



Comparative study of Life Satisfaction of Teachers working in Private and Government Aided Secondary Schools

Dr. Dharmendra Kumar

Associate Professor,

Vardhaman College, Bijnor

Abstract

Many psychological experiments have proved that each person differs in abilities, interests, interests, life satisfaction etc. which are influenced by their hierarchical and environmental factors and these factors affect a person's overall personality. Due to these atmospheric conditions, age and gender etc., differences in the life satisfaction patterns of a person can be imagined.

In the study presented, the level of satisfaction of life in the teachers working in private secondary schools and government aided secondary schools has been find out. For this study, 200 teachers working in private and government aided secondary schools of Bijnor District have been selected by random method, which includes 100 male teachers and 100 female teachers. In this study, life satisfaction measurement made by Dr. Promila Singh, Raipur has been used for selection of data. T test is used for statistical analysis. From the observation, it has been found that there is a difference in the level of satisfaction of life of teachers working in private and government aided secondary schools.

Introduction

Education is the primary way of giving direction to human life, from where it tries to achieve its specific lifestyle and objectives. Education is the medium through which the society can be made prosperous by developing the inner abilities of man because the purpose of education is the spirit of dedication to knowledge and the tendency to learn continuously. The objective of education is also to develop compassion, love and superior traditions. Family and teacher have the greatest influence in the personality formation of human life. All this is possible only when the personality of the students is developed by qualified and skilled teachers in a good environment. Unless teachers are devoted to education, good education cannot be imagined. The teacher is the most prominent person in the school, who helps in building the personality of the child. The teacher tries to bring change according to need and interest within the children, so that each child can work in a certain and proper way and make the appropriate changes within himself. Therefore, it can be said that the teacher's own personality greatly influences the behavior of the child. If the teachers are satisfied with their work and life, when they do not have any tension or worry, than they make the school environment excellent as well as develops personality of the students fully.

Life satisfaction refers to the general happiness found in a person's daily life. Stress-free life is maintaining a liking of one's person. A person experiences immense pleasure in accomplishing his work through work satisfaction. Life satisfaction always provides a feeling of joy in life and a positive thinking is generated in the person. Slein and Johnson defined life satisfaction as the quality of life in the whole of a person is based on the field he has chosen. Life satisfaction is a factor that proves that a person's life can be evaluated on the basis of his general happiness, freedom from anxiety and interest in life.

In our modern times, our education system, social environment and moral values are changing, thus, it is very important to know whether our teacher is satisfied with his life or not, because when the teacher is satisfied, then only they will be able to perform their duties with enthusiasm. Therefore, the researcher has tried to find out what is the standard of life satisfaction of the teachers of private and government aided secondary schools and also comparative study has done on life satisfaction of male and female teachers of private and government aided secondary schools.

Objectives of the Study

1. To find the standard of life satisfaction of teachers of private secondary schools and government aided secondary schools.
2. To do comparative study of life satisfaction of teachers of private secondary schools and government aided secondary schools.

3. To do comparative study of life satisfaction of male and female teachers working in private secondary schools and government aided secondary schools.

Hypothesis of the study

1. There is no significant difference in the satisfaction of life of teachers working in private and government aided secondary schools.
2. There is no significant difference in the satisfaction of life of male and female teachers working in private secondary schools.
3. There is no significant difference in the satisfaction of life of male and female teachers working in government aided secondary schools.
4. There is no significant difference in the life satisfaction of male teachers working in private and government aided secondary schools.
5. There is no significant difference in the life satisfaction of female teachers working in private and government aided secondary schools.

Sample

For this study, 200 teachers working in private and government aided secondary schools of Bijnor District have been selected by random sampling method, in which 100 male and 100 female teachers from both types of schools have been included in the study.

Tools Used

In the study presented, life satisfaction measurement scale made by Dr. Promila Singh has been used. There are 35 questions in this scale, which is related to a person's life satisfaction. The reliability of the test is judged by test re-testing which came to 0.91. To check its validity, the correlation coefficient between Alam and Singh 1971 and the ruler was computed, based on which the correlation coefficient of this scale was 0.83.

Analysis of the Data**Table number-1****Life satisfaction of teachers working in private and government aided secondary schools**

| serial number | Name | Private secondary school | | | Government aided secondary school | | | t-value | At .01 and .05 level significance |
|---------------|-----------------|--------------------------|-----|-------|-----------------------------------|-----|-------|---------|------------------------------------|
| | | N | M | SD | N | M | SD | | |
| 1. | Total Teachers | 100 | 283 | 35.43 | 100 | 299 | 28.84 | 3.50 | Is a significant difference |
| 2. | Male Teachers | 50 | 142 | 16.88 | 50 | 147 | 14.34 | 1.59 | There is no significant difference |
| 3. | Female Teachers | 50 | 141 | 18.98 | 50 | 151 | 14.97 | 2.92 | Is a significant difference |

(1) It is known from the observation that the mean of life satisfaction of teachers of private secondary schools is 283 and the mean of life satisfaction of teachers of government aided secondary schools is 299. Therefore, on the basis of the mean, satisfaction of life in the teachers working in private secondary schools and government aided secondary schools was found to be high. It is also clear from Table No-1 that the t-value between life satisfaction of teachers working in private secondary schools and government aided secondary schools is 3.50 which shows a significant difference at 0.01 and 0.05 confidence level. Therefore, there a significant difference in the life satisfaction of teachers working in private secondary schools and government aided secondary schools.

(2) Among life satisfaction of male teachers working in private secondary schools and government aided secondary schools, t-value was found to be 1.59, which is not significant at 0.01 and 0.05 confidence level. Therefore, there is no significant difference in the life satisfaction of male teachers working in private secondary schools and government aided secondary schools.

(3) From the observation of the data, the t-value between life satisfaction of women teachers working in private secondary schools and government aided secondary schools has been found to be 2.92, which is significant at 0.01 and 0.05 confidence level. Therefore, there is a significant difference in the life satisfaction of women teachers working in private secondary schools and government aided secondary schools.

Table no-2

Life satisfaction of male and female teachers

| serial number | School | Male Teachers | | | Female Teachers | | | t-value | At .01 and .05 level significance |
|---------------|-----------------------------------|---------------|-----|-------|-----------------|-----|-------|---------|------------------------------------|
| | | N | M | SD | N | M | SD | | |
| 1. | Private secondary school | 50 | 142 | 16.88 | 50 | 141 | 18.98 | 0.28 | There is no significant difference |
| 2. | Government aided secondary school | 50 | 151 | 14.97 | 50 | 147 | 14.34 | 1.36 | There is no significant difference |

(4) From the observation of the above table it is found that the t-value between life satisfaction of male and female teachers working in private secondary schools was found to be 0.28 which is not significant at 0.01 and 0.05 confidence level. Hence there is no significant difference in the satisfaction of life of male and female teachers working in private secondary schools.

(5) The t-value between life satisfaction of male and female teachers working in government aided secondary schools was found to be 1.36, which is not meaningful at 0.01 and 0.05 confidence level. Hence, there is no significant difference between male and female teachers working in government aided secondary schools.

Conclusion

It is well known that individual differences are found in every person and even when engaged in the same occupation. There are also individual differences on the basis of gender. This individuality of them can be related to any aspect of their personality i.e. each person's inherent abilities, interests, satisfaction of life etc. These aspects are influenced by various social, economic, family, physical factors. Therefore, due to these same situational factors, differences in life satisfaction patterns can be imagined.

Based on observation, it is found that there is a significant difference between the life satisfaction of teachers working in private secondary schools and government aided secondary schools. From analysis the as above data, the satisfaction of the life of the teachers working in both types of secondary schools is high. Hence the type of secondary schools had no effect on the level of satisfaction of life. It is also known from the observation that there is a significant difference in the satisfaction level of male teachers working in private secondary schools and government aided secondary schools. From the observation of data, a significant difference was found between the life satisfaction of women teachers working in private secondary schools and government aided secondary schools. Thus, there is a difference in the level of satisfaction of women teachers of both types of secondary schools.

It is also known from the observation that there is no difference in the level of satisfaction of male teachers and female teachers working in private secondary schools. Similarly, there is not a significant difference in the level of satisfaction of life of male and female teachers working in government aided secondary schools.

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