LIFE SATISFACTION AMONG RURAL AND URBAN SCHOOL TEACHERS OF PUNJAB IN RELATION TO THEIR TEACHING ATTITUDE

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Abstract:
The present study was an attempt to examine the relationship of Life Satisfaction with Teaching Attitude among rural and urban school teachers of Punjab. For this study 600 teachers from five districts of Punjab were taken. Life Satisfaction Scale by Dr. (Mrs.) Promila Singh and George Joseph (2005) and Ahluwalia’s Teacher Attitude Inventory (2002) was used to collect the data. The study revealed that there exists positive but non significant relationship between life satisfaction and teaching attitude among rural school teachers and positive but non significant relationship between life satisfaction and teaching attitude among urban school teachers.

Key Words: Life Satisfaction, Teaching Attitude, Rural and Urban School Teachers.

Introduction
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/She must have the ability to get satisfied from their respective jobs. So educational programme should inculcate the qualities in teacher, so that he/she may be in his best position 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. By 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 lifelong process and is promoted by almost every experience in life. Everyone who remembers his own educational experience remembers teachers, not his/her method and techniques.

Life satisfaction
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. By 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. By satisfaction, it 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 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 in a balanced personality. By personality it is meant a 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.

(Bonham and Johnson 1982) Life satisfaction is a sum total of the perception of an individual towards his various aspects of life. It is his life in family, society and the environment he lives in. life satisfaction is attained when a
person needs are fulfilled to his interaction with his environment. Life satisfaction is the subject’s general feelings of well busy and contentment.

Maddox (1987) used the concept of life satisfaction as one’s subjective evaluation of the overall quality of inner experiences along positive and negative continuaums.

Teaching attitude
Attitude is readiness to react towards against some situation, person or thing in a particular manner. The attitude, ideas, feelings and interests of a child is influenced by the organization of his family, thinking of parents and customs of the society. There are two types of attitudes – optimistic and pessimistic. An optimistic person is one who has positive attitude, positive outlook towards life and positive goals; whereas a pessimistic person is one who has negative attitudes, negative outlook towards life and has no definite goals.

Technically an attitude is a tendency or predisposition towards a certain time of reaction. It has been used as catchall term for the whole body of one’s positively enduring but modifiable tendency or readiness on the part of a person behave in a particular way towards some object, person or issue. These involve the knowledge of emotion. Attitude results from personal desires and group formulation. Attitude is a degree of positive and negative effect associated with one psychological objects i.e. any symbol, phrase, slogan, person, ideal, idea or attitude. From this it can be said that an attitude has two basic characteristics.

Wundt (1952) opines that knowledge of teacher’s attitude towards various groups contacted in the schools provided information helpful in assessing the total teacher personality.

Good (1959) “attitude is readiness to react towards or against some situations, person or thing or resentment to particular degree of intensity.”

Katz (1960) defines attitude as a pre-disposition of the individual to evaluate some symbol or object or aspect of his world in a favorable or unfavorable manner.

Life Satisfaction and Teaching Attitude
Teaching 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.

OBJECTIVES OF THE STUDY ARE:

1. To study life satisfaction among rural & urban school teachers.
2. To study life satisfaction among rural & urban school teachers in relation to gender.
3. To study life satisfaction among rural & urban school teachers belonging to different levels of experiences.
4. To study the relationship between life satisfaction and teaching attitude among rural & urban school teachers.

Hypotheses
1. There will be no significant difference in life satisfaction among rural and urban school teachers.
2. There will be no significant difference in life satisfaction among rural and urban school teachers in relation to gender.
3. There will be no significant difference in life satisfaction among rural and urban school teachers belonging to different levels of experiences.
4. (a) There will be a significant positive relationship between life satisfaction and teaching attitude among rural school teachers.
4. (b) There will be a significant positive relationship between life satisfaction and teaching attitude among urban school teachers.

**Methodology**

A proper methodology is required to carry out research work. The present research was a Descriptive research. Survey method was followed to conduct the present study.

**Sample**

The present study was conducted on secondary school teachers working in Government Schools of state of Punjab. The sample of 600 school teachers will be selected. 300 Urban school teachers out of which 150 will be male school teachers and 150 will be female school teachers. 300 Rural school teachers out of which 150 will be male school teachers and 150 will be female school teachers.

**Tools**

The following tools was used for the purpose of data collection:

1. Life Satisfaction Scale by Dr. (Mrs.) Promila Singh and George Joseph (2005).
2. Ahluwalia’s Teacher Attitude Inventory (2002).

**Results and Discussions**

Hypothesis No. 1: There will be no significant difference in life satisfaction among rural and urban school teachers.

**Table 1**

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>S.D.</th>
<th>N</th>
<th>t-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural School Teachers</td>
<td>124.053</td>
<td>23.407</td>
<td>300</td>
<td>.537NS</td>
</tr>
<tr>
<td>Urban School Teachers</td>
<td>124.033</td>
<td>23.476</td>
<td>300</td>
<td></td>
</tr>
</tbody>
</table>

NS stands for non – significant value.

Table 1 shows that the value of mean of life satisfaction among rural and urban school teachers are 124.053 and 124.033 respectively and the corresponding values of SD are 23.407 and 23.476. The value of critical ratio indicating the significance the difference between the means is .537 and the value is non significant. So hypothesis 1 which states that there will be no significant difference in life satisfaction among rural and urban school teachers is accepted. It may be concluded that life satisfaction among rural and urban school teachers are not differ significantly.

Hypothesis No:2 There will be no significant difference in life satisfaction among rural and urban school teachers in relation to gender.

**Table 2**

36
Significance of difference between mean scores of life satisfaction among rural and urban school teachers in relation to gender.

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>S.D.</th>
<th>N</th>
<th>t – ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Teachers (Rural and Urban)</td>
<td>124.863</td>
<td>24.143</td>
<td>300</td>
<td>.843NS</td>
</tr>
<tr>
<td>Female Teachers (Rural and Urban)</td>
<td>123.261</td>
<td>22.708</td>
<td>300</td>
<td></td>
</tr>
</tbody>
</table>

Table 2 shows that the value of mean scores of life satisfaction among male and female school teachers are 124.863 and 123.261 respectively and the corresponding values of SD are 24.143 and 22.708. The value of critical ratio indicating the significance of difference between the means is .843 and this value is not significant. So, hypothesis 2 which states that there will be no significant difference in life satisfaction among rural and urban school teachers in relation to gender is accepted. It may be concluded that life satisfaction among male and female school teachers is not differ significantly and they are equally satisfied.

Hypothesis No: 3 There will be no significant difference in life satisfaction among rural and urban school teachers belonging to different levels of experiences.

Table 3

Significance of difference between mean scores of life satisfaction among rural and urban school teachers having 0 to 17 teaching experiences.

<table>
<thead>
<tr>
<th>Teaching Experience (0 to 17 years)</th>
<th>Mean</th>
<th>SD</th>
<th>N</th>
<th>t - ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural Teachers</td>
<td>123.79</td>
<td>22.679</td>
<td>148</td>
<td>.346 NS</td>
</tr>
<tr>
<td>Urban Teachers</td>
<td>122.872</td>
<td>22.993</td>
<td>149</td>
<td></td>
</tr>
</tbody>
</table>

NS Stands for non-significant value.

Table 4

Significance of difference between mean scores of life satisfaction among rural and urban school teachers having more than 17 years of teaching experience.

<table>
<thead>
<tr>
<th>Teaching Experience (17+ years onwards)</th>
<th>Mean</th>
<th>SD</th>
<th>N</th>
<th>t – ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural Teachers</td>
<td>124.309</td>
<td>24.168</td>
<td>152</td>
<td>.315NS</td>
</tr>
<tr>
<td>Urban Teachers</td>
<td>125.179</td>
<td>23.965</td>
<td>151</td>
<td></td>
</tr>
</tbody>
</table>

NS stands for non-significant value.

Table 3 shows that the value of mean of life satisfaction among rural and urban school teachers having 0 to 17 yrs of teaching experience are 123.79 and 122.872 respectively and the corresponding values of SD are 22.679 and 22.993. The value of critical Ratio indicating the significance of difference between the means is .346 and this value is not significant. Also table 4 shows that the value of mean of life satisfaction among urban and rural school teachers having 17+ years of teaching experience are 124.309 and 125.179 respectively and the corresponding values of SD are 24.168 and 23.965. The value of critical ratio indicating the significance of difference between the means is .315 and this value is not significant. Hence hypothesis 3 which states that there will be no significant difference in life satisfaction among rural and urban school teachers belonging to different levels of experiences is accepted.

Hypothesis No: 4(a) There will be a significant positive relationship between life satisfaction and teaching attitude among rural school teachers.

Table 5

Relationship of Life Satisfaction with Teaching Attitude among rural school teachers.
Product moment correlation was worked out between life satisfaction and teaching attitude among rural school teachers, the value of correlation is presented in the table 5.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Number</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Satisfaction</td>
<td>300</td>
<td>.098</td>
</tr>
<tr>
<td>Teaching Attitude</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Significant at 0.05 level = 0.113
- Significant at 0.01 level = 0.148

Table 5 reveals that the value of Correlation i.e. \( r = .098 \) at 298/2 d.f. which is positive and not significant at 0.05 level of significance. Therefore the hypothesis 4(a) which states that there will be a positive significant relationship between life satisfaction and teaching attitude among rural school teachers is rejected. It is found that there is positive relationship between the life satisfaction and teaching attitude among rural school teachers.

Hypothesis No. 4(b) There will be a significant positive relationship between life satisfaction and teaching attitude among urban school teachers.

Table 6

Relationship of life satisfaction with Teaching Attitude among urban school teachers.

Product Moment Correlation was worked out between life satisfaction and teaching attitude among urban school teachers, the value of correlation is presented in the table 6.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Number</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
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</tbody>
</table>

- Significant at 0.05 level = 0.113
- Significant at 0.01 level = 0.148

Table 6 reveals that the value of correlation i.e. \( r = .067 \) at 298/2 d.f. which is positive but not significant at 0.05 level of significance. Therefore the hypothesis 4(b) which states that there will a positive significant relationship between life satisfaction and teaching attitude among urban school teachers is rejected. It is found that there is positive relationship between the life satisfaction and teaching attitude among urban school teachers.

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 is not differ significantly.

3. Life satisfaction of rural and urban school teachers having different levels of teaching experiences is not differ significantly.

4 (a). There exists positive but non significant relationship between life satisfaction and teaching attitude among rural school teachers.

4 (b). There exists positive but non significant relationship between life satisfaction and teaching attitude among urban school teachers.

References


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