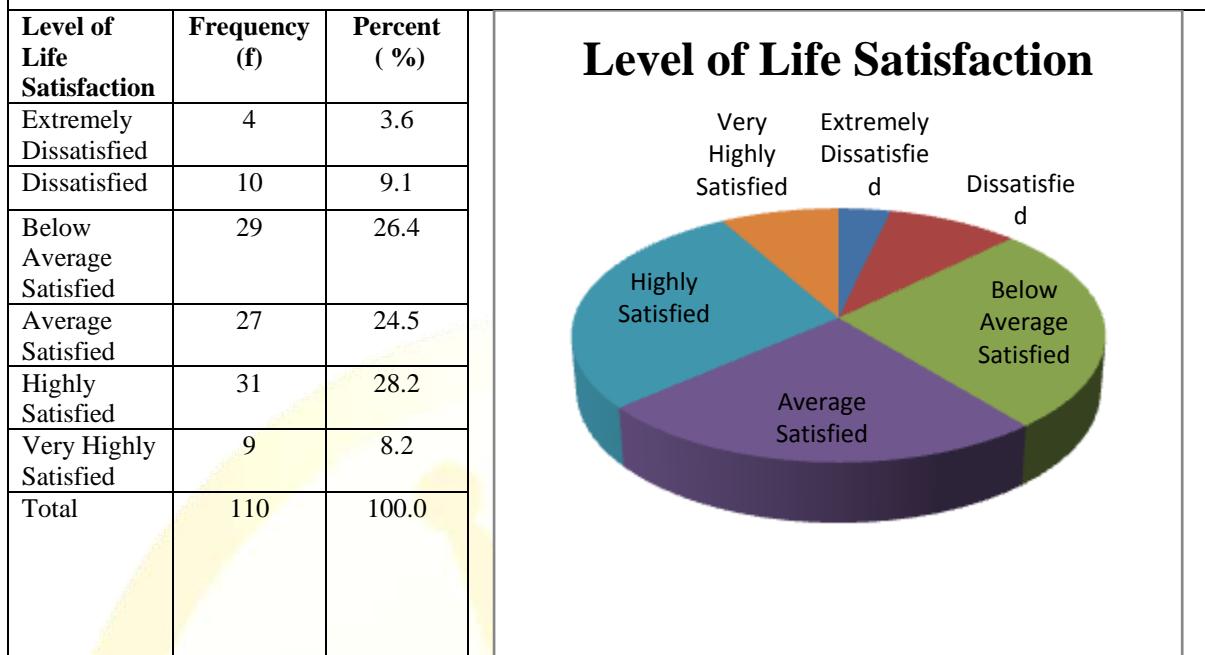
Research Method

This study was a survey type research. A Sample of 110 secondary school teachers (Male-65; Female-45) was selected from Howrah district. Here in order to select the sample from the whole population purposive sampling technique was followed. Data for the study was collected through a standardized scale namely "Satisfaction with Life (SWLS)" developed by Pavot, W., & Diener, E (2008). Content Validity was checked by some experts. The coefficient alpha for the scale has ranged from .79 to .89, indicated that the scale has high internal consistency. The scale was also found to have good test-retest correlation (.84, .80 over a month interval). The scale was a 5-item scale designed to measure global cognitive judgments of one's life satisfaction. Participants indicate how much they agree or disagree with each of the 5 items using 7-point scales that ranges from, Strongly agree-7, Agree-6, Slightly agree-5, Neither agree nor disagree-4, Slightly disagree-3, Disagree -2, Strongly disagree-1. For analyzing the data here, the researcher used descriptive statistics as well as some inferential statistics these are t test, one-way ANOVA, percentage analysis, frequency, Mean, standard division

Analysis and interpretation of data

Table No: 1 descriptive statistics representing demographic data of Secondary School Teachers

Variable	Category	N	Percentage (%)
Gender	Male	65	59.1
	Female	45	40.9
	Total	110	100.0
Age	Early Adult (20-39)	60	54.5
	Middle Adult (40-59)	50	45.5
	Total	110	100.0
Academic Group	Language	28	25.5
	Pure Science	24	21.8
	Social Science	47	42.7
	Phy.Edu and Work.Edu.	11	10.0
	Total	110	110.0

Figure No 1. Representing Overall Level of Life satisfaction among secondary school teachers.**Interpretation**

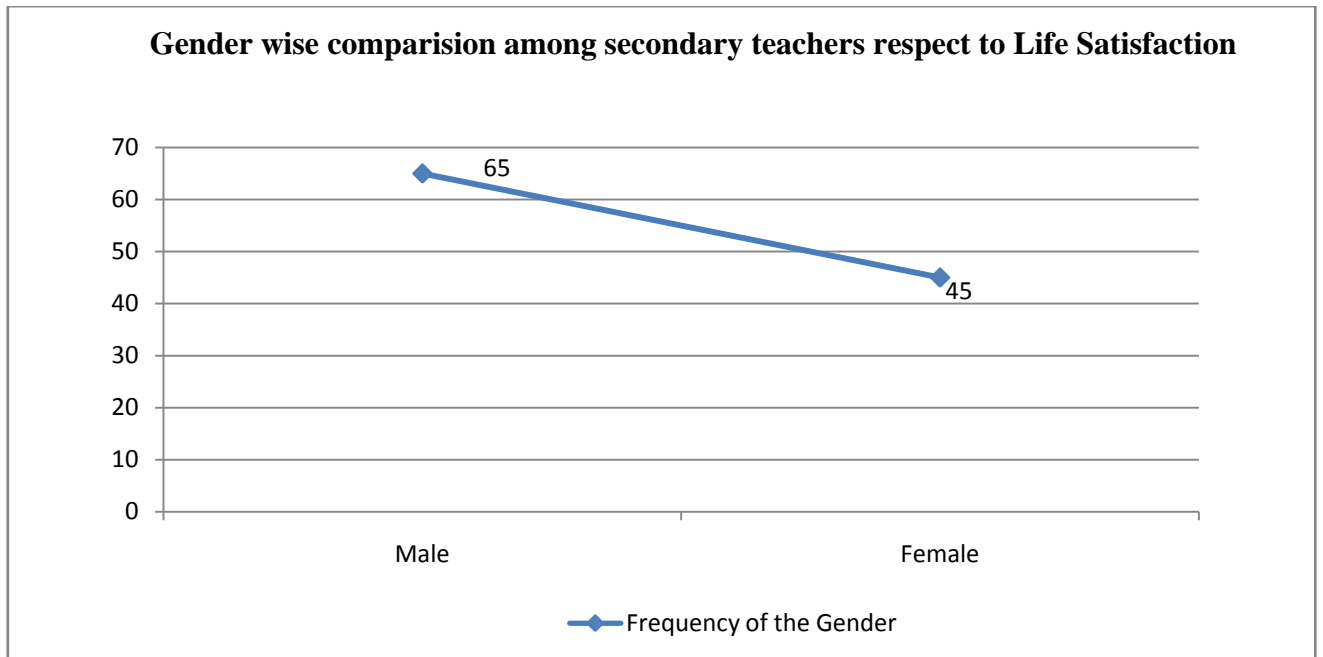
Out of 110 teachers, most of the secondary teachers (28.2%) have highly satisfied with their life, 26.4% teachers have possessed below average level of life satisfaction, 24.5 teachers have possessed average life satisfaction level, 9.1 % teachers were dissatisfied with their life and 8.2% teachers have very highly life satisfaction level, 3.6% teachers have possessed extremely dissatisfied with their life.

H01: There is no significant difference between male and female secondary school teachers with respect to their life satisfaction.

Table No 2 :T-Test Showing Comparison of Life Satisfaction Score among secondary school Teachers with Respect to their Gender

Life Satisfaction Score	Gender	N	Mean	S.D	t	df	M.D	Sig. (2-tailed)	SEM ($\sigma_{\bar{x}}$)	Remarks
	Male	65	21.22	6.90	-.48	108	-.59	.63	1.22	NS* ($p > .05$ level)
	Female	45	21.80	5.26						

NS*=Not Significant



Interpretation:-

The t-test result (Table No-2) showing that the result is statistically not significant as the p value is greater than 0.05 level of significance ($p=.63 > 0.05$). Hence, it can be concluded that there is no significant difference in life satisfaction between male and female secondary teachers in Howrah District.

H02: There is no significant difference with life satisfaction among secondary school teachers with respect to age

Table No 3: T-Test Showing Comparison of Life Satisfaction Score among secondary school teachers with Respect to their Age

	Age	N	M	S.D	t	df	M.D	Sig. (2-tailed)	SEM ($\sigma_{\bar{x}}$)	Remarks
Life Satisfaction score	Early Adults (20-39 years)	60	22.85	5.80	2.63	108	3.07	.01	1.17	S* (p<.05 level)
	Middle Adults (40-59 years)	50	19.78	6.43						

S*= Significant

Interpretation-:

The t-test result (table-3) showing that the result is statistically significant as the p value is less than 0.05 level of significance ($p=.01 < 0.05$). Hence, it can be concluded that there is a significant difference found in life Satisfaction between Early Adults (20-39) and Middle Adults (40-59) secondary teachers respect to their age in Howrah District. Young teachers (early adults) are more satisfied with their life. Life satisfaction decreases in middle-aged teachers.

H03: Academic group wise there is no significant difference with life satisfaction among secondary school teachers.

Table No. 4: F test showing Comparison of Life Satisfaction score among Secondary School Teachers with respect to their Academic Group						
Academic Group wise Descriptive statistics of Life Satisfaction among Secondary School Teachers.						
Academic Group	N	Mean	Std. Deviation	Std. Error Of Mean		
Language	28	19.39	5.97	1.13		
Pure Science	24	21.00	7.79	1.59		
Social Science	47	22.23	5.22	.76		
Ph.Edu&Work Edu	11	24.36	6.45	1.95		
Total	110	21.45	6.26	.60		
ANOVA						
	Sum of Squares	df	Mean Squares	F	Sig	Remarks
Between group	245.62	3	81.87	2.15	.09	NS* (P>.05)
Within group	4025.65	106	37.98			
Total	4271.27	109				

NS*=Not Significant

Interpretation

One-way ANOVA result in table 6B showing that the result is statistically not significant as the p value is greater than 0.05 level of significance ($p=.09 > 0.05$). Hence, it can be concluded that there is no significant difference in life satisfaction among secondary school teachers of Language, Pure Science, Social Science and Physical Education-Work Education etc Academic Group in Howrah District.

Major Findings of the Study

As per the analysis and interpretations, the following findings were drawn

1. Out of 110 teachers, most of the secondary teachers (28.2%) have highly satisfied with their life, 26.4% teachers have possessed below average level of life satisfaction, 24.5 teachers have possessed average life satisfaction level, 9.1 % teachers were dissatisfied with their life and 8.2% teachers very highly life satisfaction level, 3.6% teachers have possessed extremely dissatisfied with their life.
2. It was found that Gender had no significant influence among secondary school teachers towards the satisfaction with life. This study Supported by Nair & Gaither

(1999), Kumar.M(2014), who also reported that no significant difference was found in life satisfaction for female and male faculty and contradicted by Wood et al., 1989, Haring et al., 1984, Brown & Duan, 2007, they found that men are slightly satisfied with their life than women.

3. It was found that there was a significantly difference in satisfaction between early adults teacher and middle adults secondary school teachers towards the life with respect to their age. This study supported by Huang et al (2011).
4. It was found that there was no significant difference in satisfaction among secondary school teachers towards the life with respect to their Academic group

Conclusion

The present study was conducted only at school level. It was not extensive and “in-depth” study. The study could not cover large number of sample size hence the result may not be generalized for all teachers in Howrah district. This study indicates the need for conducting researches with large number teachers in many districts of West Bengal and studies may be conducted on other disciplines like Management, Accountancy, Law, Medical course, Journalism, Art, Music, and Film Studies etc. Studies may be conducted in college and university level. The present study has been conducted on Bengali Medium schools in Howrah district. But this type of study may be extended to many regional language medium schools as well as college and universities.

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