

Research Paper

Determining The Level of Life Satisfaction among Educators

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ABSTRACT

The purpose of the present study was to measure the level of life satisfaction among government and private educators. A total sample of 100 educators was selected from various government and private colleges in Azamgarh using a purposive sampling method, with the participants equally divided (N=50 per group). The Life Satisfaction Scale, developed by Dr. Ramji Srivastava and Q.G. Alam, was utilized for data collection. The data were statistically analyzed using Mean (M), Standard Deviation (SD), and the t-test. Results indicated a significant difference ($t = 3.07, p < .01$) on life satisfaction levels in favor of government educators ($M = 42.86$). The findings also highlight the importance of the nature of job, getting salary and job security plays a vital role in a person's satisfaction with his life.

Keywords: *Life satisfaction, Educator, Private, Government*

Satisfaction is a Latin word that means “to make or do enough” (*Online Etymology Dictionary*, n.d.). Satisfaction with one’s life implies a serenity with or acceptance of one’s life circumstances, or the contentment of one’s wants and needs for one’s life as a whole (Diener et al., 1985; Diener, Oishi, & Tay, 2018).

The most prominent and widely accepted definition comes from Ed Diener (1985), who describes life satisfaction as a "cognitive, judgmental process in which individuals assess the quality of their lives on the basis of their own unique set of criteria." This definition is significant because it shifts the focus from objective external factors, such as wealth or health, to the internal perspective of the individual. According to Diener’s perspective, life satisfaction is not a tally of achievements dictated by society; instead, it is a subjective comparison. An individual evaluates their current life circumstances against a self-imposed "ideal" standard. When the discrepancy between their actual life and this internal standard is minimal, the individual reports a high level of satisfaction.

Furthermore, Diener emphasizes that because life satisfaction is a cognitive judgment, it remains relatively stable over time. While "affect" (positive or negative emotions) can fluctuate based on daily events, life satisfaction represents a global, long-term assessment. It acts as a summary of how a person views their life journey as a whole, rather than a reaction to a single specific domain like work or family. This global nature makes it a vital metric for understanding overall human flourishing and psychological health.

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While the literature acknowledges numerous dimensions of life satisfaction, this study focuses specifically only the following aspects.

1. **Health Satisfaction:** Health satisfaction is a subjective evaluation of one's physical and mental state. It encompasses the perceived level of energy, mobility, and vitality, acting as a personal resource that enables the pursuit of life goals.
2. **Personal Growth and Self-Actualization:** This domain measures the extent to which an individual feels they are realizing their potential and developing their talents. It involves a sense of continued improvement and the feeling that one's life has purpose and direction.
3. **Financial Satisfaction:** Financial satisfaction reflects contentment with one's current economic situation. It is determined not by absolute income, but by the gap between one's actual resources and their self-imposed standards or aspirations.
4. **Marital or Relationship Satisfaction:** This refers to the subjective evaluation of the quality of one's relationship with a partner. It involves the level of emotional support, communication, and the fulfilment of relational needs.
5. **Social Satisfaction:** Social satisfaction is the perceived quality of one's social network and interactions. It includes the sense of belonging, the availability of social support, and the frequency of meaningful social contact.
6. **Work Satisfaction:** Work satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. It acts as a primary indicator of occupational well-being.

REVIEW LITERATURE

Kumar, D. (2019) executed a comparative inquiry into the life satisfaction levels of educators within private versus government-aided secondary institutions. To achieve this, the investigator selected a sample of 200 respondents from various academic colleges in Bijnor. To analyze the data, a t-test was employed, which revealed a statistically significant disparity in life satisfaction between the two groups.

Guleria (2023) executed a comparative research project to evaluate life satisfaction levels among employees in the private and government sectors. The investigator selected a sample of 500 participants, equally divided with 250 individuals from each sector. The group consisted of middle-class professionals from Delhi and Ghaziabad, aged between 30 and 50 years, including staff from education, nursing, and administrative departments. To gather data, the "Satisfaction with Life Scale (SWLS)" was employed, and a t-test was applied for statistical analysis. The findings indicated that private sector workers experienced higher levels of stress compared to those in the government sector.

Husurkar and Kekare (2024) conducted a comparative inquiry specifically focusing on the life satisfaction of female teachers in Aurangabad, Maharashtra. The scholars selected a sample of 100 female educators between the ages of 25 and 45 using a simple random sampling method. To assess the subjects, a life satisfaction scale developed by Alam and Shrivastava was employed. The study confirmed the researchers' hypothesis, indicating a statistically significant difference in the life satisfaction levels between female teachers working in private schools versus those in government schools.

Prajapati (2024) executed a study in Ahmedabad to measure anxiety and life satisfaction among 80 government and private sector employees. The results revealed a statistically significant difference in the life satisfaction levels between the two groups. Similarly,

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significant disparities were observed in anxiety levels between government and private employees. However, the data indicated no significant differences in either anxiety or life satisfaction when comparing participants based on gender.

Objective

- To examine the level of life satisfaction scores between government and private educators.

Hypothesis

- **H₁:** There will be a significant difference in the life satisfaction scores between government educators and private educators.

Sample

To ensure balanced representation, 100 educators were purposively selected from colleges of Azamgarh district (Uttar Pradesh), which comprised of 50 from government institutions and 50 from private institutions.

Variables

Independent variable

- Nature of job: private and government

Dependent variable: scores on life satisfaction scale

Research Tool

- **Life Satisfaction scale** developed by Q. (G.). Alam and Dr. Ramji Srivastava was used for collection of data for the present study. The scale consisting of 60 items that require a simple Yes or No response. there is no time limit to complete. The test-retest reliability of this scale was found to be .84. In terms of validity, the scale correlates with Saxena's Adjustment Inventory and Srivastava Adjustment Inventory, yielding correlation coefficients of .74 and .82, respectively. Additionally, this scale demonstrates face validity. To standardize the scores, raw scores are converted to T scores.

Procedure

To form the sample, educators from both government and private institutions in Azamgarh were shortlisted. Visits were made to these institutions, and permission was obtained from all participants prior to data collection. Clear instructions were provided regarding the completion of the questionnaire, and rapport was established to ensure cooperation. The Life Satisfaction Scale was then administered to each group of educators. Data were collected following the standardized scoring pattern outlined in the manual. Finally, the scores were compiled and subjected to statistical analysis to examine differences between the groups.

Statistical Analysis

In the present study, the objective was to determine whether a significant difference exists among various groups of educators with respect to their life satisfaction. For this purpose, the Mean (\bar{X}) and Standard Deviation (SD) were computed for each group. To test the difference between the groups, the t-test was applied. The level of significance was examined at both the 0.05 and 0.01 levels to ensure the robustness of the findings.

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Table 1 Comparison of Life Satisfaction Scores by Educators Type.

Type of educator	N	Mean	SD	t value	Level of Significance
Government	50	42.86	3.49	3.07	* 0.01
Private	50	40.12	5.26		

**Significant at level of .01*

Table 1 shows that the mean life satisfaction score for government educators was 42.86 (SD = 3.49), while private educators had a mean score of 40.12 (SD = 5.26). The calculated t-value of 3.07 is statistically significant at the 0.01 level. Consequently, the alternative hypothesis, which predicted a significant difference in life satisfaction between government and private educators, is accepted.

DISCUSSION

The higher life satisfaction among government educators is likely due to structural advantages such as job security, fixed pay scales, and pension benefits. These factors provide a level of financial stability and long-term peace of mind that is often less consistent in the private sector. Additionally, the fixed working hours and social prestige associated with government service in Azamgarh contribute significantly to their overall well-being.

The results of this study clearly show that working in the government sector leads to higher life satisfaction for educators. This matches the findings of Gupta (2020) and Uzaina (2019), who both found that government employees have a better “Quality of Life” than those in the private sector. By comparing my data with their research, it is plain to see that things like “job security” and “fixed work schedules” in government jobs act as a safety net. These benefits help teachers balance their work and home life much better. Because there is a “positive link” between a stable job environment and mental well-being, this research concludes that the steady nature of government service is the main reason these educators feel more satisfied with their lives overall.

CONCLUSION

Significant difference is found in the life satisfaction of government and private ($t = 3.07$, level of significance = 0.01). Government educators ($M = 42.86$) found better life satisfaction than private educators ($M = 40.12$).

Limitations

- Due to time constraint the sample was selected only from Azamgarh, which limits its reliability
- Since only one variable was studied therefor, the scope of result is not broad.
- Because the size of sample selected is small, hence the result cannot be generalized over each and every section of population.
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Future Research Suggestions

- It is open to future investigations to select sample from more than one place by including cities of different categories in order to enhance the reliability of the research.
- Another improvement which can be made here is to select more than one variable for a better study.
- It is advised for the future researcher to select a big sample for the generalization of a broader level.

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Conflict of Interest

The author(s) declared no conflict of interest.

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