



A STUDY OF LIFE SATISFACTION OF SECONDARY SCHOOL TEACHERS

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Abstract:

Teachers' life satisfaction is effective on teaching process and students' learning process. Teachers' life satisfaction and individual performance perception levels directly affect the educational process and quality of education. The aim of the study is to determine the life satisfaction and individual performance perception levels of preschool teachers and to evaluate them according to demographic characteristics. The study employed the life satisfaction scale and the individual performance scale to gather data. The SPSS Program was used to analyze the data that were obtained from the study. The sample consisted of 300 secondary school teachers from Perambalur district. Scale of life Satisfaction by by Neugarten (1961). The result of the study showed, there is no significant difference in life-satisfaction of secondary school teachers in terms of gender, area of school, medium of teaching, type of school, teaching subject, teaching experience, marital status and type o family.

Introduction:

Life satisfaction is the way how an individual perceives his or her life and how it has been. Life satisfaction is measured through the different aspects which the individual has gained in the different spheres of life. It includes the cognitive acquisition, the social interaction, the interpersonal relationships, educational qualification, the experience, economic stability, the place of living etc. all these factors determine the satisfaction of an individual towards the life.

Life satisfaction refers to the feelings and attitudes about an individual's life in various circumstances and it has three domains as- life satisfaction, positive affect, and negative affect (Diener, 1984). In the 1960s, Western Nations had extensive Welfare States, and the new theme of 'limits to economic growth' appeared on the political agenda, leading to a shift in values to 'post-materialism'. This called for a broader conceptualisation of the good life and its measurement. Life satisfaction is used in measuring quality of life, monitoring social progress, policy evaluation, and identification of conditions for a good life (Veenhoven, 1996). Life satisfaction is measured through two sources of information: Firstly, how well we feel most of the time; and secondly, to what extent life has brought us what we want from it. The sub appraisals are referred to as components of happiness (Kainulainen et al., 2018). Body image, negative emotionality and social support predict life satisfaction, meanwhile life events did not. Long-term effects mediated through short-term effects and gender differences were relatively small (Opshaug, 2013). Income levels and place variables (Gokalp & Topal, 2019) and student engagement affect life satisfaction (Safira & Monika, 2020), meanwhile, self-efficacy and life satisfaction significantly correlate (Ansari & Khan, 2015).

Rationale of the Study:

There is a decline in life satisfaction and happiness among young adults in the last decade or so, with less uniform trends among older adults. In the U. S. life satisfaction rises with age (Twenge & Blanchflower, 2025). Life satisfaction is influenced by relationships, happiness, financial stability, personal accomplishments, and health (Adhikari & Kewalramani, 2024). Life satisfaction also depends on the individual's struggle and environmental factors. A few studies have been conducted on this issue in the past, so this study can fulfil the research gap in this field.

Sample of the Study:

The investigator had used random sampling for selecting the sample. The investigator randomly selected from secondary school teachers. The selection was done on the basis of the gender, area of school, medium of teaching, type of school, teaching subject, teaching experience, marital status and type of family. From secondary school teachers of 300 were randomly selected on the basis of the criteria.

Objectives of the Study:

To find out, if there is any significant difference in life satisfaction of secondary school teachers with respect to

- Gender : Male / Female.
- Area of School : Rural / Urban.
- Medium of Teaching : English / Tamil.
- Type of School : Aided / Private / Government.
- Teaching Subject : Language / Maths / EVS.
- Teaching Experience : Less than 10 years / More than 10 years
- Marital Status : Married / Unmarried
- Type of Family : Nuclear / Joint

Hypotheses of the Study:

There is no significant difference in life satisfaction of secondary school teachers with respect to

- Gender : Male / Female.

- Area of School : Rural / Urban.
- Medium of Teaching : English / Tamil.
- Type of School : Aided / Private / Government.
- Teaching Subject : Language / Maths / EVS.
- Teaching Experience : Less than 10 years / More than 10 years
- Marital Status : Married / Unmarried
- Type of Family : Nuclear / Joint

Operational Definition of Key Term Used:

Life Satisfaction:

“Life-satisfaction is the degree to which a person positively evaluates the overall quality of his/her life as-a-whole. In other words, how much the person likes the life he/she leads?”

Tool Used for the Present Study:

- Life Satisfaction Scale by Neugarten 1961)

Description of the Tool - Life Satisfaction:

Life Satisfaction Index (Neugarten et al., 1961): Life satisfaction scale. It consists of 20 items pertaining to five sub-scales, viz., zest versus apathy, resolution and fortitude, congruence of goals, self-concept and mood tone. Items are rated on a three-point rating scale ranging from “agree”, “disagree” and “?”. “Agree” and “disagree” are given 2 points and “?” scored as 1 point. Maximum scores on this scale are 40 and minimum score is 20. The higher the scores, the greater the degree of life satisfaction.

Differential Analysis:

Table 1: ‘t’ test values for Life Satisfaction Scores of Secondary School Teachers based on Gender

Gender	N	Mean	SD	‘t’ Value
Male	167	28.21	3.15	0.536
Female	133	28.01	3.30	NS

From the table 1, it is inferred that ‘t’ value is 0.536, which is not significant at 0.05 level as it is lesser than table value of 1.97. Therefore, the null hypotheses is accepted and research hypotheses is rejected. It is inferred that both male and female secondary school teachers do not differ significantly in their life satisfaction.

Table 2: ‘t’ test values for Life Satisfaction Scores of Secondary School Teachers based on Area of school

Area of School	N	Mean	SD	‘t’ Value
Rural	113	28.09	3.26	0.123
Urban	187	28.14	3.19	NS

From the table 2, it is inferred that ‘t’ value is 0.123, which is not significant at 0.05 level as it is lesser than table value of 1.97. Therefore, the null hypothesis is accepted and research hypotheses are rejected. It is inferred that both rural and urban area of school do not differ significantly in their life satisfaction.

Table 3: ‘t’ test values for Life Satisfaction Scores of Secondary School Teachers based on Medium of teaching

Medium of Teaching	N	Mean	SD	‘t’ Value
English	144	28.41	3.46	1.503
Tamil	156	27.85	2.96	NS

From the table 3, it is inferred that ‘t’ value is 1.503, which is not significant at 0.05 level as it is lesser than table value of 1.97. Therefore, the null hypothesis is accepted and research hypotheses are rejected. It is inferred that both English and Tamil medium of teaching do not differ significantly in their life satisfaction.

Table 4: ‘F’ test among the Sub- samples of Life Satisfaction Scores of Secondary School Teachers based on type of school

Type of School	Sum of Squares	Mean Squares	df	‘F’ Value
Between Groups	2.403	1.201	2	0.115 NS
Within Groups	3092.784	10.413	297	
Total	3095.187		299	

It is evident from the Table: 4 the calculated ‘F’ value is 0.115, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference among sub samples of type of school with respect to their secondary school teachers towards life satisfaction.

Table 5: ‘F’ test among the Sub- samples of Life Satisfaction Scores of Secondary School Teachers based on teaching subject

Teaching Subject	Sum of Squares	Mean Squares	df	‘F’ Value
Between Groups	20.010	10.005	2	0.966 NS
Within Groups	3075.177	10.354	297	
Total	3095.187		299	

It is evident from the Table: 5 the calculated ‘F’ value is 0.966, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference among sub samples of type of school with respect to their secondary school teachers towards life satisfaction.

Table 6: ‘t’ test values for Life Satisfaction Scores of Secondary School Teachers based on Teaching Experience

Teaching Experience	N	Mean	SD	‘t’ Value
Less than 10 years	153	28.32	3.00	1.100
More than 10 years	147	27.91	3.42	NS

From the table 6, it is inferred that 't' value is 1.100, which is not significant at 0.05 level as it is lesser than table value of 1.97. Therefore, the null hypothesis is accepted and research hypotheses are rejected. It is inferred that both less than 10 years and more than 10 years of teaching experience of do not differ significantly in their life satisfaction.

Table 7: 't' test values for Life Satisfaction Scores of Secondary School Teachers based on Marital status

Marital Status	N	Mean	SD	't' Value
Married	142	27.97	3.38	0.754
Unmarried	158	28.25	3.06	NS

From the table 7, it is inferred that 't' value is 0.754, which is not significant at 0.05 level as it is lesser than table value of 1.97. Therefore, the null hypothesis is accepted and research hypotheses are rejected. It is inferred that both married and unmarried of do not differ significantly in their life satisfaction.

Table 8: 't' test values for Life Satisfaction Scores of Secondary School Teachers based on Type of family

Type of family	N	Mean	SD	't' Value
Nuclear	134	28.16	3.50	0.181
Joint	166	28.09	2.97	NS

From the table 8, it is inferred that 't' value is 0.181, which is not significant at 0.05 level as it is lesser than table value of 1.97. Therefore, the null hypothesis is accepted and research hypotheses are rejected. It is inferred that both nuclear and joint type of family of do not differ significantly in their life satisfaction.

Major findings of the Study:

- It is inferred that both male and female secondary school teachers do not differ significantly in their life satisfaction.
- It is inferred that both rural and urban area of school do not differ significantly in their life satisfaction.
- It is inferred that both English and Tamil medium of teaching do not differ significantly in their life satisfaction.
- It is inferred that there is no significant difference among sub samples of type of school with respect to their secondary school teachers towards life satisfaction.
- It is inferred that there is no significant difference among sub samples of type of school with respect to their secondary school teachers towards life satisfaction.
- It is inferred that both less than 10 years and more than 10 years of teaching experience of do not differ significantly in their life satisfaction.
- It is inferred that both married and unmarried of do not differ significantly in their life satisfaction.
- It is inferred that both nuclear and joint type of family of does not differ significantly in their life satisfaction.

Conclusion:

Conducting in-depth research on life satisfaction among primary school teachers would enable health educators to propose improved management programs and coping strategies. These initiatives could be integrated into the organizational framework of schools to enhance teacher well-being. Understanding the factors influencing life satisfaction among primary school teachers can inform adaptive strategies and advocate for policies aimed at reducing their administrative workload. This may include addressing teacher-to-student ratios, offering training in stress management techniques such as muscle relaxation, focused meditation, breathing exercises, and aerobic activities, ultimately fostering a more supportive and sustainable work environment for educators. Life of teachers has become chaotic, full of stress and strain. Everyone who remembers educational experiences remembers his own teachers not the method and techniques. Teachers undoubtedly being on indispensable for educational process play vital role in the upliftment of society. No others educational gadget can ever replace human element of education. But in the present era, life satisfaction of this human element i.e. teachers have become a rare and priced commodity. Satisfaction with life is an indicator of wellbeing. Only a well-adjusted, friendly, enthusiastic, satisfied secure teacher can contribute to the well being of the pupils

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