CHAPTER I

INTRODUCTION
"Teaching with its tremendous power to influence young boys and girls along democratic traditions should get the cream of the crop, not the skimmed milk."

Benjamine Fine.

1.1 Introduction

Development of any nation depends upon education and at the heart and core of educational process is the teacher. Building, equipment, instructional materials, well designed curricula-all are necessary, but without qualified and highly motivated teacher these are of no value. According to Humayun Kabir, "Without good teacher even the best of the system is bound to fail. With good teacher even the defects of a system can be largely overcome."

Teachers have a very pivotal role in the social reconstruction and in the transmission of knowledge & experience of one generation to another. According to education commission (1952-53), "The most important factor in the contemplated educational reconstruction is the teacher – his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community. The reputation of a school and its influence on the life of the community invariably depends on the kind of teachers working in it."

Children who are real potential wealth of the nation are exposed to the teacher’s influence. Teacher can work miracles which can shape the raw material into a new finished product or it can mar their future. It is therefore necessary that every society should realize that teachers are a powerful agency in transmitting its cherished values. A teacher is not only a custodian of national values but he is also an architect par excellence of new values. The teacher’s entire personality is reflected on the minds of the students.
There is no substitute for a teacher as a human engineer, architect of the society and nation builder. The role he plays is vast, unique and unmatchable. Aristotle was of the view that the teacher who educated the children deserves more honour than parents who merely give them birth, for the latter provided mere life while the former ensured a good life. Our ancient scriptures have given the teacher a place higher than the God.

Researchers have repeatedly incorporated the fact that the progress of a nation squarely rests on the teachers. That is why the first sentence of Education commission (1964-66) report stated that, "The destiny of a nation is being shaped inside the class rooms".

The report of the Common Wealth Conference (1974) states, "The teacher must have knowledge of child development, of the material to be taught and suitable method of teaching it, of the culture of his pupils and of some interest of his own. His skills must enable him to teach, advise and guide his pupils, community and culture with which he is involved; his attitudes should be positive without being aggressive, so that his example is likely to be followed as he transmits explicitly and implicitly the national aims & ideals and moral & social values."

It is however, not only the mastery of the content and method that makes a good teacher but also certain other factors like his attitude towards teaching, his personal life, the balance between his work and life and above all, the satisfaction with life. A teacher, who is happy with his life, plays a pivotal role in the upliftment of the society. A dissatisfied teacher can become irritable and may create tensions which can have negative influence on the students learning process and it consequently affects their academic growth.

In this very complex and complicated modern society, the needs and the requirements of the people are enlarging & ever changing. When the needs of the people are not fulfilled, they
become dissatisfied. A satisfied mind will be the base for any productive work. Teaching has been considered to be an attractive profession. Therefore it is evident that to enhance the commitment to the profession & to provide mental health, life satisfaction is of great importance to the teachers. To gain expertise, teachers must have positive attitude towards their job and peace & harmony in their family life. An institution can not achieve its goal and targets unless its workforce who constitutes the institution is satisfied with their life. Life satisfaction plays an important role for the happiness.

Extensive research has been conducted in psychology and the social sciences to understand the factors influencing life satisfaction. Nevertheless, it is only relatively recently that subjective measures of well-being have begun to be taken seriously outside academia. However, just as there is controversy over whether IQ tests really measure intelligence, there is considerable debate over whether self-reports of life satisfaction have anything to do with real 'well-being'. Yet, self-reports of life satisfaction are considered valid if they correlate reliably with predicted objective indicators that are thought to be associated with well-being. Most academicians working on well-being are satisfied that ratings of life satisfaction within a country or culture are acceptably valid. An individual's self-reported life satisfaction correlates with reports from loved ones, with how often they experience good moods, and even the likelihood they will commit suicide later on in their life. People with positive self-perceptions also tend to live longer than those who regard themselves more negatively. As well as being valid, self-reports of life satisfaction seem to be reliable. In other words, people tend to give the same patterns of response over time, and when slightly different question wordings are used.

Some researchers' notably those from an economics background tend to see happiness, life satisfaction and well-being
as synonymous and interchangeable. But there are important and clearly discernable differences. Satisfaction with life overall, tends to be generally stable since it reflects a summary of "judgments about feelings". Whilst on the individual level, day-to-day changes in happiness are of interest, at a policy level it is overall satisfaction that gives the best indication of how groups of people are faring. If a majority of people in a country report dissatisfaction with their lives, this seems to be a reasonable indication that something is awry, either with government policy, with society, or with both.

We also found that higher job satisfaction was predictive of greater overall life satisfaction among teachers. Most researchers have postulated that this relationship exists primarily because there is positive spillover between job and general life satisfaction (i.e., job satisfaction spills over into life satisfaction and vice versa) and because some people experience difficulty in separating out their feelings about work from general feelings of life satisfaction. This finding may not be particularly surprising in that many previous studies have reported a positive relationship between job or work satisfaction and life satisfaction.

People's attitude towards their professions has an effect on their performance. This case is also valid for the profession of teaching. In teaching how a teacher performs his duty as a teacher depends to a great extent on his attitudes, value & beliefs. Attitude of a teacher towards teaching becomes influential in so far as children can perceive the nature of feelings the teacher has towards them and there are evidences to show the presence of such a perception. If a teacher has dominant & autocratic attitude the children are likely to be aggressive or over submissive. They show little pride in their work and do not cooperate well with one another. In a class where a teacher has democratic & socially integrative attitude, the children feel relaxed & friendly. They work together
and they are interested in what they are doing. A warm, sympathetic, friendly and understanding teacher is more likely to have a positive influence on student as compared to the one who is cold, unfriendly & autocratic.

The teacher is the backbone of the educational process. He influences his students by what he says and even more by what he does. Attitude of teacher towards teaching affects his performance. Attitudes have intellectual, biological, social & emotional parameters that are derived from experience and exercise a determining influence upon behaviour or we can say that social & emotional environment of a person gives a major contribution in deciding his or her attitude. This environment is related to the persons who have influence on his life. Our perception of other individuals with whom we interact may lead to the adoption of a social role. Sociologists have looked upon role as something, which is imposed on an individual by the group.

Teacher being a member of the society has to perform certain other roles in the life. Each of these roles has certain implications. Each of these roles demands full energy and participation from the person. A man has only a fixed amount of energy to perform these roles. As a result he may not be able to perform his duties satisfactorily or becomes jack of all and master of nothing. Then arises the conflict between various roles that are played by an individual. This disturbs his position at the job as well as in the family leading to dissatisfaction from life. Role conflict is a term which has been generally used by psychologists & sociologists to denote the problem situation of an individual which he faces as an occupant of a particular role.

Most theories associated with the assumption of multiple roles tend to discuss such issues in relation to their negative effects on a person's overall health and psychological well-being (e.g. Frone,
Role balance theory, however, suggests that it is typical for a person to function within multiple roles throughout their lives, and what affects their mental and physical health is the degree to which they organize the system of roles within their lives (Marks, 2001). Role balance theory acknowledges that different roles might come into conflict with each other, but person's ability to adjust their entire system of roles to accommodate potential conflicts will likely produce more rewarding results. Thus, role balance is viewed as a general orientation across roles, rather than being role-specific, in which the organization of multiple roles contributes to overall mental and physical health functioning in a person. Hence, it appears that teachers who are balanced or committed across roles, regardless of the number of roles they occupy, will likely report greater life satisfaction and mental health and if the teacher faces problem in managing the roles, conflicts arise and his satisfaction level drops.

The research conducted abroad, as exists at present, indicates that female teachers are more associated with role conflict than male teachers, more experienced teachers with more role conflict than less experienced teachers (Getzils & Guba, 1955). Their inclination towards job may then be satisfied in job, making them incompatible with household works. Their marital life, adjustments and role relations, satisfaction and child care cause conflicts and guilt. They felt that teacher specially females compartmentalize their activities unsuccessfully and doubt their own ability to manage efficiently home & work.

Sex differences in life satisfaction are small or nonexistent in western nations. The greatest data comes from the World Value Survey (Inglehart, 1990) in which approximately 170,000 representatively sampled respondents from 16 nations were surveyed; differences in life satisfaction were very small. Michalos
(1991) studied 18,000 college students in over 30 nations and found very small sex differences in life satisfaction and happiness.

Prior investigators have reported that women balance multiple roles differently than do men and that women in the workplace are often mothers who face personal and societal ambivalence about the desire to succeed as both a professional and a parent. Despite changing societal attitudes concerning gender roles, a disproportionate amount of household and child-care responsibilities continue to be placed on women's shoulders, even when they hold full-time employment.

A great deal of psychological research has explored the sources of people's life satisfaction. These sources include one's overall wealth, whether one is single or married, male or female, or young or old. Because most researchers investigating the predictors of life satisfaction have not specifically focused on the experiences of women, this review of the life satisfaction literature will describe research conducted with both sexes. Fortunately, however, the findings of many of these studies are directly relevant to women's lives. Life circumstances such as bearing and raising children, marriage, poverty, and inequality all influence the life satisfaction of women, despite the fact that studies of these factors have not necessarily been conducted with women participants only or been specifically analyzed for gender differences. Thus, this review will focus on life satisfaction in general but with women's lives and experiences in mind.

The study of role conflict has hardly begun in India. Secondly Indian society is broadly affected by social ills like communism & casteism. Due to age old system, the members of the so called lower caste are looked down upon & discriminated against by the members of the so called upper caste. Government is trying its level best to bring these underprivileged classes of teachers
especially scheduled caste persons at par with others. This study is an attempt to find the life satisfaction of Scheduled caste teachers in relation to their attitude towards teaching and role conflicts they face.

1.2 STATEMENT OF THE PROBLEM

The problem is stated as,

"A COMPARATIVE STUDY OF LIFE SATISFACTION AMONG SCHEDULED CASTE AND NON-SCHEDULED CASTE TEACHERS IN RELATION TO THEIR ATTITUDE TOWARDS TEACHING AND ROLE CONFLICT"

1.3 OBJECTIVES OF THE STUDY

1. To compare Life Satisfaction among scheduled caste and non-scheduled caste teachers.

2. (a) To compare Life Satisfaction among male scheduled caste and non-scheduled caste teachers.

   (b) To compare Life Satisfaction among 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.

4. To compare the relationship between Life Satisfaction and Attitude towards Teaching among scheduled caste and non-scheduled caste teachers for samples as a whole and also, for sub samples based on different levels of Life Satisfaction.

5. To compare the relationship between Life Satisfaction and Role Conflict among scheduled caste and non-scheduled caste teachers for samples as a whole and, also for sub samples based on different levels of Life Satisfaction.
6. To examine and compare the predictive efficiency of Attitude Towards Teaching and Role Conflict for Life Satisfaction among scheduled caste and non-scheduled caste teachers.

7. To study and compare the conjoint effect of Attitude Towards Teaching and Role Conflict towards the prediction of Life Satisfaction among scheduled caste and non-scheduled caste teachers.

1.4 DELIMITATIONS OF THE STUDY

The field of research is very wide and vast; it is a life long process. There are numerous problems one may spend one's whole life in solving these problems, still one can never say with full authority that they are fully solved, so taking into view limited time available for investigation the problem has been delimited to the following fields:

(i) Present study was delimited to 500 teachers.

(ii) The study was delimited to the state of Punjab only

1.5 ORGANIZATION OF THE RESEARCH REPORT

The final report consists of nine chapters. After having dealt with the rationale and the statement of the objectives and hypotheses of the problem in the introductory chapter I, Chapter-II deals with the theoretical views. Chapter-III gives the review of related literature and hypotheses. Chapter - IV provides detailed account of method and procedure adopted in the present study. Chapter - V presents the nature of score distribution, Chapter – VI to IX are devoted to the analysis of data and simultaneous discussion of results so as to furnish answer to different types of inquiries and to test the hypotheses. Chapter-X deals with the Summary of the study along with educational implications of its findings and Suggestions for further research. Bibliography and appendices find their places at the end of the research report as usual.