



A Comparative Study Of Life Satisfaction Among Private School Female Teachers and Government School Female Teachers.

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Abstract

The purpose of this study was to evaluate the level of life satisfaction among female teachers in Aurangabad City, Maharashtra. A total of 100 teachers between the ages of 25 to 45, residing in Aurangabad, Maharashtra, participated in this study. The data was collected using a simple random sampling method. The life satisfaction scale developed by Q.G. Alam and Ramji Shrivastava was utilized to assess the participants' life satisfaction. The study hypothesized that there would be a significant difference in the life satisfaction levels between female teachers in private and government schools in Aurangabad, Maharashtra. The findings of the study confirmed this hypothesis, indicating a significant difference in the life satisfaction levels between female teachers in government and private schools in Aurangabad, Maharashtra.

Key words : Life satisfaction, Female school teachers.

Introduction

LIFE SATISFACTION:-

Life satisfaction refers to an individual's perception and evaluation of their own life. It is determined by various factors across different areas of life, such as cognitive development, social interactions, interpersonal relationships, education, experiences, economic stability, and living conditions. These factors collectively contribute to an individual's overall satisfaction with life. Satisfaction is a subjective state of mind that involves evaluating and appraising different aspects of life. It is important to note that the concept of life satisfaction encompasses a holistic evaluation of life, rather than just focusing on one specific aspect, such as excitement. Evaluations of life can vary in different ways, including how one feels, the extent to which expectations are met, and the desirability of various factors.

Life satisfaction assessments have been widely used in various psychosocial, educational, and medical settings to evaluate individuals. Two commonly used measures are the Satisfaction with Life Scale (SWLS) for adults, consisting of five items, and the Students' Life Satisfaction Scale (SSLS) for school-age children and adolescents, consisting of seven items.

These measures have proven to be reliable and valid, with strong psychometric properties such as high internal consistency and evidence of construct validity. However, while global measures provide an overall understanding of life satisfaction, they only partially explain the variance within specific life domains. To address this limitation, recent studies have incorporated domain-specific measures, taking a "bottom-up" approach to analyze specific domains and factors that contribute to an individual's overall sense of satisfaction.

The selection of domains is based on factors such as the age of the respondents, the importance of the domains, and the research questions at hand. Researchers like Robert Cummins, Michael Frisch, and others have developed multidimensional life satisfaction measures for both adults and youth. These measures have also demonstrated acceptable reliability and validity across different age groups and populations, similar to global measures.

In the view of Diener (1985), life satisfaction can be defined as a global evaluation of an individual's quality of life, based on the criteria they have personally chosen. It highlights the importance of subjective judgment and self-assessment in determining one's satisfaction with life, rather than solely relying on external factors or possessions (Shin & Johnson, 1978).

FIVE FACTORS OF LIFE SATISFACTION

1. The concept of enthusiasm versus laziness pertains to one's overall response to life, rather than being limited to specific activities like socializing or engaging in intellectual pursuits. For instance, an individual who exhibits enthusiasm for staying at home and reading would receive a high score on this scale, comparable to someone who is generally energetic. This scale takes into account not only physical and intellectual energy, but also other activities that require high levels of engagement (Neugarten et al., 1961).
- 2) The assessment of determination and strength focuses on the respondents' proactive embrace of personal accountability for their own lives, rather than simply tolerating or endorsing the circumstances they find themselves in. Erikson's notion of integrity aligns with this concept, as it pertains to the significance of life and the absence of apprehension towards mortality (Neugarten et al., 1961).
- 3) Measuring the congruence between desired and achieved goals allows for an evaluation of how satisfied or dissatisfied individuals are with their lives. This assessment involves comparing the goals individuals have set for themselves with what they have actually accomplished, highlighting the extent to which these goals align or deviate from each other (Neugarten et al., 1961).
- 4) The concept of self is formed by an individual's current emotional, physical, and intellectual state. Those who do not perceive themselves as old, yet still prioritize their appearance and perceive themselves as wise and capable, tend to have a higher self-concept. While past experiences of successful living may indirectly contribute to this aspect, they are not the sole determining factor.
- 5) Mood tone plays a significant role in determining one's level of optimism and happiness, as well as other positive emotional responses. Conversely, feelings of depression, sadness, loneliness, irritability, and pessimism would lead to extremely low scores. Evaluating life satisfaction involves a more intricate process than.

Review of Literature

In a study conducted by Totuka (2011), the focus was on examining the life satisfaction of both working and non-working women. Life satisfaction, in this context, refers to an individual's overall happiness, freedom from tension, and interest in life, among other factors. The objective of this particular study was to specifically investigate the life satisfaction of women aged 30-45 years who had two or more children. The sample size for this study consisted of 60 women, with an equal distribution of 30 non-working and 30 working women. To measure life satisfaction, the researchers utilized the life satisfaction scale developed by Singh and Joseph. The collected data was then analyzed using mean, standard deviation, and t-test. The findings of the study revealed that the life satisfaction of working women was higher compared to non-working women.

Dharmendra Kumar: Numerous psychological experiments have provided evidence that individuals vary in their abilities, interests, and overall life satisfaction, which are influenced by hierarchical and environmental factors. These factors have an impact on a person's overall personality. Due to these atmospheric conditions, as well as age and gender differences, variations in life satisfaction patterns can be observed. In the study presented, the level of life satisfaction among teachers working in private secondary schools and government-aided secondary schools was examined. The study included a random selection of 200 teachers from the Bijnor district, consisting of 100 male teachers and 100 female teachers. Dr. Promila Singh Raipur's life satisfaction measurement was used for data selection. Statistical analysis was conducted using the T-test. The findings revealed a difference in the level of life satisfaction between teachers working in private and government-aided secondary schools.

In their 2017 study, Iqbal, Mustafa, Shahzad, and Rattani examined the subject of "Positive organizational study: A comparison between Private and Government university teachers." T”

Objectives

- 1.To measure the standard of life satisfaction of female government school teachers and female private school teachers.
- 2.To do comparitive study of life satisfaction of government school teachers and private school teachers.

Hypothesis

- 1.There will be significant difference between the life satisfaction of female government school teachers and private school teachers.

Reserch Design

Sample

1. The data collection process employed the simple random sampling method, which involved selecting a sample of 100 female school teachers from both government and private schools in Aurangabad, Maharashtra. The age range of the participants in the sample was between 25 and 45 years. Among the 100 teachers, 50 were employed in government schools, while the remaining 50 worked in private schools.

Variable

Independent variable: Private school female teacher, Government school female teacher.

Dependent variable: Life satisfaction.

Tools

Life Satisfaction Scale: -

Q. G. Alam and Dr. Ramji Srivastava have developed a life satisfaction scale consisting of 60 items that require a simple Yes or No response. Although there is no time limit, it typically takes around 20 minutes to complete. The test-retest reliability of this scale was found to be .84, with a time gap of 6 weeks. In terms of validity, the scale correlates with Saxena's Adjustment Inventory and Srivastava Adjustment Inventory, yielding correlation coefficients of .74 and .82, respectively. Additionally, this scale demonstrates face validity. To standardize the scores, raw scores are converted to T scores.

Statistical analysis

In order to test the hypothesis, correlation and t-test were computed.

The purpose of present study is to find out if there is difference in level of life satisfaction of female teachers from government school and private school.

Table 1.

Gender	Study population
Female Private School teachers	50
Female Government School teachers	50
Total	100

Table-2 Mean score

Group	N	Mean	S.D	t- value
Female Private School teachers	50	142.5	2.45	= 1.87
Female Government School teachers	50	141.5	2.87	

Significant at 0.005 level

1. The data presented in the table indicates a notable contrast in the life satisfaction levels between female school teachers in private and government institutions. The mean difference between private and government female teachers (142.5, 141.5) is statistically significant, with a t-value of 1.87. It is evident that private female school teachers experience higher levels of life satisfaction compared to their counterparts in government schools.

Hence Hypothesis is accepted.

Discussion

1. In this research study, a total of 100 female school teachers participated, with an equal distribution of 50 private school teachers and 50 government school teachers. The aim of the study was to assess their level of life satisfaction using the life satisfaction scale developed by Q. G. Alam and Ramji Srivastava. The results showed that the mean score for life satisfaction was 142.5 for private school teachers and 141.5 for government school teachers. Additionally, the standard deviation was found to be 2.45 for private school teachers and 2.87 for government school teachers.

The data analysis revealed a significant difference in the life satisfaction scores between female private school teachers and female government school teachers. The key finding of this study is that female private school teachers reported a higher level of life satisfaction compared to their counterparts in government schools. This highlights the importance of considering the work environment and conditions when examining factors that contribute to life satisfaction among female teachers.

Conclusion

The findings indicate a notable distinction in the level of life satisfaction between female teachers in private schools and government schools in Aurangabad, Maharashtra.

This suggests that female employees in government schools and private schools do not experience the same level of satisfaction in their lives.

The study reveals that female teachers in private schools in Aurangabad, Maharashtra have a higher level of life satisfaction compared to their counterparts in government schools.

Limitations

1. The current study is restricted to Aurangabad, Maharashtra. Therefore, the data collected may not be applicable to a larger sample from different states, which should be considered in future studies.
2. The study was exclusively conducted on female teachers, hence the findings may differ for male teachers.
3. This study solely focused on the life satisfaction of teachers. In future studies, samples from other professions can be included for a more comprehensive analysis.

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