



LIFE SATISFACTION AMONG PROSPECTIVE TEACHERS OF CHANDIGARH

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ABSTRACT

Life is full of adventure and struggle. Satisfaction is strong desire of every human. Life is progressive so it is very significant to know about living satisfied. Life satisfaction is affected by various internal and external factors. This study was conducted on a sample of one hundred students of B.Ed. in Govt. College of Education, Sec -20 D, Chandigarh. It was found that there was no significant difference in life satisfaction among prospective teachers based on gender, and locality. But there was a significant difference in level of Life Satisfaction between prospective teachers in Science and Arts backgrounds.

KEYWORDS: Satisfaction, attitude, Climate, Significant, adaptive.

INTRODUCTION

Satisfaction refers to the fulfillment or gratification of desires, feelings or expressing pleasures, happiness, optimism. It includes the ability of relaxation in life. Life satisfaction refers to positive thinking that helps an individual to live a happy life and deal with our problems and difficulties well (Kumar & Ghorai, 2020). Satisfaction with one's life is an acceptance of one's life circumstances, and the fulfilment of own desires in life as a whole. Life satisfaction is a deep evaluation of the quality of one's life. it is inherently an judgements of life satisfaction have a large cognitive components (Patel & Shetty, 2020). Spiritual intelligence impacts the Quality of Life (Gupta & Malhotra, 2018). Life satisfaction levels vary according to income levels and place variables (Gokalp & Topal, 2019). Life satisfaction and locus of control differs by gender (Tas & Iskender, 2018). Happiness and adaptive perfectionism contribute positive impact of daily life and low magnitude of happiness and maladaptive perfectionism leads to negative impact of life satisfaction (Shaheen & Shaheen, 2015). Job Satisfaction is the fulfillment and gratification that comes from work. It is not the money, the benefits or the vacations. Many people get considerable satisfaction from doing ordinary jobs. (Banerjee, 2015). Migration and immigration provide new experiences gained while studying abroad. It makes satisfying adaptation for better life for better level of satisfaction with life (Nilsson & Stalnacke, 2019). Related studies found that mental well-being contributes to attain happiness and life satisfaction (Kadadi, 2020), effect on the Job well -being, positive effect, and life satisfaction with mediating role of strengths use (Naami et.al. 2020). Job satisfaction of the teachers have a significant effect on their life satisfaction (Aydintan & Koc, 2016), Employment instability is related to job burden and satisfaction with life and family burden, goal and satisfaction of life are also related (Jung,

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2017), participants possessing high levels of education reported higher level in job and life satisfaction (Yesilyaprak & Boysan, 2014).

SIGNIFICANCE OF THE STUDY

The climate influences all activities in an organization directly or indirectly and is affected by almost everything that occurs in the organization (Johney & Pradeep, 2020). The attitude of teachers towards education influences the nature and extent of their participation in education and related educational programme (Mathur & Kakkar, 2019). The specific situations determine life satisfaction. The satisfaction with one's life reflects in addition to various experiences, and behavior of the person. Life satisfaction is an indicator of the quality of life and emotional adjustment (Salkic & Munich, 2019). Most of the adolescents are living with depression due to life possessing the certain characteristics, like rebelliousness, aggression, impulsivity, and insecurity (Mridula & Kumar, 2018).

OBJECTIVES OF THE STUDY

1. To study the level of life satisfaction among prospective teachers.
2. To compare the level of life satisfaction among prospective teachers on basis of Gender, Locality, and stream.

HYPOTHESES OF THE STUDY

1. There is no significant difference in life satisfaction among rural and urban prospective teachers.
2. There is no significant difference in life satisfaction among male and female prospective teachers.
3. There is no significant difference in life satisfaction among Arts and Science prospective teachers.

POPULATION & SAMPLE

All the B.Ed. students enrolled in Chandigarh (UT) were constituted the population. Random sampling technique was used and a sample of 95 students was studied in this research by descriptive research methodology.

TOOLS USED

A self-developed scale by the researchers of Life Satisfaction was used to collect data from the sample. The researchers developed a self-developed test of Life Satisfaction consisting of 40 items consisting of five choices Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree and were scored as 1, 2, 3, 4 & 5 respectively. The score range was 200-40. The score range 160-200 described Excellent level of Life Satisfaction, 121-160 Above average Life Satisfaction, 81-120 average Life Satisfaction and score 41-80 was below average Life Satisfaction, and below score 41 refers to poor level of Life Satisfaction.

STATISTICAL TECHNIQUES



Descriptive statistics i.e. mean, standard deviation, and t-test were used to study the significant differences among the variables.

ANALYSIS AND INTERPRETATION

The results of the present study are analyzed in the following two sections:

Section I: Level of life satisfaction of prospective teachers.

Section II: Comparison of Level of Life Satisfaction of Prospective Teachers studying in Colleges of Education on the basis of Gender, Locality, and Stream.

1. To study level of Suicidal thoughts among prospective teachers of Chandigarh.

Table No. 1

Sr. No.	Level of Life Satisfaction	Range of Scores	No. of Students	Percentage
1	Excellent	161-200	15	15.78
2	Above Average	121-160	25	26.31
3	Average	81-120	33	34.73
4	Below Average	41-80	19	20.00
5	Poor	Below 41	03	3.15

It is analyzed from Table No. 1, that 15 students i.e. 15.78 percent of prospective teachers have an excellent level of Life Satisfaction, 25 students i.e. 26.32 percent of prospective teachers have an above average level of Life Satisfaction, 33 students i.e. 34.75 percent of prospective teachers have an average level of Life Satisfaction, 19 students, i.e. 20.00 percent of prospective teachers have an below average level of Life Satisfaction, and 03 students i.e. 3.15 percent of prospective teachers have an poor level of Life Satisfaction.

2. To study level of Suicidal thoughts among prospective teachers of Chandigarh based on Locality, Gender and Stream

Table No. 2.

Sr. No.	Variable	Mean	SD	Interpretation
1	B.Ed. Students	111.40	41.27	Average Level of Life Satisfaction
2	Rural	108.33	46.93	Average Level of Life Satisfaction
3	Urban	107.22	37.40	Average Level of Life Satisfaction
4	Male	109.31	41.95	Average Level of Life Satisfaction
5	Female	112.31	41.27	Average Level of Life Satisfaction
6	Science	119.39	41.78	Above Average Level of Life Satisfaction
7	Arts	104.78	40.50	Average Level of Life Satisfaction

It is analyzed from Table No. 2 that B.Ed. students have mean value 111.4, which shows average level of Life Satisfaction, Rural students have 108.33, Urban students have 107.22, Male students have 109.31, Female students have 112.31 all have an average level of life satisfaction. Science



Students have 119.39 and have above average level of Life Satisfaction, While Arts students have 104.78, and an average level of Life satisfaction.

Section II: Comparison of Level of Life Satisfaction of Prospective Teachers studying in Colleges of Education on the basis of Gender, Locality, and Stream.

1. There is no significant difference in life satisfaction among rural and urban prospective teachers.

Table No. 3.

Locality	N	Mean	SD	Df	t-Value
Rural	32	117.43	46.93	93	0.949
Urban	63	108.33	37.40		

Entries in the table-3 show the mean differentials (t-test) of perceptions of rural and urban level of Life Satisfaction. From the table, it is clear that mean and standard deviation for rural group is found to be 117.43 and 46.93 respectively. Likewise, the mean and standard deviation for urban group is found to be 108.33 and 37.40 respectively. „t“-ratio is calculated as 0.949 which is less than the „t“- value 1.99, at 0.05 level of significance at df = 93. This shows that the obtained „t“- value is not significant at 0.05 level of confidence. Therefore, it is clear from the results that mean scores of both the groups do not differ significantly with respect to their level of Life Satisfaction. Also, the mean score of Prospective teachers from rural background is High in comparison to mean score of their counterparts from urban background. So, the null hypothesis that There is no significant difference in life satisfaction among Rural and Urban prospective teachers is accepted.

2. There is no significant difference in life satisfaction among male and female prospective teachers.

Table No. 4.

Gender	N	Mean	SD	df	t-Value
Male	11	109.32	41.95	93	0.323
Female	84	112.31	41.27		

Entries in the table-4 show the mean differentials (t-test) of level of Life Satisfaction of male and rural students. From the table, it is clear that mean and standard deviation for Male group is found to be 109.32 and 41.95 respectively. Likewise, the mean and standard deviation for Female group is found to be 112.31 and 41.27 respectively. „t“-ratio is calculated as 0.323 which is less than the „t“- value 1.99, at 0.05 level of significance at df = 93. This shows that the obtained „t“- value is not significant at 0.05 level of confidence. Therefore, it is clear from the results that mean scores of both the groups do not differ significantly with respect to their level of Life Satisfaction. Also, the mean score of Prospective teachers from Male is High in comparison to mean score of their counterparts from female. So, the null hypothesis that there is



no significant difference in life satisfaction among Male and Female prospective teachers is accepted.

3. There is no significant difference in life satisfaction among Science and Arts prospective teachers.

Table No. 5

Stream	N	Mean	SD	df	t-Value
Science	19	119.39	41.78	93	2.110
Arts	76	112.31	40.50		

Entries in the table-5 show the mean differentials (t-test) of level of Life Satisfaction of male and rural students. From the table, it is clear that mean and standard deviation for Science group is found to be 119.39 and 41.78 respectively. Likewise, the mean and standard deviation for Arts group is found to be 112.31 and 40.50 respectively. „t“-ratio is calculated as 2.110 which is more than the „t“- value 1.99, at 0.05 level of significance at $df = 93$. This shows that the obtained „t“-value is significant at 0.05 level of confidence. Therefore, it is clear from the results that mean scores of both the groups differ significantly with respect to their level of Life Satisfaction. Also, the mean score of Prospective teachers from Science stream is High in comparison to mean score of their counterparts from Arts stream. So, the null hypothesis that there is no significant difference in life satisfaction among Science and Arts stream prospective teachers is rejected.

FINDINGS

1. It is analyzed that Prospective teachers had an average level of Life Satisfaction. Rural students, Urban students, Male students, Female students all have an average level of life satisfaction. Science Students have above average level of Life Satisfaction, While Arts students have an average level of Life satisfaction.
2. Prospective teachers from rural background had no significant difference in level of Life Satisfaction comparison to urban background.
3. Male Prospective teachers had no significant difference in level of Life Satisfaction comparison to Female.
4. Prospective teachers from Science stream had above average level of Life Satisfaction in comparison to Arts stream.

Conclusion

It may be concluded that life satisfaction among rural and urban prospective teachers does not differ significantly and it supports the study that there is no significant difference in life satisfaction among rural and urban Prospective teachers. Also, 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 (Mathur & Kakkar, 2019). Our study



also supports findings that there is no significance difference found in life satisfaction among male and female employees (Singh & Tiwari, 2015).

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