



Study of Life Satisfaction in Relation to Self-Esteem among Secondary school Teachers

Ms. Rupneet Kaur Jassar

Assistant Professor Khalsa college of Education, Ranjit Avenue, Amritsar, India

INTRODUCTION

Education is the one and the only instrument that can be used to bring about a change towards the social and economic betterment of India (Education commission, 1964-66). The progress of any country is dependent on its educational system and the education system will be able to discharge its set functions only when accomplished by right kind of teaching staff (Balwaria, 2013). Teachers play a basic and dynamic role in an educational system. The whole process of education revolves around the teachers. The success or failure of any educational policy or programme depends upon the quality of teachers (Kaur and Kaur, 2013). Teaching is considered to be the noblest of all professions. It creates all other professions. Unless the teacher educators derive satisfaction in their jobs, they will not be effective both from the view point of their growth and professional contribution in terms of future preparation of teachers. This will only happen when teachers have high job satisfaction (Balwaria, 2013).

LIFE SATISFACTION

Life satisfaction is often considered a desirable goal, in and of itself, stemming from the Aristotelian ethical model, eudemonism, (from eudemonia, the Greek word for happiness) where correct actions lead to individual well-being, with happiness representing the supreme good (Myers, 1992). Byrne (2001) perceived life satisfaction as the most comprehensive individual assessment of living conditions. He went on to aptly observe that life satisfaction is dependent on life circumstances and also on aspiration levels, preferences and comparisons. It is assumed that the less the incompatibility between the individual's desires and achievements, the more life satisfaction he/she has (Diener, Oishi and Lucas, 2003). Therefore, increasing individuals' life satisfaction will prevent many individual and social problems from arising in individuals' lives and facilitate their solution.

SELF-ESTEEM

Rosenberg (1979) defines self-esteem as a positive or negative orientation towards oneself. An individual of low self-esteem lacks respect for himself. He considers himself unworthy, inadequate, or otherwise seriously deficient as a person. On the other hand, a person of high self-esteem considers himself to be a person of worth. High self-esteem carries no connotations of feelings of superiority, arrogance, conceit, contempt for others or overweening pride. This then constitutes a widely used theoretical definition of the concept of self-esteem, popular lore recognizes just "high" self-esteem and "low" self-esteem, the Rosenberg Self-Esteem Scale (1965), and the Coopersmith Self-Esteem Inventory (1967/1981), both quantify it in more detail, and feature among the most widely used systems for measuring self-esteem. Lavingia (1979) conducted a study of job satisfaction among school teachers and found in her study that a teacher, who is happy with her work and finds satisfaction in her life, plays a pivotal role in the upliftment of the society. Copper (1991) conducted a study on social relationships and health as predictors of life satisfaction in advanced old age: results from a Swedish longitudinal study and stated that attitude towards relationship with leisure recreation and finance were the most significant predictors of life satisfaction of teacher. The other predictors of life satisfaction which were less significant are health and relationship with friends. Lakshmi, (2003) found a positive correlation between professional satisfaction and personal satisfaction of women teachers. However there was negative and low correlation between professional satisfaction and sex roles and low positive correlation between personal satisfaction and sex roles. Murari and Devi (2003) conducted a study on effect of employment on life satisfaction of working and non working women of Kumaon region and found that working and non working women differ significantly in their life satisfaction but there was no significant difference in life satisfaction among rural and urban women of Kumano region. Diener (2009) has undertaken a study on cross cultural variation in the strength of associations related to societal dimensions and it was found that life satisfaction and self esteem were clearly discriminable constructs. Satisfaction ratings, except for financial satisfaction, varied between slightly positive and fairly positive. Garaigordobil and Perez (2003) concluded that the results obtained in studies that have assessed gender differences in self concept and self-esteem differ widely. In studies. showing gender differences, women are found to have lower global self concept however, other studies have failed to find any significant differences either in self-concept. Dost (2007) in the research about determining the life satisfaction of university students that life satisfaction of females is higher than males, and in the study about determining the life satisfaction of those working in the automotive sector by Keser (2005), it is reported that life satisfaction of females is higher than males. Sharma

(2011) investigated the job satisfaction of private school teacher in relation to their self-esteem and found that there is significant co-relation was found between self esteem and job satisfaction.

OBJECTIVES

1. To study life satisfaction of secondary school teachers in relation to their gender.
2. To study life satisfaction of secondary school teacher in relation to their self-esteem.

HYPOTHESES OF THE STUDY

The hypotheses of the study are as follows:

1. There exists no significant difference in the life satisfaction of female and male secondary school teachers.
2. There exists no significant difference in the life satisfaction of secondary school teachers with respect to self-esteem.

RESEARCH DESIGN

Sample

The sample of the study comprised of 104 secondary school teachers working in the schools of Gurdaspur district.

Tools used in the study

1. Life Satisfaction Scale (Singh & Joseph; 1996)
2. Self-esteem Inventory (Prasad&Thakur;1998)

Research methodology

The present study is designed to know the life satisfaction of secondary schoolteachers in relation to their self-esteem. Survey method was used to carry the study.

ANALYSIS AND INTERNSHIP

HYPOTHESIS I

Ho: There exists no significant difference in the life satisfaction of female and male secondary school teachers.

In order to test this hypothesis, mean and standard deviation life satisfaction of female and male secondary school teachers were calculated. The score of life satisfaction has been described in term of mean, S.D and t-value in the table.

Table 4.1: Showing Mean, SD and for score of male and female secondary school teacher.

Variable	Gender	N	Mean	Std. Deviation	Std. Error mean
Life Satisfaction Score	Female	84	146.45	13.939	1.521
	Male	20	149.45	11.404	2.550

Table 4.2: Showing t test of equality of Means

Variable		t-test for equality of means				
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Life Satisfaction score	Equal variances assumed	-0.892	102	.374	-20998	3.360

Therefore, the hypothesis H1 i.e. "There exists no significant difference in the life satisfaction of female and male secondary school teachers." is accepted for life satisfaction score. From the above discussion it is clear that the male and female teachers do not differ significantly on life satisfaction level. From the above results, we conclude that gender does not affect the life satisfaction.

HYPOTHESIS II

H1: There exists no significant difference in the life satisfaction of secondary school teachers with Positive, Balanced and Negative self-esteem.

To test the second hypothesis mean and standard deviation were calculated and one way ANNOVA was calculated to find difference between the sample Mean.

Table 4.3: Showing N, Mean and S.D of Positive, Balanced and Negative S.E

Self-esteem	N	Mean	Std. deviation
Positive	66	150.14	10.527
Balanced	16	141.94	22.735
Negative	22	141.41	9.854
Total	104		13.490

Table 4.4: Showing ANOVA, sum of squares, mean square between groups and within groups

	Sum of Squares	df	Mean squares	F	Sig.
Between groups	1746.885	2	873.443	5.190	.007
Within groups	16996.028	101	168.278		
Total	18742.913	103			

Therefore, the hypothesis H2 i.e. "There exists no significant difference in the life satisfaction of secondary school teachers with Positive, Balanced and Negative self-esteem." is rejected for life satisfaction score with $p=0.007 < 0.05$ at 95% confidence interval.

Table 4.5: Showing Multiples Comparisons between Positive, Balanced and Negative S.E with Mean Diff., Std.Error and Significant.

Self-esteem		Mean Difference	Std. Error	Significant
Positive	Balanced	8.199	3.615	0.065
	Negative	8.727	3.194	0.020
Balanced	Negative	0.528	4.262	0.992

As Significance of difference between life satisfaction of respondents with Positive, Negative and balanced Self Esteem came out to be Significant. So further post HOC Analysis was done to explore the difference between the sample groups. From table (4.3) it is clear that the difference is significant only between Sample with Positive and negative Self Esteem ($P=0.020 < 0.05$). From the mean value (table No. 4.4) it is clearly indicated the life satisfaction score of teachers with positive Self Esteem is much higher ($M=150.14$) than the teachers with negative self esteem ($M=141.4$)

CONCLUSION

From the above interpretation it can be concluded that life satisfaction of teachers vary with their self esteem and life satisfaction of teachers with positive self esteem is higher. So, it is recommended that congenial conditions to be provided to the teachers wherein they can have the opportunities to enhance their self-esteem which will ultimately lead to improve their life satisfaction.

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