

Life Satisfaction of a Teacher; A journey of Positive Attitude

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Education is a continuous process. It may be formal, informal or non-formal. In formal education teacher has a very important place in improvement in education. Teacher's role in society has been changing with time but the importance of this position is same. The teacher is the pre-requisite of the success of educational programmes.

The main quality of the teacher is the positive attitude towards education. He or She must have the ability to get satisfied from their respective jobs. Therefore educational programme should inculcate the qualities in teacher, so that they may produce their best to impart education to students. The attitude of teacher towards education influences the nature and extent of their participation in the education and related educational programme. Developing teachers with desirable attitude or by shaping their attitude in desired, effective and productive learning on the part of pupils can be achieved. Education is a man making process; its specific role is to accelerate the holistic development of the body, mind, intellect and emotions.

The system of education in India has conformed to the ideals and the objectives that the people have been setting before themselves. Education is a continuous process and is promoted by almost every experience in life. Everyone who remembers his own educational experience remembers teachers, not their method and techniques.

Life satisfaction

Life satisfaction is among the primary elements that people need to possess so that they can be happy in their lives and their lives can make sense. Life satisfaction is one of the subjects, being in the center of attention of the humankind for centuries. "Life satisfaction consists of a cognitive component of subjective well-being and the cognitive judgments of the person related to his/her life. In the positive psychological literature, the idiom of subjective well-being is generally expressed as happiness. Subjective well-being is composed of three different components including positive emotions, negative emotions and life satisfaction. The positive and negative emotions constitute the affective/emotional dimension of subjective well-being. Life satisfaction also constitutes the cognitive or judgmental dimension of subjective well-being.

Life satisfaction of an individual is influenced by various factors like age, education, occupation, health – status, family background, economic status, social participation, religions and leisure time activities. Age is one of the factors influencing life satisfaction. Age of the

respondent and length of the service generally go hand in hand. As age increases, an individual's experience capacities and training also increases.

Life satisfaction is the essence of meaningful survival of an individual in a society. Life is to live and living is to make the life meaningful. In this context meaningful means attributing values to life in each sphere of living. It is a simple logic to understand the essence of life only when living is attributed by satisfaction.

The satisfaction is referred to all types of happiness. A life is said to be satisfied only when it is to live. In other words it means, when living becomes productive and useful to both the individual as well as society, satisfaction remains present.

Productivity of life is valuable not to the individual itself but also to the wholesome welfare of the society. A human is said to have life satisfaction only when he is living in the society, having economic and educational spheres balanced and thus develops a balanced personality. Here personality denotes combination of multifold complex aspects both individual as well as social. A man also feels satisfied when he or she possess a sound body and a sound mind. It is therefore concluded that a man who has life satisfaction is a man to whom society considers its assets.

Life satisfaction also refers to a cognitive or judgmental process and is defined as the general evaluation of life qualities according to the criteria that the individuals select on their own. The judgmental process of satisfaction is based on how the individual compares the conditions, which they are in, with the appropriate standards. It is emphasized that the judgments of the individuals about the extent to which they are satisfied are based on a comparison of the current course with the standards that the individual has identified (not imposed outwardly) for their own.

Life satisfaction can also be defined as the situation or result that is achieved by comparing the expectations of a person with those in their possession, as positive evaluation of the whole life by a person in a way that conforms to the criteria that the person himself/herself determines and an important element of comprehensive happiness, the sum of human beliefs and evaluations about life, or the general attitude of person about their life.

According to Shin and Johnson, in general, life satisfaction is evaluation of the quality of life by the individual according to criteria that he/she determines. Life satisfaction can be defined as the level of the positive development of all qualities of life as a whole. Life satisfaction is not related a specific area and can be defined as a positive assessment of the whole life, and therefore the fact that the individual is satisfied with only their work does not mean that they are satisfied with their life.

Work satisfaction may increase life satisfaction but it does not replace it. The object of life satisfaction is all of the areas of life. The fact that positive evaluations of the individual about life are higher than negative evaluations indicates that the quality of life is high, too.

Appleton and Song argue that life satisfaction comprises six different components. These components can be classified as;

- (1) Income level of the person
- (2) Occupation and social status
- (3) Possessed possibilities and social mobility
- (4) Welfare conditions
- (5) Current government policy
- (6) Environment, family and social relations

Diener states that “life satisfaction has a dynamic structure that may change according to the current living conditions and personal standards of the person.”

Life satisfaction of individuals can be affected by many things. Some of these are happiness obtained from daily life, meaning attributed to the life adaptation to achievement of objectives, positive individual identity, that the person feels physically good, economic, security and social relations.

Social relationships represent an important living space 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 married or living together with a partner affects life satisfaction positively like having a social circle. Relationships of people with their friends are as important as those relationships with the family members.

The main factors affecting life satisfaction can be categorized as –

- Freedom
- Democracy
- Open-minded
- Active
- Political stability

The feeling of the control of one’s own life in their own hand, being physically and spiritually sound, being married, having good relationships with family and friends, doing sports, living in a secure region, having wide social circle, positive individual identity. When the literature was examined, any researches searching the perceptions of life satisfaction of the teachers working

in public primary schools were not encountered. With this research, it was tried to determine how the perceptions of the teachers in public primary schools about life satisfaction are.

Life Satisfaction and Teaching Attitude

Teachers having favorable attitude towards their profession are generally successful, properly adjusted and well satisfied with their life. This view is well supported by the findings of studies conducted by Kalanidhe (1965), Teiland (1966), Niedt & mellund (1967), Yee (1968), Aaron (1969), Bhogle (1970)Singh.

H.L. (1974) in his study conducted on 517 higher secondary school teachers of union territory of Delhi found that there were a positive and significant relationship between scores on attitude and scores on satisfaction. Saxena , Nirmal (1990) conducted a study on 600 teachers and conducted that attitude towards teaching was positively but not significantly related to job satisfaction. Sharma (1991) working on a sample of 100 teachers from ten high and higher secondary schools of ferozpur, reported a high positive correlation (0.42) between teachers job satisfaction and their attitude towards teaching profession.

Conclusions

The following conclusions were drawn from the above discussions:

1. There is no significant difference in life satisfaction among rural and urban school teachers.
2. There is no significant difference in life satisfaction among rural and urban school teachers in relation to gender. Life satisfaction among male and female school teachers do not differ significantly.
3. Life satisfaction of rural and urban school teachers having different levels of teaching experiences do not differ significantly.
4. (a). There exists positive but no significant relationship between life satisfaction and teaching attitude among rural school teachers.
(b). There exists positive but no significant relationship between life satisfaction and teaching attitude among urban school teachers.

Recommendations

Based on the discussion and above mentioned conclusion, the following suggestions are extended –

1. In-service training courses organized for teachers should include the subjects related to behavioral development and specifically life satisfaction.
2. The factors that affect teachers' future expectations in the negative direction should be investigated in depth and measures should be taken to make them more optimistic for the future.
3. School administrators should evaluate teachers not only as organizational citizens but also as a whole with school and non-school life. Schools should also be sensitive to the life off the school and needs of their employees.
4. Positive communication should be adopted and fostered to increase life satisfaction in schools. Designing the organizational communication structure in order to meet the needs of the teachers should be the basic approach. Thus, negative situations such as alienation and conflict will be replaced with consciousness, happiness and satisfaction.
5. Providing the teachers with detailed information both about the school and their jobs and performances increases the job satisfaction as well as life satisfaction.

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