

Impact of Marital Status on Life Satisfaction: A Study of Teacher Educators

Kavita Sharma

Department of Education, Panjab University, Chandigarh

ABSTRACT

The purpose of this study was to assess the levels of life satisfaction of teacher educators and also to examine the difference in the life satisfaction of married and unmarried teacher educators. The total sample of 100 teacher educators was selected randomly from the ten education colleges of Punjab. The data was collected by using Life Satisfaction Scale (Ohja, 2015). The findings of the study revealed that 27 % of teacher educators possess low level of life satisfaction, 37 % teacher educators possess average life satisfaction whereas 36% teacher educators possess high level of life satisfaction. The results of the study also showed that married and unmarried teacher educators did not differ on life satisfaction. So it was found that that marital status had no impact on life satisfaction of teacher educators. The findings of the study suggests that seminars, conferences, workshops, counseling and meditation sessions would be the best remedies for enhancing the higher levels of life satisfaction of teacher educators.

Keywords: Marital Status, Life Satisfaction and Teacher Educators

INTRODUCTION

The education policy of the most nations is based on the premise that quality education can be achieved only when teachers are personally professionally satisfied, motivated, committed and willing to perform for the benefit of the learners, community and society. No education system is better than its teachers. The better the educational system of a country is, the more progressive it is. Education has been a center of attraction among all societies in all ages. The welfare, security of people, sociopolitical improvement and transformation of culture revolves around education and teachers. So, life satisfaction of teacher educators is so much highlighted by the educationists, researchers and administrators.

Life satisfaction is one of the most essential desires of every human being across the world. Every individual regardless of their background has this innate need to be satisfied with life.

Life satisfaction is at the core of these needs. Since teachers place a great role in the educational sector of every nation, the subject of their satisfaction or dissatisfaction with their lives is of paramount importance. This is obviously because the state of their lives can make a negative or positive impact on the lives of the students they teach. A teacher who is dissatisfied with his or her life is likely to negatively impact the lives of the students he or she teaches. The reverse is true for a teacher who is satisfied with his or her life. The life satisfaction of teachers is so important because teachers play a very essential role in the overall achievement of a nation's educational goals. Much is expected of them in the aspect of effectively implementing education for all of the students in a society. The teacher having good life satisfaction is the heart and soul of a successful educational program (Shyim & Korb 2016).

Life satisfaction of the teachers is an important and essential factor for the healthy functioning of the education system. The satisfied teacher can give the maximum output to the society. Hence the life satisfaction of teacher is a primary issue. Only the teacher can produce the positive generation and can contribute to build the strong foundation of the nation. The teacher with higher well-being and with high hardy personality has a strong sense of life and work commitment, a greater belief of control and more openness to change and challenges in life. People strong in challenge believe in continual growth through wisdom of what is learned from experience.

Life satisfaction is one of the subjects being in the center of attention of the humankind for centuries. "Life satisfaction consists of a cognitive component of subjective well-being and the cognitive judgments of the person related to his/her life. According to Shin and Johnson, in general, life satisfaction is evaluation of the quality of life by the individual according to criteria that he/she determines (Dagli and Baysal, 2017). Life satisfaction is an assessment of life as a whole based on how well personal goals match with personal achievements (Glass, 1999, cited in Shyim & Korb 2016).

According to Budh and Osteraker (2007), Life Satisfaction is a subjective and general estimation of physical, social and psychological aspects of an individual's current life satisfaction (Shyim & Korb 2016). One's life satisfaction is affected by both external environmental factors and individual internal factors. In addition, the lower the life

satisfaction, the higher the degree of individual job burnout (Tian & Liu, 2003., Cited in Lina & Qiao 2019).

According to Umme (1999), life satisfaction is very important in career performance because employees are most likely to perform their jobs more efficiently when they are satisfied with their lives (Shyim and Korb 2016). Life satisfaction is influenced by various factors like demographic, socio-economic, health, physical status, mental status, social support, social adjustment and number of morbidities. Studies indicate that factors such as race, socioeconomic status, marital status, education, level of self-esteem, depression may influence the level of life satisfaction.

Life satisfaction is a multidimensional concept that is complementary to the health and functional status of the individual in general, and it is closely related to the physical, psychological, social, economic, and spiritual aspects of the person. According to Schmitter (2003), Life satisfaction of individuals can be affected by many things. Some of these are happiness obtained from daily life, meaning attributed to the life, adaptation to achievement of objectives, positive individual identity, that the person feels physically good, economic, security and social relations.(Dagli and Baysal ,2017).

LITERATURE REVIEW

Toker (2012) examined the levels of life satisfaction among academicians and investigated the effects of demographics on levels of life satisfaction among academicians in Turkey. The total 648 academicians working in the Universities of Turkey were selected Data Life Satisfaction Scale. The life satisfaction levels of the academicians were found to be moderately high in the study. The results of the study indicated that professors have the highest level of life satisfaction among the all academicians. Among the demographic variables, gender, age, income level, length of service in present university, length of service in higher education, and abroad experience were significantly related to life satisfaction. On the other hand, marital status was not significantly related to life satisfaction of the academicians.

Pandey (2015) aimed to find out the impact of nature of job, teaching experience and marital status upon their life satisfaction of college teachers. The total 231 college teachers were selected as a sample through stratified random sampling. It was found that nature of job and

teaching experience had significant impact on their life satisfaction while marital status had no any significant impact on their life satisfaction.

Dagli and Baysal (2017) conducted a study to explore the life satisfaction perceptions of teachers working at public primary schools according to some demographic variables. It was found that the life satisfaction of the female primary school teachers was slightly higher than those of the male primary school teachers. The findings also revealed that the married primary school teachers found to be a higher level of life satisfaction than those of the unmarried primary school teachers.

Muthamizhselvan and Kumar (2017) carried out a study to investigate the life satisfaction of secondary school teachers working in various teaching groups and to investigate the effects of demographics of life satisfaction among teachers. The total sample of 300 secondary teachers was selected from the schools of Vellore district. The results of the study indicated that the demographic variables, gender, area of school, medium of school, type of school, teaching subject, teaching experience, marital status and type of family was not significantly related to life satisfaction of the secondary school teachers.

Lina and Qiao (2019) investigated the life satisfaction of rural teachers in China based on the empirical analysis. The total sample of 158 rural teachers was selected through convenient sampling from eight schools in the areas of Shandong and Anhui of China. The data was collected through The Satisfaction with Life Scale (SWLS). It was found that the life satisfaction of rural teachers in China was generally not high. The results of study showed the statistically significant differences in life satisfaction of rural teachers under different gender, teaching age, professional titles and marital status factors. It was found that male-teachers, expert teachers, senior professional titles teachers, and married teachers' life satisfaction level were higher.

OBJECTIVES OF THE STUDY

1. To study the levels of life satisfaction of teacher educators.
2. To study the difference in the life satisfaction of married and unmarried teacher educators.

HYPOTHESES

H1 There is no significant difference in the life satisfaction of married and unmarried teacher educators.

METHODOLOGY

- **Variables of the Study**

Independent variable: Marital Status

Dependent Variable: Life Satisfaction

- **Population**

In the present study, the teacher educators of the education colleges of Punjab were taken as population.

- **Sample of the Study**

The sample of 100 teacher educators was selected by random sampling method from the ten B.Ed colleges of Punjab.

- **Method**

Descriptive survey method had been employed for the present study.

- **Tool Used**

Life Satisfaction was assessed with Life Satisfaction Scale (Ohja, 2015) in this study. This five point scale consists of 20 items.

- **Procedure of Data Collection**

The hundred randomly selected teacher educators were explained the purpose of the study. The life satisfaction scale is a self administered scale. It was assured that their responses would be kept confidential. It had been emphasized that no item should be omitted as there is nothing wrong or right about these questions.

- **Techniques**

For the analysis of the data, the following statistical techniques were used:

Descriptive statistics: percentage, mean, SD, skewness, kurtosis, minimum, maximum

Inferential statistics: t-test

RESULTS AND DISCUSSION

- Analysis and Interpretation of Data**

To achieve the objectives and hypothesis of the study, the data was analyzed by calculating Mean, S.D. and t-test statistical techniques.

Objective 1. To study the levels of life satisfaction of teacher educators.

Table 1.1: Descriptive statistics of Life satisfaction of Teacher Educators

Life Satisfaction	N	Mean	SD	Skewness	Kurtosis	Minimum	Maximum
	100	67.80	8.211	0.207	0.466	44.00	92.00

Table No. 1.1 shows the values of mean, SD, skewness, kurtosis, max., min. of life satisfaction of teacher educators.

Table 1.2: Levels of Life Satisfaction of Teacher Educators

Variable	Levels	Frequency	Percentage
Life Satisfaction	Low	36	36.0%
	Average	37	37.0%
	High	27	27.0%
	Total	100	100.0%

Table No. 1.2 and Figure No. 1.1 revealed that out of 100 teacher educators, 27 % of teacher educators (27) possess Low level of Life Satisfaction, 37 % teacher educators (37) possess Average level of Life Satisfaction whereas 36% Teacher Educators (36) possess High level of Life Satisfaction.

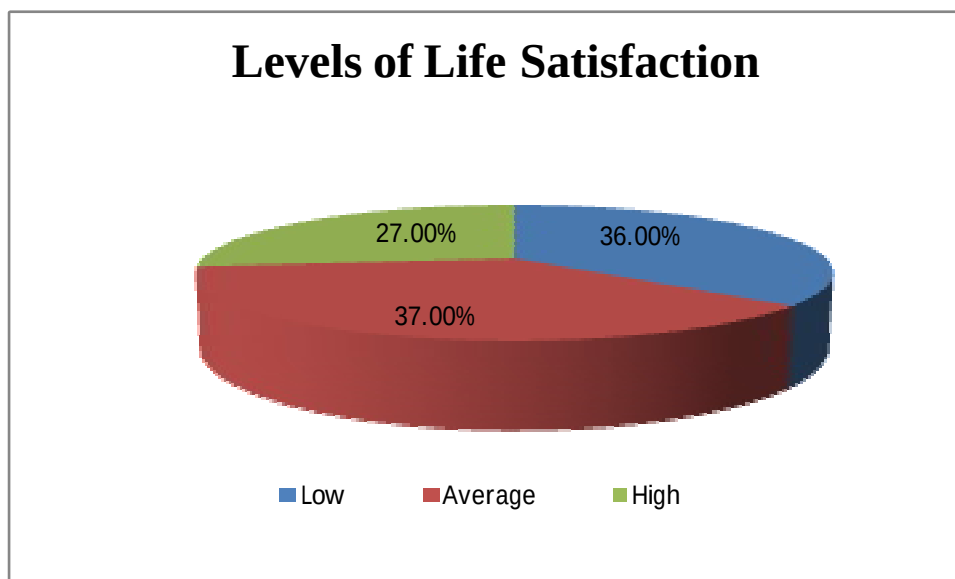


Figure 1.1: Percentage of teacher educators possessing high, average and low levels of Life Satisfaction.

Objective 2. To study the difference in the life satisfaction of married and unmarried teacher educators.

Testing the Hypothesis H2: *There is no significant difference in the life satisfaction of married and unmarried teacher educators.*

To test the hypothesis H2, t-test was employed to find out significant differences between two groups and results are shown in table 2.1

Table 2.1: Difference in Marital Status of Life Satisfaction of Teacher Educators.

Variable	Marital Status	N	Mean	SD	t-value	p-value	Remarks
Life Satisfaction	Married	68	67.88	7.92	0.145	0.885	NS
	Unmarried	32	67.62	8.92			

*Significant at 0.05 level (1.96)

**Significant at 0.01 level (2.58)

NS - Not significant

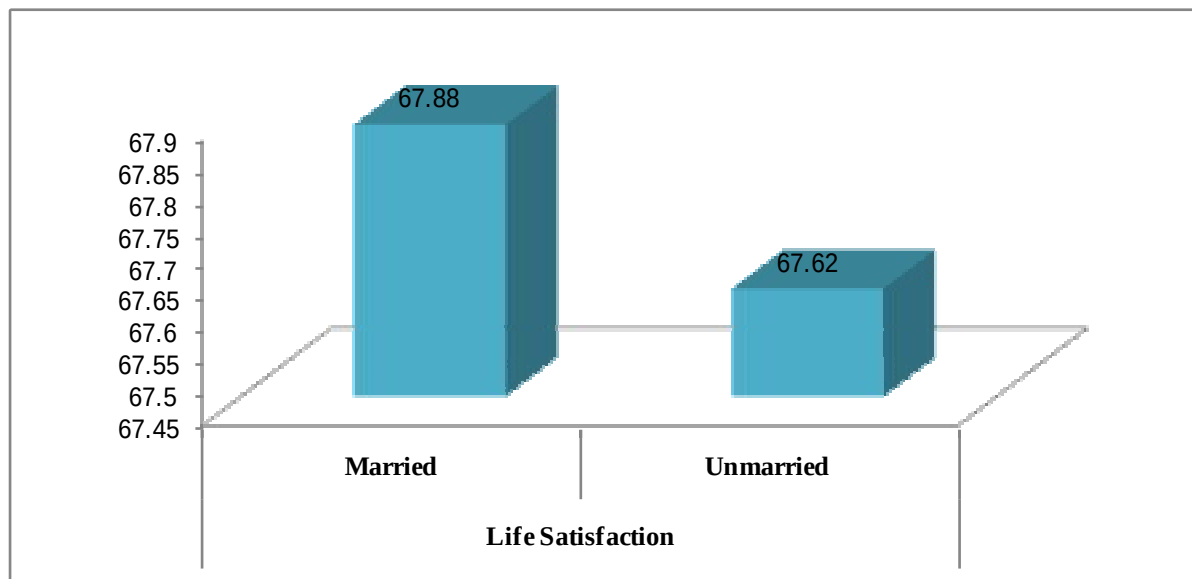


Figure 2.1: Mean scores of male and female teacher educators on Life Satisfaction

• Findings and Discussion

Table 2.1 and Figure 2.1 shows the difference between mean scores of married and unmarried teacher educators on the variable of life satisfaction i.e. $t\text{-value} = 0.145$, $p\text{-value} = 0.885$ as $p\text{-value} > 0.05$, which is not statistically significant at 0.05 level of significance. Thus, Hypothesis stating “There is no significant difference in the life satisfaction of married and unmarried teacher educators” is accepted. Therefore, it is concluded that the marital status had no impact on life satisfaction of teacher educators.

The findings of the present study are in consonance with the findings of Toker (2012), Pandey (2015), Muthamizhselvan and Kumar (2017) who found that marital had no significant impact on life satisfaction. The results of present study are contradictory with results of Dagli and Baysal (2017) and Lina and Qiao (2019) who found that married teachers found to be a higher level of life satisfaction than those of the unmarried teachers.

CONCLUSIONS

Teaching is a unique profession that leads to betterment of the society, making of good human beings and responsible citizens. Teachers have to perform this strenuous duty with utmost care and expertise. Therefore, their satisfaction regarding the life and other factors related to it is very important. The findings of the study revealed that 27 % of teacher educators possess low level of life satisfaction, 37 % teacher educators possess

average life satisfaction whereas 36% teacher educators possess high level of life satisfaction. The findings of the study put suggestions for college administrators, universities and governments that there is a need to increase the levels of life satisfaction of teacher educators by providing positive environment, organizing seminars, conferences, workshops, counseling and meditation sessions for them so that they would contribute best to the education.

REFERENCES

- Csikszentmihalyi, M. & Hunter, J. (2003). Happiness in everyday life: The uses of experience sampling. *Journal of Happiness Studies*, 4, 185-199. Retrieved on August 15, 2017 from <https://link.springer.com/content/pdf/10.1023%2FA%3A1024409732742.pdf>
- Chengedzai, M., & Meyer, D. (2016). Societal factors and life satisfaction: Evidence from low income urban societies in a developing Country. *Journal of Economics and Behavioral Studies*, 8(3), 87-100. Retrieved on July 24, 2017 from <https://ojs.amhinternational.com/index.php/jeps/article/view/1291>
- Dagli, A., & Baysal, N. (2017). Investigating Teachers' Life Satisfaction. *Universal Journal of Educational Research*, 5, 7, 1250-1256. Retrieved from September 28, 2018 <https://files.eric.ed.gov/fulltext/EJ1147811.pdf>
- Henry E. Garrett. (2006). *Statistics in Psychology and Education*, Surjeet Publication, New Delhi.
- Lina, C., & Qiao, Y. (2019). An Investigation and research on life satisfaction of rural teachers in China. *US-China Education Review A*, 9, 4, 192-201. Retrieved on October 13, 2019 from <http://www.davidpublisher.org/Public/uploads/Contribute/5dc5168346555.pdf>
- Muthamizhselvan, M., & Kumar, L.A.C. (2017). Life satisfaction of secondary school teachers. *International Journal of Multidisciplinary Research and Development*, 4, 9, 55-58. Retrieved on June 18, 2018 from www.allsubjectjournal.com
- Shyim, E. C., & Korb, K. A. (2016). Factors contributing to the life satisfaction of secondary school teachers in Jos North LGA. *Journal of Educational Foundations*, 6, 27-36. Retrieved August 12, 2017 from http://korbedpsych.com/LinkedFiles/Life_Satisfaction_Teachers.pdf
- Toker, B. (2016). Life Satisfaction among Academicians: An Empirical study on the universities of Turkey. *Procedia - Social and Behavioral Sciences*, 47, 190-195. Retrieved on May 14, 2017 from <https://www.sciencedirect.com/science/article/pii/S1877042812023737>