



Life satisfaction of college teachers

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Abstract

This study was conducted to investigate the life satisfaction of college teachers working in various teaching stream and to investigate the effects of demographics of life satisfaction among college teachers. A questionnaire-based study was conducted in 270 college teachers working in the college of Vellore district. The results of the study indicated that the demographic variables, gender, designation, type of institution, nature of employment, subject taught and teaching experience was not significantly related to life satisfaction of the college teachers and locality of institution differ significantly towards of life satisfaction of college teachers.

Keywords: life-satisfaction, teaching stream

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 in consistency 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) ^[10]. 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 indaily life, feeling physically good, economic security and social relationships are the factors affecting life satisfaction (Schmitter, 2003) ^[11].

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) ^[6, 8]. This cognitive assessment however is basedon 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) ^[12]. 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) ^[1]. In other words, life satisfaction expresses individuals' psychological health and having positive emotions and attitudes towards their interpersonal relationships. According to Diener (1984) ^[3], 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 college teachers"

Population and Sample Characteristics

The participants of the study include 270 college teachers from different level of designation. These 270 participants consist of 116 females and 154 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 hypothesizes of the study.

Objectives of the study

- To find out, if there is any significant difference in life satisfaction of college teachers with respect to
 - Gender : Male / Female
 - Designation : Professor / Associate Professor / Assistant Professor
 - Type of Institution : Government / Govt. Aided / Private
 - Locality of institution : Rural / Urban
 - Nature of Employment : Permanent / Temporary
 - Subject taught : Arts / Commerce / Science
 - Teaching Experience : Below 10 years/11-20 years / Above 21 years

Hypotheses of the Study

- There is no significant difference in life satisfaction of college teachers with respect to
 - Gender : Male / Female

Designation and Life satisfaction

Table 2: ‘F’ Test for Life Satisfaction Scores Based On Designation

Type of Management	Sum of Squares	Mean Squares	df	‘F’ Value	Level of Significance
Between Groups	37.594	18.797	2	2.853	NS
Within Groups	1943.314	7.278	267		
Total	1980.907		269		

Table 2, the calculated ‘F’ value is 2.853, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that

- Designation : Professor / Associate Professor / Assistant Professor
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Analysis of data

Gender and Life Satisfaction

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

Gender	N	Mean	SD	‘t’ Value	Level of Significance
Male	116	29.97	2.56	0.039	NS
Female	154	29.98	2.83		

From the table 1, it is inferred that ‘t’ value is 0.039, 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 college teachers do not differ significantly in their life satisfaction.

there is no significant difference among sub samples of designation with respect to their life satisfaction of college teachers.

Type of Institution and Life satisfaction

Table 3: ‘F’ Test for Life Satisfaction Scores Based On Type of Institution

Type of Institution	Sum of Squares	Mean Squares	df	‘F’ Value	Level of Significance
Between Groups	63.975	31.987	2	4.466	NS
Within Groups	1916.932	7.180	267		
Total	1980.907		269		

Table 3, the calculated ‘F’ value is 4.466, 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 institution with respect to their life satisfaction of college teachers.

Locality of Institution and Life Satisfaction

Table 4: ‘t’ test for Life Satisfaction scores based on Locality

Locality of institution	N	Mean	SD	‘t’ Value	Level of Significance
Rural	132	30.34	2.44	2.189	S
Urban	138	29.63	2.91		

From the table 4, it is inferred that ‘t’ value is 2.189, which is significant at 0.05 level as it is higher than table value of 1.97. Therefore, the null hypothesis is rejected and research

hypotheses is accepted. It is inferred that both rural and urban locality of institution differ significantly in their life satisfaction.

Institution and Life Satisfaction

Table 5: 't' test for Life Satisfaction scores based on Nature of Employment

Nature of Employment	N	Mean	SD	't' Value	Level of Significance
Permanent	155	30.05	2.59	0.492	NS
Temporary	115	29.88	2.87		

From the table 5, it is inferred that 't' value is 0.492, 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 nature of employment of college teachers do not differ significantly in their life satisfaction.

Subject taught and Life satisfaction

Table 6: 'F' Test for Life Satisfaction Scores Based on Subject taught

Subject taught	Sum of Squares	Mean Squares	DF	'F' Value	Level of Significance
Between Groups	57.181	28.590	2	3.968	NS
Within Groups	1923.727	7.205	267		
Total	1980.907		269		

Table 6, the calculated 'F' value is 3.968, 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 subject taught with respect to their life satisfaction of college teachers.

Teaching Experience and Life satisfaction

Table 7: 'F' Test for Life Satisfaction Scores Based On Teaching Experience

Teaching Experience	Sum of Squares	Mean Squares	DF	'F' Value	Level of Significance
Between Groups	7.769	3.885	2	0.526	NS
Within Groups	1973.138	7.390	267		
Total	1980.907		269		

Table 7, the calculated 'F' value is 0.526, 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 teaching experience with respect to their life satisfaction of college teachers.

Major findings of the study

The major findings drawn from the present study are given below:

1. It is inferred that both male and female college teachers do not differ significantly in their life satisfaction.
2. It is inferred that there is no significant difference among sub samples of designation with respect to their life satisfaction of college teachers.
3. It is inferred that there is no significant difference among sub samples of type of institution with respect to their life satisfaction of college teachers.
4. It is inferred that both rural and urban locality of institution differ significantly in their life satisfaction.
5. It is inferred that nature of employment of college teachers do not differ significantly in their life satisfaction.
6. It is inferred that there is no significant difference among sub samples of subject taught with respect to their life satisfaction of college teachers.
7. It is inferred that there is no significant difference among sub samples of teaching experience with respect to their life satisfaction of college teachers.

Conclusion

The present study showed that college teachers had average level of life satisfaction. 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

The following suggestions are given for further research

- A similar study involving the students at degree level of other Districts of Tamil Nadu may be undertaken.
- A similar study involving the students belonging to the other courses may be taken up.
- A similar study involving other psychological variables may be studied.
- The present study could be undertaken at various states in India.

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