

LIFE SATISFACTION AND SOCIAL SUPPORT AMONG PRIVATE AND GOVERNMENT SCHOOL TEACHERS

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ABSTRACT

B **ackground:** The present study compared the Teachers of private sector and Government Sector on two scales; Life Satisfaction and Social Support.

Methods: A purposive sample of 120 people (60 Private School Teachers and 60 Government) was selected from different private and government schools of Faisalabad. Life Satisfaction and Multi-Dimensional social support scale were used for judgment. For comparison of these groups Independent t-test was conducted.

Results: The outcomes displayed that level of Satisfaction with life and Social Support highly perceived in Government School Teachers as compared to Private school Teachers.

Conclusion: The present findings revealed that the job style and Grading play important role in Satisfaction of life and social support. Therefore, these dimensions must be considered while dealing with the Teachers Jobs. Implications for preventive work are also discussed in the light of previous researches.

Introduction

From the past three periods, social support and Life Satisfaction has become a major topic for psychological study. Social support is a public topic which is supported by at maximum three different types of support: apparent support, enacted support and social assimilation. For each of these types of support there types have different measurements, and these are only doubtfully committed to one another (Barrera, 1986; Dunkel-Schetter & Bennett, 1990; Lakey & Drew, 1997).

Life satisfaction is a completely calculation of approaches and outlooks about some one's life at a detailed point in time success since bad to positive. Important three major meters satisfaction with life, positive mark, and negative mark (Diener, 1984).

Social support and Life Satisfaction has a great impact on the job holders. Both dimensions have can be observed in the job holder specially in the teachers. Some theories and researches also supported this idea.

The first meta-analytic evaluation of the relationship between job and life satisfaction was delivered by Padgett, Tail and Baldwin (1989) recently. From 34 studies, by using correlations, the average corrected correlation between the hypotheses to be .44 was predicted by Tail et al. (1989). The assessment of authors was decided with this statement: "Further explanatory research of this nature is now clearly warranted on the basis of the extensive relationship between job and satisfaction with life predictable here."

In a new literature review, Lane, Rain, and Steiner (1991) thought that although the study of Tail et al.'s was useful in providing anglobal calculation of the job and life satisfaction connection, the concepts did not addressed by the direction of connection. Rain et al. claimed that the connection between job and life satisfaction required more struggle and investigation. Thus, the serious question related to what the direction of effect between job and life satisfaction is remains unanswered, rather than of inclusive research.

In Tait et al.'s (1989) meta-analysis the estimated correlation suggests that a positive relationship is present, no information regarding whether job satisfaction origins life satisfaction, life satisfaction origins job satisfaction, or the two concepts are equally connective, is given by this investigation. A contributory influence is helpful of the dispositional view point from life satisfaction to job (Judge & Hulin, in press; Judge & Locke, 1993; Staw, Bell, & Clausen).

The social support was strongly positively correlated with job satisfaction ($p=.56$) founded by 259 studies of meta-analysis. Social support is the level by which opportunities are provided for job by getting help and information from others and the opportunities to make friends on the job.

The effect of school-related social support examined by the authors, from teachers, colleagues, and parents on students' life satisfaction that school satisfaction, educational competence, and general self-efficacy, individually, assisted. The analyses based on data from a general representative sample of 13- and 15-year-old students ($N = 3,358$) from the Norwegian part of the WHO 6th international survey of *Health Behaviour in School-Aged Children* (C. Currie et al., 2004; T. Torsheim, O. Samdal, B. Wold, & J. Hetland, 2004). The importance of self-related domains, such as general self-efficacy, to students' life satisfaction was established. School satisfaction was strongly supported by the teachers. School satisfaction more strongly related to girls' life satisfaction than to that of boys, on the basis of meaning tests between correlations.

By this literature review, it is very significant to work on the topic of Satisfaction with Life and social support dimensions in the Government and private school teachers to make them more satisfied and happy. I predict that:

“There is likely to be significance difference in the level of life satisfaction and social support among school teachers”.

“Government sector Teachers are more satisfied and have a social support as compared to Private School sector Teachers”.

Method

Participant

The sample (N=120) was composed of 60 Government school Teachers and 60 Private school Teachers. Participant was recruited from different Government and private Schools of Faisalabad.

Research Design

Correlation research design was used to observe the relationship of life satisfaction and social support between Government and Private school Teachers.

Measure

To judge the satisfaction level of teachers Satisfaction with life scale was used. To measure global cognitive judgments of satisfaction with one's life the SWLS is a short 5-item instrument designed. The scale requirement is only about one minute of a respondent's time. Ed Diener and colleagues developed the Satisfaction With Life Scale (SWLS) which is used to measure life satisfaction (Diener, Emmons, L'arsen& Griffin, 1985).

Multi dimensional social support (MSPSS; Zimet et al.,1988) is a 12-item scale, extending from (1)verystrongly disagree to (7)very strongly agree, evaluated on a 7-point Likert scale. Threesources are measures by social support: family, friends, and a special person, three subscales are measured: family, friends, and significant other, each with all of four items.

Procedure

To start the research permission was taken out from Supervisor. According to the need of topic sample was selected.

The selected tool was administered in different Government and private schools. Participants gave the consonant and full freedom was given to them to participate in research willingly. About the full confidentiality of all the information obtained from them the participants were assured by the researcher. Satisfaction with life scale, multi-dimensional social support scale and demographic form were given to the subjects. Instructions were given to subject to mark only one option against each item that best reflected their feelings. To avoid any confusion items are also read verbally.

Results

The problem under discussion was

“There is likely to be significance difference in the level of life satisfaction and social support among school teachers”.

“Government sector Teachers are more satisfied and have a social support as compared to Private School sector Teachers”.

Correlational method was conducted to conclude the research. Data analysis showed the results given below:

Table 1:

Difference of social support and life satisfaction

MDSS= Multi-dimensional social support scale

Variables	Govt. teachers (n=60)		Private Teachers (n=60)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
1. MDSS	4.8723	1.2934	4.2462	1.24860
2. LF	20.65	6.232	16.45	6.055

LF= Satisfaction with life Scale

Table 2:

Variables	Correlation
Government and private teacher LF	-.326**
Private and Government Teachers MDSS	-.241***

Discussion

Results of the current study accepted the hypothesis and it was proved that there is likely to be significance difference in the level of life satisfaction and social support among school teachers and Government Teachers are more satisfied and have a more social support as compared to Private School Teacher.

To examine the life satisfaction and social support in government and private school teachers the current study was conducted. Result of the current study support the hypothesis and it was proved that Government teachers of schools are more satisfied. That's why they perform well in the job also. High intensity of satisfaction and social support also due to some factors like good income packages and environments of institution. These are the most important factors that affect the psyche of individual.

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