



A Comparative Study of Life Satisfaction Among Scheduled Caste And Non-Scheduled Caste Teachers

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ABSTRACT

Teachers have a very pivotal role in the social reconstruction and transmission of knowledge & experience of one generation to another. Children who are real potential wealth of the nation are exposed to the teacher's influence. The teacher's entire personality is reflected on the minds of the students. If the teacher is satisfied, he will do full justice with his profession. This study is an attempt to compare the life satisfaction of Scheduled caste teachers and non Scheduled caste teachers using Life satisfaction scale by Promila Singh & George Joseph (2005). Results revealed that Non scheduled caste teachers were found to be significantly more satisfied than scheduled caste teachers. Female teachers are significantly more satisfied with their life than male teachers. Male scheduled caste teachers are significantly more satisfied than male non-scheduled caste teachers in Females trend is opposite. Only for experience group II (8-24 years), scheduled caste teachers are more satisfied.

KEYWORDS : Life Satisfaction ,Scheduled Caste ,Non-Scheduled caste Teachers, experience

Introduction

Life satisfaction is the extent to which an individual's needs are satisfied and the extent to which the individual perceives that satisfaction as stemming from his total life situations. Life satisfaction is not a generalised term. It is situation specific. It could be intrinsic as well as extrinsic. Psychological and environmental conditions make it a complex concept. So life satisfaction can be defined as: "the extent to which a person is pleased or satisfied by the content or environment or is displeased or frustrated by inadequate life conditions and environmental situations".

Life satisfaction is distinct from life domain satisfaction and subjective well being. Life satisfaction is determined both by personality and environment. A great deal of work has investigated whether life satisfaction is a stable, enduring trait or whether it is a variable that is highly influenced by external events and life circumstances. Alternatively, will a person's stable characteristic patterns of responding to events determine his or her life satisfaction, such that the individual remains satisfied (or dissatisfied) despite changes in income, social relationships, employment, or other significant life events.

Coke (1992), Park (1992), Andre Bishay (1996), Mwamwenda, Tuntufye S. (1997), Sundram (1998) Athanasious, (2001), Kaur H. (2003), concluded that gender does not play significant role in the determination of life satisfaction.

Inglehart (1990), Sundararajan & Ashrafullah (1990), Sundararajan & Minnalkodi (1991), Dass & Panda (1995), Hosley & Lavery (1995), Okma & Veenhoven (1996), Diener & Suh (1998), Fraser, Draper and Taylor (1998), Archer (1999), Bird (2000), Naylor (2001), showed a significant positive relationship between experience and job satisfaction.

Statement Of The Problem

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Objectives

1. To compare Life Satisfaction among scheduled caste and non-scheduled caste teachers.
- 2.(a) To compare Life Satisfaction among male & female scheduled caste and non-Scheduled caste teachers.
3. To compare Life Satisfaction among scheduled caste and non-scheduled caste teachers belonging to different levels of experience.

Hypotheses

1. There exists a significant difference in life satisfaction of scheduled caste teachers and non-scheduled caste teachers.
2. There exists a significant difference in life satisfaction of scheduled caste teachers and non-scheduled caste teachers on the basis of gender.
3. There exists a significant difference in life satisfaction of scheduled

caste teachers and non-scheduled caste teachers on the basis of experience.

Tools Used:

Besides the personal data form to obtain sex, caste and experience of the teachers, following standardized tools were used:-

- (1) Life satisfaction scale by Dr. (Mrs.) Promila Singh & George Joseph (2005).

Delimitations of the Study

- (i) Present study was delimited to 500 teachers.
- (ii) The study was delimited to the state of Punjab only

Analysis & interpretation

Hypotheses 1. There exists a significant difference in life satisfaction of scheduled caste teachers and non-scheduled caste teachers.

TABLE 1.1

Significance of difference between the Means of Total Life Satisfaction scores among Scheduled Caste and Non Scheduled Caste Teachers

Sr. No.	Group	Mean	SD	t
1	Scheduled Caste Teachers	125.1	5.71	14.0267*
2	Non Scheduled Caste Teachers	134.26	8.89	

* significant at 0.01 level of significance

Table 6.1 shows that the values of t ratio indicating the significance of difference between the means is 14.026 and this value is significant, implying that there exists a significant difference between the means of total life satisfaction scores among scheduled caste and non-scheduled caste teachers. So hypothesis I is accepted. Non scheduled caste teachers were found to be significantly more satisfied than scheduled caste teachers.

Hypotheses 2. There exists a significant difference in life satisfaction of scheduled caste teachers and non-scheduled caste teachers on the basis of gender.

TABLE 1.2

Significance of difference between the Means of Total Life Satisfaction scores among Male and Female Teachers

Group	N	Mean	SD	CR
Male Teachers	260	125.15	5.03	7.905**
Female Teachers	240	129.75	7.61	
Male SC Teachers	101	125.9	8.74	1.258
Male Non SC Teachers	159	124.6	8.58	
Female SC Teachers	99	124.	7.87	6.50**
Female Non SC Teachers	141	133.227	12.27	

** significant at 0.0 level of significance

Table 6.21 reveals that the variable of sex causes variation in the life satisfaction of teachers and female teachers are significantly more satisfied with their life than male teachers .

Table 1.2 reveals that there is no difference in life satisfaction of male scheduled castes non-scheduled caste teachers.

Female non-scheduled caste teachers were found to be significantly more satisfied with their life then their counterpart scheduled caste teachers (t=6.50 vide table 1.2). So Hypothesis 2 is partially accepted.

Hypotheses 3. There exists a significant difference in life satisfaction of scheduled caste teachers and non-scheduled caste teachers on the basis of experience.

Teachers were classified into three groups on the basis of their experience .Teachers with experience in the lower 27 per cent range (upto 7 years) were considered as belonging to group I, those with experience in the (8 to 24 years) to group II, those with experience in the upper 27 per cent range (25 years and onwards) to group III .

TABLE 1.3
Significance of difference between the Means of Life Satisfaction scores among Scheduled Caste and Non scheduled Caste Teachers in the experience groups

experience group	Group	N	Mean	SD	t
I	Scheduled Caste Teachers	55	123.09	9.61	1.30NS
	Non scheduled Caste Teachers	80	125.25	9.16	
II	Scheduled Caste Teachers	114	128.86	10.37	2.307**
	Non scheduled Caste Teachers	137	126.16	7.63	
III	Scheduled Caste Teachers	31	126.29	16.22	0.579NS
	Non scheduled Caste Teachers	83	128.13	11.53	

NS stands for non significant

Table 1.3 reveals that non-scheduled caste teachers with teaching experience upto 7 years and with 25 years & onwards are equally satisfied with their life than scheduled caste teachers with the same teaching experience , because the value of t indicating the significance of difference between the means is 1.30 which is not significant .

It shows that for experience group II the mean of life satisfaction scores of scheduled caste teachers is higher than that of non-scheduled caste teachers , meaning thereby that scheduled caste teachers of this experience groups are more satisfied than their non-scheduled caste counterparts as evident from the difference between the means which is significant (Values of t being 2.307)

These findings lead to the partial acceptance of hypothesis 3 as the scheduled caste teachers with experience 8 to 24 years have been found to be significantly more satisfied than non-scheduled caste teachers of the same experience group where as in other two cases non-scheduled caste teachers are more satisfied although difference is not significant .

Conclusions

1. There exists a significant difference between the means of total life satisfaction scores among scheduled caste and non-scheduled caste teachers. Non scheduled caste teachers were found to be significantly more satisfied than scheduled caste teachers.

2. Female teachers are significantly more satisfied with their life than male teachers. Male scheduled caste teachers are significantly more satisfied than male non-scheduled caste teachers . Female non-scheduled caste teachers were found to be significantly more satisfied with their life then their counterpart scheduled caste teachers .

3 . Non-scheduled caste teachers with teaching experience upto 7

years and with 25 years & onwards are equally satisfied with their life than scheduled caste teachers with the same teaching experience . For experience group II scheduled caste teachers are more satisfied than their non-scheduled caste counterparts .

Implications

Teachers do not enter the profession expecting to become wealthy. They become teachers because they are dedicated to giving children the knowledge that will enable them to live their lives to the full. The greatest boost for teachers comes by allowing them to fulfill their numerous roles which come with being a teacher & thus do their job effectively. When pupils succeed , teachers feel good about themselves , there is no room for boredom & dissatisfaction. This in turn will lead them to succeed in their life & they can contribute better to the education system making it successful . Successful education system can lead to the solution of many problems of the society. Teacher educators, state supervisors and principals should recognize & emphasize personal life factors that appear to make teachers and potential teachers feel positive about the job they are doing in the classroom. Professional educators on all levels should exude the personal rewards of teaching to prospective students. Education professionals should review the findings & implement programs & activities to enhance factors that the teachers perceive to be positively impacting their performance. Strategies should be developed to teach beginning teachers how to recognize the importance of teacher fulfillment & self satisfaction. There should be some well planned program for checking the teachers who become slackened in performing their duties after they feel that are secure in their jobs. Some sort of program that followed in U.S.A. of renewing the licenses for teaching after 5 Yrs should be followed in India.

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