CHAPTER – 1

INTRODUCTION
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Human beings strive not only to maintain themselves and to survive but to express themselves, to improve, to grow, to actualize their potentialities. Striving towards actualization takes different forces with different people, depending on their abilities, values, adjustments, personality and life situations. In general, however, they appear to share certain strivings as human beings towards developing and using their potentials in constructive and creative ways in an art, music, writing and other pursuits which foster creative self expression; towards the enrichment of living; towards enriching the range and quality of their experiences and satisfactions, as in travel; towards increasing their relatedness to the world forming warm and meaningful relationship with others and becoming involved in human enterprise. Food, clothing and shelter constitute three basic necessities of life, which must be fulfilled in order to survive. Needless to mention, human wants are unlimited and as soon as basic needs are met, other needs such as security, physiological, social, aesthetic start arising.

Man works and he has to depend upon others for the fulfillment of his various needs, such dependency gives rise to seek, to motivate human beings to perform well. While getting some work done to the utmost capacity of human elements, one can not lose sight of the fact that it is in a certain social environment in which they are called upon to work in a special managerial climate, based on human relations. According to Keith (1967), “Human relations facilitate integration of people into a work situation that motivates them to work together productively, co-operatively and with economic, psychological and social satisfaction.”

Human life is a struggle against frustration, dissatisfaction, ignorance, suffering, evil, the maddening inertia in general but it is also a struggle for something and fulfillment seems to describe better than any other single word, the positive side of human development and human evolution – the realization of inherent capacities by the race; the satisfaction of needs, spiritual as well as
material; the emergence of new qualities of experience to be enjoyed; the building of personalities.

Maslow (1970) strongly believes that human being is a wanting animal, as he never reaches a state of satisfaction. According to him, “when certain needs and desires are satisfied at once, other and higher needs emerge and when these in turn are satisfied, again new (and still higher) needs emerge and so on and so forth”.

According to Lavingia (1979), a teacher who is happy with his work and finds satisfaction in his life, plays a pivotal role in the upliftment of the society. Such a teacher can do justice to his work and is supposed to be acclaimed and highly accepted personality among students. Only a friendly, enthusiastic and secure, well-adjusted teacher can contribute to the well being of his pupils.

According to Verma and Suri (1981), frustration should not creep in teacher’s life as it may directly influence students and the teacher himself. A dissatisfied teacher can become irritable, depressed, hostile, tired and neurotic. He may create tensions which can have negative influence on students’ learning process consequently affecting their academic growth. Such a teacher can also be a source of danger to the country.

The 21st century is the century of Science and Information Technology. Inspite of so many advancements in Science and Technology, man is not happy because he lacks in advancements or in getting the daily comforts in life. That is why, he feels dissatisfied with his life.

Life satisfaction is the need of the hour. Without satisfaction, man cannot lead a better and prosperous life. So man must learn to break tensions, worries, anxieties of daily living or these all will break him. He must learn not to bend with stresses and strains like a tree in the wind. Different things make different people happy. One will realize that happiness and contentment or satisfaction does not depend upon what happens outside, but on what happens inside. It is measured by the spirit in which one meets the problems of life.

Life satisfaction is the satisfaction which one gets from different aspects of one’s life which include his social life, his standing in the community, his family,
etc. Evidently, an individual may be satisfied or dissatisfied with his life in general.

In the present materialistic era, a large number of people are disinterested, dissatisfied with their work. All this maladjustment is due to the fact of not assisting the individual to choose right course of study and jobs in accordance with his level of intelligence. Moreover, in order to tackle the various problems, the teacher requires the knowledge about their levels of intelligence and the value-pattern system. In order to avoid the wastage of the talent and the stagnation in the schools, expert guidance is a must for the teachers in the light of their intelligence so that they can feel fully satisfied from their life. Here they should be helped to choose many paths which can keep pace with their level of intelligence. If an individual is assisted in the light of the above factors, he will surely be a happy and well adjusted person in his life which is the chief aim of education.

The teacher being the corner stone of the arch of education, must be satisfied with his life so that he delivers the goods to the best of his ability. A dissatisfied teacher is lost not only to himself but also to the entire society. Playing a role of paramount significance in the development of a child’s personality, are the personalities of those with whom he comes into contact. It is plausible to assume that the close and extensive association experienced daily by teachers and pupils in the classroom have a decisive influence in shaping the personality pattern of the child. Therefore, it is essential to see that the teachers are satisfied with their life, so that they can produce the best citizens who can become the backbone of the future society.

Teaching is by far the largest of those occupations which lay claim to professional status. Status is the relative standing of an individual in the eyes of other members of society. It is determined by the degree to which an individual has authority, exercises influences and generates defence. Although an individuals’ status is determined in an important way by occupation, the status relevant qualities which teachers otherwise possess can influence the occupational prestige of teaching in a reciprocal manner. Occupational prestige is the position of an occupation relative to other occupations. Like the personnel working in various departments, teachers of education departments should also get proper
facilities with regard to their conditions of work service. But it was observed that the conditions of teachers serving in different institutions are far from satisfactory. Teachers have to satisfy the whims and idiosyncrasies of ignorant persons suffering from wrong notions and prejudices. Apart from this, the economic conditions of teachers are also not satisfactory. They yield no respect in the society. This has made them pessimistic. There is no equality in the conditions of work and service. No regular avenues of promotions are available to them. This has an adverse effect on their efficiency and job satisfaction.

It is true that the fundamental tendencies of a man are nearly constant, but the behaviour related to these fundamental tendencies changes with the changing environment. Social structure changes, develops, adopts itself to an alert situation, only through a change in the habit of thought of several classes of the community, or through a change in the habits of thought of adjustment or values or personality or satisfaction in life which makes the community. Man works and he has to depend upon others for the fulfillment of his various needs. Such dependency gives rise to seek and to motivate human beings to perform well. While getting same work done to the utmost capacity of human element, one cannot loose sight of the fact that it is in a certain social environment, in which they are called upon to work in a special managerial climate based on human relations facilitating integration of people into a work situation that motivated them to work together productively, co-operatively and with economic, psychological and social satisfaction (Keith, 1967).

Human behaviour plays an important role in life. It consists of many aspects and many factors influencing their behaviour. No doubt, progress and prosperity and satisfaction in life also depend upon many factors, but all the other factors can come into full play, if the members of the society are more creative. It is also important that an individual must be fully satisfied in every sphere of life. Happiness is the essence of satisfaction. Day by day, it is observed that teachers are becoming dissatisfied which is making them anxious.

The teacher’s job needs zeal, fervour and devotion towards work and inculcation of knowledge, attitudes and values among the children. The teacher being the corner stone of the arch of education, must be satisfied with his job so
that he delivers the goods to the best of his ability. Therefore, it is essential to see that the teachers are satisfied with their occupation, so that they can produce the best citizens who can become the backbone of the future society. If the teacher is sufficiently efficient, greatly interested and immensely involved in his work and does it satisfactorily, all efforts made to effect any improvement in the field of education are bound to succeed. Job satisfaction among the teachers is of great value. Moreover, teaching is one of the oldest of society’s occupation job.

The destiny of India is being shaped in her classrooms. Many factors influence classroom instructions. A teacher’s pattern of behaviour is considered as one of the most significant factor.

Teacher deals with human beings. Teaching is considered as one of the noblest profession. A good teacher is the backbone of all educational programmes carried out in the institution. A good teacher is the one who is dedicated, proficient and satisfied. So if the teachers have professional value and are satisfied with their teaching, they can do a lot to uplift the standards of education in schools. No organization can successfully achieve its goals unless or until, it makes it sure that whether the ones who constitute the organization are satisfied with their jobs.

There are large number of psycho-socio factors which affect life satisfaction of teachers e.g., personality, mental health, intelligence, socio-economic status and modernization, etc.

Economic domain or financial security or adequate income is most important predictor of life satisfaction (e.g. Cooper, 1991; Coke, 1992; Dorfman, 1992; Douthitt et al., 1992; Leelakulthanit and Day, 1992). Personal health is another significant variable or predictor of life satisfaction (Graetz, 1993; Toseland, 1979). Professional satisfaction has been reported to be positively correlated with life satisfaction (Duncan 1995; Vijaylakshmi, 2003). A few research studies have shown that job satisfaction is not positively related to general satisfaction of women teachers (Brayfield and Wells, 1975). Another factor associated with higher life satisfaction is more involvement in social activities, relationships with friends (Cooper, 1991; Ho and Chang, 1995; Lane, 1994; Lemon et al., 1972).
Personality is an organization of a large number of traits. It is the entire organization of human being at any stage of development. It is the integration of all the individual’s abilities and characteristics, both physical and mental, learned and unlearned. Etymologically, the word personality has been derived from the Latin word ‘persona’, which refers to the ‘mask’ worn by an actor and conveys an impression what an individual represents or typifies. In this sense, personality is the appearance which the individual presents to the world and attracts others.

Personal characteristics and personality type and demographic variables have been found to be significantly related to job satisfaction in the studies conducted by Cain (1942); Cohen (1984); Fuller (1985); Gupta and Srivastava (1980); Hallum (1975); Hammer (1979); Ibrahim (1986); Kuhn (1982); Peterson and Smith (1955); Probe (1971); Roger (1973); Singh (1975); (1936) and Winkler (1983).

Studies by Anand, 1977; Goyal, 1980; Guha, 1965; Gunthey and Singh, 1982; Kuhn, 1982; Mohan and Bali, 1988; Prasad, 1965; Robert, 1986; Sterns et al., 1983; Subramaniam and Naraynan, 1977 indicate that extroverts were satisfied by extrinsic rewards and that introverts are satisfied in terms of work itself, supervision and co-workers.

The term intelligence means the general ability to learn, to adjust to relatively new and changing conditions and to solve new problems. The psychologists have made efforts from time to time to define the term ‘intelligence’. The Psychologists employ the term intelligence as a theoretical construct with certain descriptive and predictive properties.

Mental health is accepted as an important indicator of the all round growth and development of human beings. A mentally healthy person accepts himself with his strong prints and his short comings. He makes the best use of what he has. He does not allow his personal weaknesses to interfere with his daily activities and his pursuit of long range goals. If the positive factors in personality are accentuated, the weaknesses, in most cases will retreat away.

Mental health is a global term which refers to that condition of an individual which results from the normal organization and functioning of his mind.
Mental health can also be called the process of human self realization, self satisfaction and fully successful existence. Mental health of a person among other things, is chiefly concerned with his total sense of growth and development; adjustment and peace; success and happiness and an effective membership of a group or community.

In the past, many attempts have been made to find out the relationship of mental health and its correlates at different levels of the job. Jagdish, 1986; Plomin et al., 1992; Shek, 1992; Srivastavam, 1991 and Tong, 1993 investigated the relationship of satisfaction to mental health and reported conflicting results.

Modernization is a description and explanation of the process of transformation from traditional or under-developed societies to modern society. Psychologists emphasize more upon the change than anything else. But their change is more in the internal psychological or mental structure. The main attributes for it are, open mindedness and curiosity to learn more and more. A socially developed nation also falls in the same modernized category. An individual may also be termed ‘modern’ in case he acquires these sociologists version of modernization. Arggist, 1958; Carnell, 1955; Dreeben, 1968; Inkles, 1973; Kalipath, 1979; Jindal, 1981; Lacy, 1969; Toshiwal, 1991 and Young, 1969 investigated the relationship of modernization and life satisfaction reported mixed results.

Socio-economic status is a vast term implying various factors in the life of an individual. It may refer to the individual's past and involve a study over a period of time concerning the socio-economic conditions of the home. It may involve considerations of such factors as the death of a member of the family, divorce or any other crises of social or economic order, which influence the development of the child for the time being and even sometimes permanently.

Coke, 1992; Dauthitt et al., 1992; Dorfman, 1992; Gingberg et al., 1958; Kaur, 1993; Leelakulthanit, 1992; Malhotra, 1973; Mason, 1981 and Olson and Schober, 1993 have reported a significant relationship between life satisfaction and socio-economic status. These findings suggest that life satisfaction is influenced by socio-economic status of the individual. This satisfaction in
material things can help him to retain his mental peace. Satisfaction is most essential and important in every sphere of life. Where there is dissatisfaction in life no improvement or betterment is feasible. One who is dissatisfied or discontented with life a kind of frustration will prevail and he cannot step on the stair of becoming a good citizen. This is also true with regard to teachers. Satisfied teachers concern themselves with subject matter, helping children to learn, influencing their life, character development and drawing personal satisfaction when students grow and achieve (Trotter, 1985).

The success of any educational programme depends upon the performance of the teacher. The role of a teacher is crucial and without a positively oriented teacher, education system would crumble. Most of the teachers working in schools live under duress and bear the strain of administrative pressure at work place and family tension back home. If the nation builders themselves are not satisfied with their lives, it can not be expected from them to produce healthy and contended citizens. Hence, it motivated the investigator to investigate the correlates of life satisfaction of primary school teachers.

Also, in the existing literature negligible empirical studies are available to establish the relationship of psycho-social factors and life satisfaction of teachers. This inspired the investigator to explore the relationship of these variables.

**STATEMENT OF THE PROBLEM**

“LIFE SATISFACTION OF PRIMARY SCHOOL TEACHERS IN RELATION TO PSYCHO SOCIAL FACTORS”

**OPERATIONAL DEFINITIONS**

For the convenience and precision and to avoid any ambiguity the operational definitions of the terms included in the present study are given below:

**Life Satisfaction**

Life Satisfaction is personal adjustment which is associated with high levels of activity, social interaction, socio economic status, perceived adequacy of income and perceived health status of the individual (Alam and Srivastava, 1996).
Personality

Personality is more or less stable and enduring organization of a person’s character, temperament, intellect and physique that determines his unique adjustment to his environment. In the present study neuroticism and extraversion dimensions of personality are studied (Jalot and Kapoor, 1975).

Intelligence

Intelligence is defined operationally as the ability to deal with numbers, analogies, opposites and synonyms to make categories and draw inferences. Its measurement in the total scores on group test of general mental ability (Jalota, 1973).

Mental Health

Mental health is an attitudinal concept towards ourselves and others. It presents a humanistic approach towards the understanding and assessment of the self, positive feeling, attitudes towards self and others.

Socio Economic Status

Socio economic status a ranking of an individual by the society to live in terms of his material belongings and cultural possessions alongwith the degree of respect, power and influence he wields (Bharadwaj, 2001).

Modernization

Modernity is the attitude to adjust from one’s inner being to rapidly changing conditions of socio-cultural and economic milieu (Singh, Tripathi and Lal, 1979).

OBJECTIVES

1. (a) To find out the differences among primary school teachers at three levels of Life Satisfaction (LSh, LSa, LSo) with respect to personality.

(b) To find out the differences among primary school teachers at three levels of Life Satisfaction (LSh, LSa, LSo) with respect to intelligence.
(c) To find out the differences among primary school teachers at three levels of Life Satisfaction (LS_h, LS_a, LS_i) with respect to mental health.

2 (a) To find out the differences among government primary school teachers at three levels of Life Satisfaction (LS_h, LS_a, LS_i) with respect to personality.

(b) To find out the differences among government primary school teachers at three levels of Life Satisfaction (LS_h, LS_a, LS_i) with respect to intelligence.

(c) To find out the differences among government primary school teachers at three levels of Life Satisfaction (LS_h, LS_a, LS_i) with respect to mental health.

3 (a) To find out the differences among private primary school teachers at three levels of Life Satisfaction (LS_h, LS_a, LS_i) with respect to personality.

(b) To find out the differences among private primary school teachers at three levels of Life Satisfaction (LS_h, LS_a, LS_i) with respect to intelligence.

(c) To find out the differences among private primary school teachers at three levels of Life Satisfaction (LS_h, LS_a, LS_i) with respect to mental health.

4 (a) To find out the differences among male and female primary school teachers at three levels of Life Satisfaction (LS_h, LS_a, LS_i) with respect to personality.

(b) To find out the differences among male and female primary school teachers at three levels of Life Satisfaction (LS_h, LS_a, LS_i) with respect to intelligence.

(c) To find out the differences among male and female primary school teachers at three levels of Life Satisfaction (LS_h, LS_a, LS_i) with respect to mental health.
(a) To find out the differences among male and female government primary school teachers at three levels of Life Satisfaction (LSh, LSa, LS|) with respect to personality.

(b) To find out the differences among male and female government primary school teachers at three levels of Life Satisfaction (LSh, LSa, LS|) with respect to intelligence.

(c) To find out the differences among male and female government primary school teachers at three levels of Life Satisfaction (LSh, LSa, LS|) with respect to mental health.

(a) To find out the differences among male and female private primary school teachers at three levels of Life Satisfaction (LSh, LSa, LS|) with respect to personality.

(b) To find out the differences among male and female private primary school teachers at three levels of Life Satisfaction (LSh, LSa, LS|) with respect to intelligence.

(c) To find out the differences among male and female private primary school teachers at three levels of Life Satisfaction (LSh, LSa, LS|) with respect to mental health.

(a) To find out the differences among primary school teachers at three levels of Life Satisfaction (LSh, LSa, LS|) with respect to socio-economic status.

(b) To find out the differences among primary school teachers at three levels of Life Satisfaction (LSh, LSa, LS|) with respect to modernization.

(a) To find out the differences among government primary school teachers at three levels of Life Satisfaction (LSh, LSa, LS|) with respect to socio-economic status.

(b) To find out the differences among government primary school teachers at three levels of Life Satisfaction (LSh, LSa, LS|) with respect to modernization.
To find out the differences among private primary school teachers at three levels of Life Satisfaction (LSh, LSa, LS|) with respect to socio-economic status.

To find out the differences among private primary school teachers at three levels of Life Satisfaction (LSh, LSa, LS|) with respect to modernization.

To find out the differences among male and female primary school teachers at three levels of Life Satisfaction (LSh, LSa, LS|) with respect to socio-economic status.

To find out the differences among male and female primary school teachers at three levels of Life Satisfaction (LSh, LSa, LS|) with respect to modernization.

To find out the differences among male and female government primary school teachers at three levels of Life Satisfaction (LSh, LSa, LS|) with respect to socio-economic status.

To find out the differences among male and female government primary school teachers at three levels of Life Satisfaction (LSh, LSa, LS|) with respect to modernization.

To find out the differences among male and female private primary school teachers at three levels of Life Satisfaction (LSh, LSa, LS|) with respect to socio-economic status.

To find out the differences among male and female private primary school teachers at three levels of Life Satisfaction (LSh, LSa, LS|) with respect to modernization.

To find out the relationship of life satisfaction with psycho factors such as personality, intelligence and mental health of primary school teachers.

To find out the relationship of psycho factors such as personality, intelligence and mental health of primary school teachers with high level of life satisfaction.
To find out the relationship of psycho factors such as personality, intelligence and mental health of primary school teachers with average level of life satisfaction.

To find out the relationship of psycho factors such as personality, intelligence and mental health of primary school teachers with low level of life satisfaction.

To find out the relationship of psycho factors such as personality, intelligence and mental health of primary school teachers with high level of life satisfaction.

To find out certain predictors which will forecast the variance towards high level of life satisfaction among government and private primary school teachers to be contributed by psycho factors such as personality, intelligence and mental health.

To find out certain predictors which will forecast the variance towards average level of life satisfaction among government and private primary school teachers to be contributed by psycho factors such as personality, intelligence and mental health.

To find out the relationship of social factors such as socio-economic status and modernization of primary school teachers.

To find out the relationship of social factors such as socio-economic status and modernization of primary school teachers with high level of life satisfaction.

To find out the relationship of social factors such as socio-economic status and modernization of primary school teachers with average level of life satisfaction.

To find out the relationship of social factors such as socio-economic status and modernization of primary school teachers with low level of life satisfaction.
(d) To find out certain predictors which will forecast the variance towards low level of life satisfaction among government and private primary school teachers to be contributed by psycho factors such as personality, intelligence and mental health.

(a) To find out certain predictors which will forecast the variance towards life satisfaction among government and private primary school teachers to be contributed by social factors such as socio-economic status and modernization.

(b) To find out certain predictors which will forecast the variance towards high level of life satisfaction among government and private primary school teachers to be contributed by social factors such as socio-economic status and modernization.

(c) To find out certain predictors which will forecast the variance towards average level of life satisfaction among government and private primary school teachers to be contributed by social factors such as socio-economic status and modernization.

(d) To find out certain predictors which will forecast the variance towards low level of life satisfaction among government and private primary school teachers to be contributed by social factors such as socio-economic status and modernization.

DELIMITATIONS OF THE STUDY

1. The present study was delimited to primary school teachers of Ludhiana district (Punjab).

2. A restricted sample of 250 male and 250 female teachers from primary school was taken up.

3. The study was delimited to psycho-factors such as personality, intelligence and mental health and social factors such as socio-economic status and modernization.