

CHAPTER NO. IV

CHAPTER IV

RESULT AND DISCUSSION

In this chapter obtained results have been discussed in the light of relevant research according to the hypotheses laid down. Looking to the objectives and relevant hypotheses and methodology this chapter has been divided in to three phase;

Phase I

This phase of the present research includes findings regarding effect of teacher attitude and gender on

- Job Satisfaction
- Life Satisfaction

Phase II

This Phase of this investigation considered those finding which is related to the correlation between

- Job Satisfaction and Life satisfaction

Phase I

➤ **Job Satisfaction**

- **Job Satisfaction and Attitude**
- **Job satisfaction and Gender**
- **Job satisfaction and Interaction Effect of Independent Variable.**

➤ **Life Satisfaction**

- **Life Satisfaction and Attitude**
- **Life satisfaction and Gender**

- **Life satisfaction and Interaction Effect of Independent Variable.**

Phase II

➤ Job Satisfaction and Life Satisfaction

Phase I

4.1 Job Satisfaction

The term Job Satisfaction is generally used in organizational endeavour in business management. One of the senses signs of deteriorating conditions in an organization is low job satisfaction (Keith Devi, 1993). Job Satisfaction is the favourableness or unfavourableness with which employees view their work (Bruneberg, 1976). It signifies the amount of agreement between one's expectations of the job and the rewards to the job provides. Job satisfaction is concerned with a person or a group in the organization. Job Satisfaction can be applicable more to parts of an individual's job. If each person is highly satisfied with his job then only it will be considered as group job satisfaction.

One of the biggest preludes to the study of job satisfaction was the Hawthorne studies. These studies (1924-1933), primarily credited to Elton Mayo of the Harvard Business School, sought to find the effects of various conditions (most notably illumination) on workers' productivity. These studies ultimately showed that novel changes in work conditions temporarily increase productivity (called the Hawthorne Effect). It was later found that this increase resulted, not from the new conditions, but from the knowledge of being

observed. This finding provided strong evidence that people work for purposes other than pay, which paved the way for researchers to investigate other factors in job satisfaction.

Scientific management (aka Taylorism) also had a significant impact on the study of job satisfaction. Frederick Winslow Taylor's 1911 book, *Principles of Scientific Management*, argued that there was a single best way to perform any given work task. This book contributed to a change in industrial production philosophies, causing a shift from skilled labor and piecework towards the more modern of assembly lines and hourly wages. The initial use of scientific management by industries greatly increased productivity because workers were forced to work at a faster pace. However, workers became exhausted and dissatisfied, thus leaving researchers with new questions to answer regarding job satisfaction. It should also be noted that the work of W.L. Bryan, Walter Dill Scott, and Hugo Munsterberg set the tone for Taylor's work.

Some argue that Maslow's hierarchy of needs theory, a motivation theory, laid the foundation for job satisfaction theory. This theory explains that people seek to satisfy five specific needs in life – physiological needs, safety needs, social needs, self-esteem needs, and self-actualization. This model served as a good basis from which early researchers could develop job satisfaction theories.

Job satisfaction can also be seen within the broader context of the range of issues which affect an individual's experience of work, or

their quality of working life. Job satisfaction can be understood in terms of its relationships with other key factors, such as general well-being, stress at work, control at work, home-work interface, and working conditions.

4.1.1 Job Satisfaction and Attitude

Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one's job; an affective reaction to one's job; and an attitude towards one's job.

Job satisfaction is the result of various attitudes possessed by an employees toward his job. This attitude may be related to job factors, such as wage, job security, job environment, nature of work opportunities for promotions, prompt removal of grievances, opportunities of participations in decision making and other fringe benefits. Job satisfaction may thus be defined as an attitude which result from a balancing and summation of many specific likes and dislikes experienced by an employee in the performance of his job (Bullock,1952), or an employees' judgement of how well his job, on the whole, provides opportunities to satisfy his needs(Smith,1961). In this regards Weiss (2002) has argued that job satisfaction is an attitude but points out that researchers should clearly distinguish the objects of cognitive evaluation which are affect (emotion), beliefs and behaviours. This definition suggests that we form attitudes towards our jobs by taking into account our feelings, our beliefs, and our behaviors.

Hypothesis a)

“Teacher attitude would be significant on teachers’ job satisfaction criteria.”

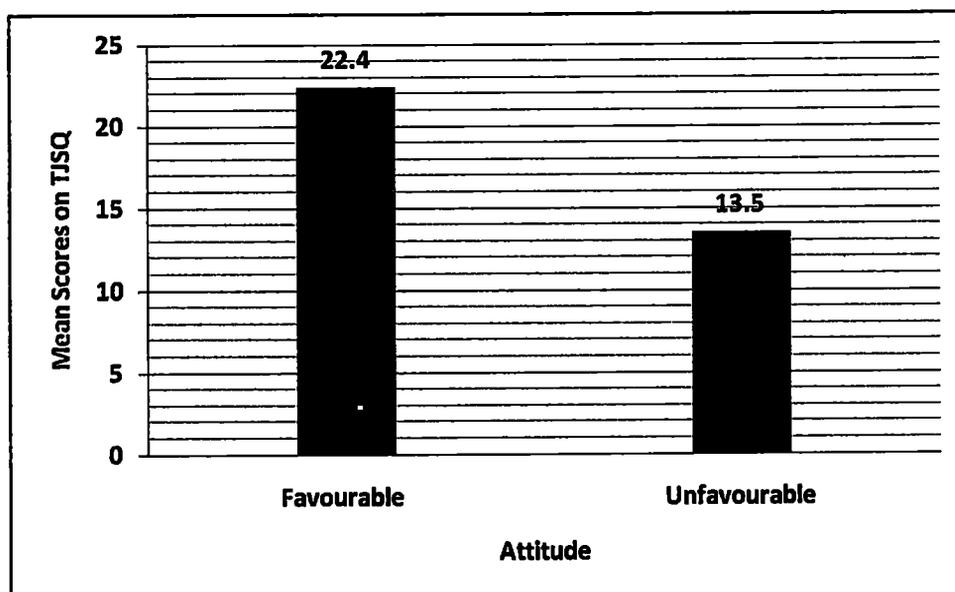
Table 4.1

Mean values for Teacher Attitude on Teachers’ Job Satisfaction

Measure Criteria	Favourable	Unfavourable
Job Satisfaction	22.40	13.50

Figure 4.1

Bar Diagram Showing Mean Scores for Teacher Attitude on Teachers’ Job Satisfaction



The above result table 4.1 and figure 4.1 illustrates the mean value of teacher with favourable and unfavourable attitude on their job satisfaction measure. The mean value show that teacher with favourable attitude towards teaching job were found to be higher in

their level of job satisfaction (M=22.4) as compare to those teachers who were having unfavourable attitude towards teaching (M=13.5). These mean values show the difference in the level of job satisfaction between both group.

Table 4.2

F value for Teacher Attitude on Teachers' Job Satisfaction

<i>Measure Criteria</i>	<i>F Ratio</i>	<i>Significance Level</i>
<i>Job Satisfaction</i>	<i>19.06</i>	<i>.01</i>

Above result table 4.2 of f value for mean difference between teacher attitude ie. Favourable or unfavourable on teachers' job satisfaction support the view that what teachers hold the attitude towards teaching affect their job satisfaction criteria.

A variety of individuals perform the task of teaching and an individual encounter different types of teachers at different stages during the course of his life. Indeed it is an ideal teacher at the climax of his performance that brings about a positive change in the overall behaviour of his students. Obviously, one cannot expect an educational arrangement to deliver the goods unless it has a cadre of competent teachers. The quality of the teaching depends upon the job satisfaction of teachers. A highly satisfied teacher alone can fulfil various roles of a friend, guide and counsellor, to his / her pupils as a member of the group of professional workers and a

citizen participating in various community activities. Job satisfaction is a primary requisite for any successful teaching learning process.

Generally job satisfaction is related with number of employees variables such as turnover, absence, age, occupation and size of the organization in which he works. However, more comprehensive approach requires that many factors are to be included before a complete understanding of job satisfaction can be obtained. Such factors as employee's age, health temperature, desire and level of aspiration should be considered. Further family relationship, Social status, recreational outlets, activity in the organizations etc. Contribute ultimately to job satisfaction. Job satisfaction continues to be a popularly assessed construct due to its correlation with numerous job-related outcomes .The level of temporal stability of job satisfaction evaluations disagreements between the dispositional, situational, and interactionist models leads to difficulties in studying job satisfaction stability. It is believed that the application of the social psychological attitude strength research may be able to overcome this difficulty and give a better account of the degree of job satisfaction stability.

Attitude is a personal disposition common to individuals, but varying in degrees, which impels individuals to react to object, situations or prepositions in ways that can be called favourable or unfavourable. It is the degree of positive or negative disposition associated with some psychological object. Attitude towards

teaching denotes the positive or negative feeling or disposition associated towards teaching and in turn affect ones' job satisfaction.

There is confusion and debate among practitioners on the topic of employee attitudes and job satisfaction— even at a time when employees are increasingly important for organizational success and competitiveness.

Employees have attitudes or viewpoints about many aspects of their jobs, their careers, and their organizations. However, from the perspective of research and practice, the most focal employee attitude is job satisfaction. The most-used research definition of job satisfaction is by Locke (1976), who defined it as “. . . a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences” (p. 1304). Implicit in Locke's definition is the importance of both affect, or feeling, and cognition, or thinking. When we think, we have feelings about what we think. Conversely, when we have feelings, we think about what we feel. Cognition and affect are thus inextricably linked, in our psychology and even in our biology. Thus, when evaluating our jobs, as when we assess most anything important to us, both thinking and feeling are involved.

Further job can be expressed in a way that job satisfaction, has lent itself to many attempts at definition. Singh and Shivatsawa (1972) believe job satisfaction to be a pleasant and positive attitude possessed by an employee toward his job-life. Vroom (1964)

employs the basic concept of Valence in explaining job satisfaction while Blum and Naylor (1968) consider the variable is the result of the various attitudes the employee holds towards his job and life in general. Many other definitions abound, however, most follow a similar central theme - attitude toward the job.

The degree of satisfaction of job is largely depends on satisfaction of employee variables in which their attitude towards job is prominent factor

After reviewing many related studies done in the field of job satisfaction both in India and in other countries, the attitude towards teaching was reported as positively or negatively correlated to job satisfaction.

According to Garton (1976), employee's satisfaction and morale are attitudinal variables that reflect positive or negative feelings about particular persons or situations, satisfaction when applied to work context of teaching seems to refer to the extent to which a teacher can meet individual, personal and professional needs as an employees (Strauss, 1974).

In other words job Satisfaction is the result of various attitudes possessed by an employee. In a narrow sense, these attitudes are related to the job under condition with such specific factors such as supervisors of employment, conditions of work, social relation on the job, prompt settlement of grievances and fair treatment by employer.

The present finding was found to be consistent with the study of Joseph Huff and Terence Yeoh (2008) who have indicated that employee job attitudes were quite stable over a four week period. In addition, attitude strength was a more consistent predictor of job satisfaction stability than was dispositional affect.

In same reference Ronit Bogler(2001)examined the effects of teachers' occupation perceptions on teacher satisfaction from the job. More specifically, it attempts to find out how much of the variation in teachers' job satisfaction can be attributed to their perceptions of their occupation. A quantitative questionnaire using Likert-type scales was administered to 930 teachers in Israeli schools, of whom 745 responded. Path analysis was used to explain teacher job satisfaction by the exogenous variables. The most salient finding was that teachers' occupation perceptions strongly affected their satisfaction.

Further cheri Ostroff also found similar finding which was found to be parallel of the present result. in his study he has investigated the relationship between employees' job satisfaction and job related attitude. The data was collected from 13808 teachers. Correlation and regression analysis supported the expected relationship between employees' job satisfaction and job related attitude and their performance.

On the basis of present finding, the considered alternative hypothesis in which attitude was stated as

determined factor for ones' job satisfaction has been proven so hence it was accepted here.

4.1.2 Job Satisfaction and Gender

Job satisfaction has increasingly made in-roads in the labour economics literature in recent years mainly due to the introduction of subjective measures imported from the field of psychology (Clark, 1996, 1997; Sloane and Williams, 2000; Long, 2005). Job satisfaction allows economists to investigate individual well-being in the workplace, alongside traditional labour market research areas such as gender wage differentials and unemployment. According to Clark (1996: 189), "the analysis of job satisfaction may give us a number of insights into certain aspects of the labour market".

One specific area of investigation is the study of differing levels of reported job satisfaction by gender. Practically all studies (Clark, 1997; Sloane and Williams, 2000; Sousa-Poza and Sousa-Poza, 2003; Long, 2005) have shown that females possess higher levels of job satisfaction compared to males, a puzzling outcome when one considers the existence of gender wage differentials in favour of males¹, as well as occupational segregation by gender, with women occupying jobs with 'lower' prestige. There exist a number of theories as to why females possess higher levels of job satisfaction. These include the role of expectations, a possible difference in work 'values' and female selection into employment.

Hypothesis b)

“There would be significant effect of gender on job satisfaction among teachers.”

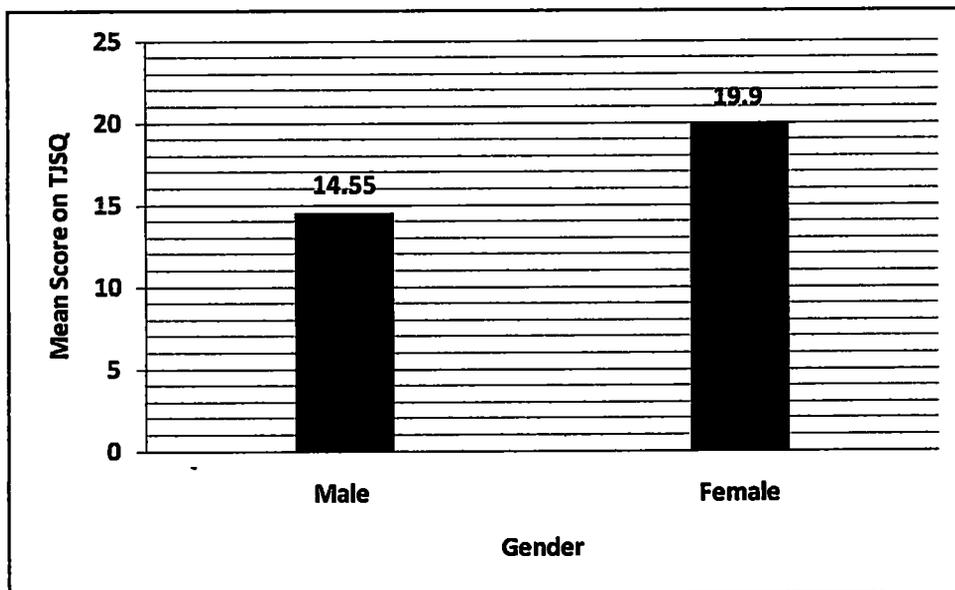
Table 4.3

Mean values for Gender on Teachers' Job Satisfaction

Measure Criteria	Male	Female
Job Satisfaction	14.55	19.90

Figure 4.2

Bar Diagram Showing Mean Score for Gender on Teachers' Job Satisfaction



The above result table 4.1 and figure 4.1 illustrates the mean value of male and female on teachers' job satisfaction. The mean value show that female teacher employees scored higher (M=19.90) on the measure of job satisfaction questionnaire than male teacher employees (M=14.55). These

mean values revealed that female teacher are more and having high satisfaction regarding their job as compare to male teachers.

Table 4.4

F value for Gender on Teachers' Job Satisfaction

<i>Measure Criteria</i>	<i>F Ratio</i>	<i>Significance Level</i>
<i>Job Satisfaction</i>	<i>4.03</i>	<i>.05</i>

Above result table 4.2 of f value for mean for teacher attitude i.e. Favourable or unfavourable on teachers' job satisfaction support the view that

Following empirical studies were found to be consistent with the present finding regarding gender effect on teachers' job satisfaction;

Melanie E. Ward and Peter J. Sloane (2003) consider job satisfaction in the academic labour market drawing upon a particularly detailed data set of 900 academics from five traditional Scottish Universities. Recent studies have revealed that in the labour force as whole women generally express themselves as more satisfied with their jobs than men.

Clark's (1997) seminal study of gender differences in levels of job satisfaction in Britain found females to have greater levels of satisfaction compared to males, despite being in jobs with lower earnings and promotion opportunities compared to males. He posits

that this is due to females having lower expectations at work due to “the poorer position in the labour market that women have held in the past” (1997: 342). Clark suggests that women’s higher levels of job satisfaction could be transitory as employment opportunities for women and men converge.⁴ Clark also investigated female self-selection into employment to see if only ‘happier’ females entered the workforce⁵ but found no evidence of sample selection bias. Neither did Clark find that differences in personal and job characteristics between male and female employees account for the gender satisfaction gap. He does however find that gender differences in job satisfaction disappear for the young, the higher educated, professionals and those in male-dominated workplaces. This indicates that females in the aforementioned groups have expectation levels greater than females as a whole.

Consistent with Clark, Sloane and Williams⁶ (2000) report higher levels of job satisfaction for females compared to males, despite earning lower pay. They also note that this could be due to females having lower expectations. Nevertheless, females in male dominated workplaces have similar satisfaction levels compared to males, perhaps reflecting higher expectations. Souza-Poza and Sousa-Poza (2003) undertook a specific look at Britain using 1991-2000 data and found evidence of falling levels of job satisfaction among females over time. They conclude that this points to the gender-job satisfaction gap being a transitory, rather than a permanent phenomenon in Britain.

Similar to Clark's (1997) as well as Sloane and William's (2000) findings, Donohue and Heywood (2004) found no gender job satisfaction gap for young US workers, once again indicating that specific female labour market groups possess expectation levels similar to those of their male counterparts .

Souza-Poza and Sousa-Poza (2000) report their findings on an international investigation of gender differences in job satisfaction of 21 countries using 1997 data.⁷ Only in Great Britain, New Zealand, USA and Spain were differing levels of job satisfaction by gender statistically significant, and in Spain, in favour of males. Souza-Poza and Sousa-Poza stated that their finding points to an 'Anglo-Saxon paradox' where females are more satisfied with work compared to males. However, a survey into gender job satisfaction differences across 14 member states of the European Union (Kaiser, 2005) showed females to have higher levels of job satisfaction in 10 countries, suggesting that higher satisfaction levels among females might not be an 'Anglo-Saxon paradox' after all. Equal employment opportunities, appropriate child day care and tax and social security system are the reason given by

Kaiser (2005) for no gender job satisfaction difference in three countries mentioned in footnote. Long (2005) used cross-sectional 2001 Australian data to investigate gender differences in job satisfaction. Both her statistical and econometric (ordered probit) analysis suggests that females are more satisfied at work compared to males. However, as most the majority of studies cited above, this

gender-job satisfaction gap disappears for younger females and also those with higher levels of education.

Male and female agriculture teachers were found to be satisfied with their jobs, and they do not differ significantly in terms of their overall job satisfaction scores. Jamie Cano and Greg Miller, (1992)

Mustafa Ay and Selahattin Av_aro_lu (2010) examined whether the burnout and job satisfaction of accountants differed according to some variables. The 'Maslach burnout inventory' and 'Job satisfaction scale' were used to collect data. The research population consisted of the accountants in Turkey. The sample of the research consisted of 1,494 randomly chosen participants from this group. Data collection was initiated by sending the data collection tools to the accountants via mail and e-mail in September, 2008 and required data was obtained in June, 2009. According to the results of the study, it was determined that in term of gender, male accountants experienced more emotional burn out and female accountants experienced more job satisfaction. The significant differences in terms of gender, age group, workplace, working area, working style, workplace type, level of income variables and burnout and job satisfaction were determined in this research. Concurrently, it was discovered that there was a negative correlation between burnout and job satisfaction.

Whereas results of Melanie E. Ward and Peter J. Sloane (2003) found to be contradictory of the present finding .They found

that overall job satisfaction do not vary widely by gender. This result is explained through the nature of dataset, limited as it is to a highly educated workforce, in which female workers are likely to have job expectations comparable to their male counterparts. Ordered probit analysis is used to analyse the determinants of an academic's overall satisfaction at work as well as satisfaction with promotion prospects, job security and salary. Comparison salary is found to be an important influence on academics' overall job satisfaction although evidence suggests that academics place a lower emphasis on pecuniary relative to non pecuniary aspects of work than other sectors of the workforce.

Though there are lot of research in favour or contract with the present finding but as far as the present finding considered it can be concluded that female teacher are to be more satisfied with their job as compare to their male counterparts, thus the considered alternative hypothesis in this regard has been accepted here.

4.1.3 Job Satisfaction and Interaction Effect

Hypothesis c)

“Interaction of attitude and gender would be significant on teachers’ level of job satisfaction.”

Table 4.5

F value for interaction effect between independent variable on mental health

<i>Measure Criteria</i>	<i>Interaction of Independent Variable</i>	<i>F-Value</i>	<i>Significance Level</i>
<i>Teachers’ Job Satisfaction</i>	<i>Teacher Attitude * Gender</i>	<i>4.88</i>	<i>.05</i>

A glance at above result table, where interaction effect of considered independent variable is shown, illustrates that interaction effect of teachers’ attitude and gender were found significant on teachers’ job satisfaction criteria at .05 level of confidence.

Job satisfaction describes the construct as a “pleasurable or positive emotional state resulting from the appraisal of one’s job” (Locke, 1976 p. 1304), where the appraisal is a result of the interaction between the job situation and the individual. Alternatively, Weiss and Cropanzano (1996, p. 2) argue that “job satisfaction is not an affective or emotional reaction to a job” and is

instead “a positive or negative evaluative judgment of one’s job or job situation.” Clarifying these definitions, Brief (1998) describes job satisfaction as an internal state that is expressed by affectively and/or cognitively evaluating an experienced job with some degree of favor or disfavor. This definition includes a cognitive component while maintaining that the evaluative quality of job satisfaction results from the person-job interaction.

More commonly however, job satisfaction has more simply been defined as “an attitudinal variable that reflects how people feel about their jobs overall as well as various aspects of them” (Spector, 2000, p. 197). This attitudinal, trait-based definition suggests that job satisfaction is a more stable construct as opposed to Brief’s state-based definition. In fact, this definition by Spector seems to coincide with an earlier definition put forth by Dipboye et al. (1994) where job satisfaction was operationalized as a relatively enduring attitude shaped largely by social and interpersonal processes in the work environment. This attitude-based definition encompassed both the affective and cognitive components of job satisfaction, while expanding the person-job evaluation to include social processes (i.e. employee interaction). A working definition of job satisfaction will described the construct as a positive or negative evaluation/judgment of the job shaped by interactions between the individual and the work environment. Although no single definition for job satisfaction exists, most studies treat job satisfaction as a construct that is relatively stable over time. This, dispositional

model of job satisfaction was first proposed by Staw and Ross (1985).

The present finding gets indirect support from the study of Ronit Bogler's (2002) in which he has used discriminant analysis, study attempts to construct profiles of two types of teachers: those with a low level of job satisfaction and those with a high level of job satisfaction. In addition to their background and demographic characteristics, teachers' perceptions of their occupation and of their principals' leadership styles (transformational or transactional) are examined as predictors that discriminate between teachers with low and high levels of satisfaction. The results suggest that teachers with a low level of satisfaction can be reliably distinguished from teachers with a high level of satisfaction by their occupational perceptions, principals' leadership styles, and a number of their biological and demographic characteristics.

On the basis of present result it can be concluded that teachers job satisfaction criteria influenced by their attitude and gender separately as well as these both variables also worktogether to determine their job satisfaction.

4.2 Life Satisfaction

Recent years have seen an increase in research on subjective well-being (Dien-,1984). Three separate components of subjective well-being have been identified: positive affect, negative affect, and life satisfaction (Andrews & Withey, 1976). The first two compodents refer to the affective; emotional aspects of the

construct; the latter to the cognitive-judgmental aspects, Although several scales for the assessment of affect exist (Bradburn, 1969; Kammann & Flett, 1983; Kozma & Stones 1980), the measurement of general life satisfaction has received less attention.

Subjective well being (SWB) is a term coined by Ed Diener (1984). SWB has three components, namely life satisfaction, positive affect, and negative affect. An individual with high life satisfaction, high positive affect, and low negative affect has high SWB. The scientific term SWB is often used to avoid the ambiguous meaning of the term happiness. However, the term happiness is more often used in the communication of research findings in the media. Researchers often distinguish between life satisfaction, as a cognitive component, and PA and NA, as an affective component of SWB. Although these components are correlated, individuals with high levels on one component can have lower levels on another component (Lucas, Diener, & Suh, 1996). Some researchers average across components to obtain a single indicator of SWB.

Life satisfaction is one of the indicators of subjective well-being (Horley J;1984). It has been conceptualized as an assessment of life as a whole on the basis of the fit between personal goals and achievements (Andrews FM, Withey SB). It has also been viewed as a dimension of mental health (Headley B-W, Kelley J, Wearing AJ;1976). Indeed, many of its correlates—such as depressive symptoms, self-esteem, anxiety, and psychosomatic symptoms Koivumaa-Honkanen HT and others;1996)—are aspects of mental

health, but life satisfaction is also associated with diagnosed mental disease and health risk factors, including poor health behavior and poor social support. Thus, life satisfaction is a broad and nonspecific subjective perception comparable to self-rated health—another of its correlates. Both have proven to be predictors of mortality, but level of life satisfaction is a particularly effective predictor of psychiatric morbidity. It is not surprising that life dissatisfaction is much more common in psychiatric patients than in the general population, regardless of the level of psychopathology (Koivumaa-Honkanen HT and others;1999).

Overall life satisfaction is widely considered to be a central aspect of human welfare. Due to the economic and technological development in the society, people place more importance on the quality of life than before. Nowadays, people emphasize not only work environment, but also non-work-related life. Therefore, understanding employees' life satisfaction is becoming more important. A Pan-EU study (European Commission, 2006) found that when people are satisfied with their jobs, they are satisfied with their non-work-related life and become happier. Developed countries are paying much attention to understand citizens' life satisfaction. (Many indices are proposed in order to understand the quality of citizens' lives: American Demographics Index of Well-Being, the Fordham Index of Social Health, Genuine Progress Indicator and so on.) Recently, a national survey conducted in Taiwan has indicated that half of the people sampled feel unhappy.

Only ten percent feels that they are very happy. This survey also found that men are generally happier than women. Additionally, those who are younger and better educated; earn higher income and bear more children, tend to be happier (Yahoo News, 2007). Globally, more and more countries pay attention to the concept of “Gross National Happiness GNH”, which was proposed by the ex-president of Bhutan. In addition, the “World Map of Happiness” proposed by White (2006) is attracted to many organizations. With this growing trend, quality of life has been becoming an important issue for governments and businesses. It is important for authorities to establish not only good working but also good living environments. Tatarkiewicz (1976) proposed that “happiness requires total satisfaction with life”. Hence, life satisfaction is a key determinant for happiness.

4.2.1 Life Satisfaction and Attitude

In reference of relation between life satisfaction and ones attitude life satisfaction was defined as an individual’s global assessment of his or her life in positive terms (Diener, Suh, Lucas, & Smith, 1999).

Life satisfaction is also defined as an overall assessment of feelings and attitudes about one’s life at a particular point in time ranging from negative to positive.

Subjective life satisfaction is a measure of an individual's perceived level of wellbeing and happiness. It is frequently assessed in

surveys, by asking individuals how satisfied they are with their own lives.

Hypothesis d)

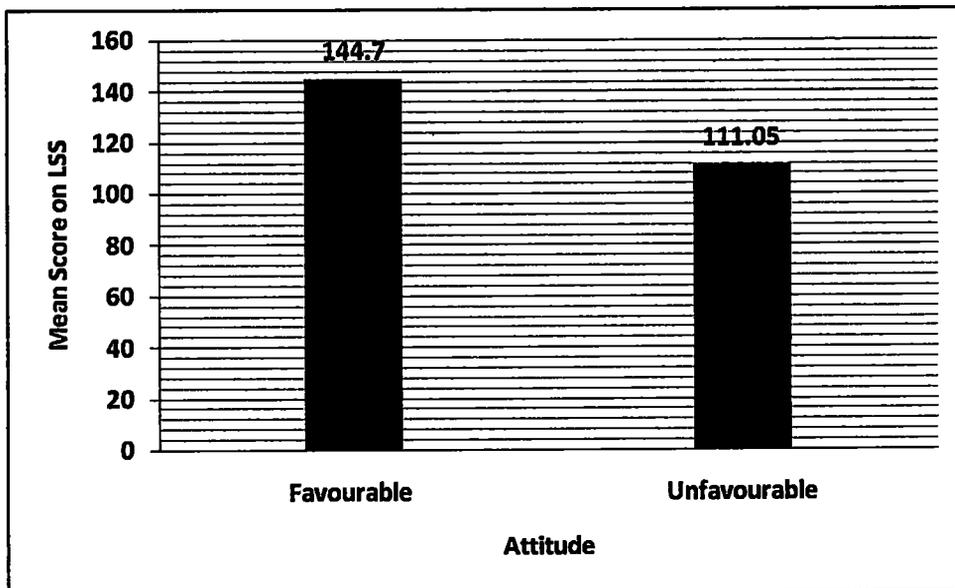
“There would be significant effect of teachers’ attitude on their life satisfaction criteria.”

Table 4.6
Mean values for Attitude on Life Satisfaction

Measure Criteria	Favourable Attitude	Unfavourable Attitude
Life Satisfaction	144.70	111.05

Figure 4.3

Bar Diagram Showing Mean Scores for Attitude on Life satisfaction



The above result table 4.6 and figure 4.3 illustrates the mean value of teacher with favourable and unfavourable attitude towards teaching on the measure of their life satisfaction. The mean value show that teacher who are having favourable attitude towards teaching score (M=144.7) on life satisfaction which was found higher than those teachers who are having unfavourable attitude towards teaching (M=111.05). These mean values show difference in the level of life satisfaction between both groups of teacher employees.

Table 4.7

F value for Attitude on Life Satisfaction

<i>Measure Criteria</i>	<i>F Ratio</i>	<i>Significance Level</i>
<i>Life Satisfaction</i>	<i>5.06</i>	<i>.05</i>

Above result table 4.7 of f value for mean difference of favourable and unfavourable attitude towards teaching on the measure of their life satisfaction further support the above conclusion that was based on only their mean differences. On the basis of calculated f values it can be revealed that type of bank itself tend to influence employees' life satisfaction.

Result of the present finding can be attributed on the fact that persons' working environment directly or indirectly affects their satisfaction toward life. If their work climate is healthy they feel more satisfied their life and vice versa.

Life satisfaction concept has been analysed from different approaches: an affective or emotional approach considers this concept as a balance between positive and negative affect (Bradburn, 1969); the cognitive approach focus on the way an individual makes an appraisal about his general life or about some aspects of his life (for example, family, health, work, free time) (Diener, 1984). During the last quarter of the XXth century substantial developments on the study of subjective well-being have turned up (Diener, Suh, Lucas and Smith, 1999). First works from a sociological approach studied the influence of demographic variables (age, sex and marital status) on the prediction of life satisfaction. Results showed that demographic variables explain a scarce percentage of the well-being variance (Wilson, 1967). Later on, from a psychological approach the relationship between internal characteristics of an individual as the main predictors for life satisfaction has been analysed (Costa & McCrae, 1980). Results showed that relationships between personality stable characteristics and life satisfaction are very relevant, moreover extraversion and neuroticism allowed to predict life satisfaction level a person may have after fifteen years (Costa & McCrae, 1984). The present result was found to be in line with the study of F. Sülen Şahin (2010) in which he studied the teacher candidates' attitudes towards the teaching profession and life satisfaction levels. Independent variables are determined as gender, department, class level, the mother and father's education, students academic

success. For the analysis of collected data the percentages, t test, one-way analysis of variance and Pearson Product Moment of Correlation Coefficient were used. According to the total scores of the ATTP scale teacher candidates has seen as in positive attitude towards teaching profession. Besides that according to LSS they have high levels of life satisfaction.

Jose Maria Augusto Landa, E. Lopez-Zafra, R. Martinez de Antonana and M. Pulido (2007) examined the relationship between Perceived Emotional Intelligence (PEI) and Life Satisfaction in university teachers. To assess the nature of these relationships and to predict the factors implied on life satisfaction, positive and negative affect, work satisfaction and alexithymia measures were used. 52 university teachers (30 men and 22 women) completed the Spanish version of the Trait Meta-Mood Scale for emotional intelligence (TMMS, Fernandez-Berrocal, Extremera & Ramos, 2004). Alexithymia was measured by the spanish version of the TAS-20 (Martinez-Sanchez, 1996), and life satisfaction was measured by SWLS (Diaz Morales, 2001). Also, Work Satisfaction Scale was used (JWS, Grajales & Araya, 2001). Our results yield a strong correlation between life satisfaction and TMMS subscales (emotional Clarity and emotional Repair), TAS-20 subscales (difficulty to describe emotions and external oriented thinking), and Work Satisfaction Scale. Further analyses show that the life satisfaction most significant predictors were positive and negative affect and emotional Clarity. These results support the incremental

validity of self-report measures, as the TMMS, and the capacity of constructs related to emotional intelligence to explain the differences on life satisfaction independently from personality traits and mood states constructs.

Timothy A. Judge, Joyce E. Bono, Amir Erez and Edwin A. Locke(2005) tested a model explaining how the core self-evaluations (i.e., positive self-regard) concept is linked to job and life satisfaction. The self-concordance model, which focuses on motives underlying goal pursuit, was used as an explanatory framework. Data were collected from 2 samples: (a) 183 university students (longitudinal measures of goal attainment and life satisfaction were used) and (b) 251 employees (longitudinal measures of goal attainment and job satisfaction were utilized). In both studies, the core self-evaluations concept was positively related to goal self-concordance, meaning that individuals with positive self-regard were more likely to pursue goals for intrinsic and identified (value-congruent) reasons. Furthermore, in both studies, goal self-concordance was related to job and life satisfaction.

Overall on the basis of present finding considered alternative hypothesis has been accepted here as teacher with positive and negative attitude towards teaching were found to be differe on their life satisfaction criteria or in other sense teaher who possess positive teaching attitude were found with highly satisfy in their life as compare to those teachers who possess negative teaching attitude.

4.2.2 Life Satisfaction and Gender

Hypothesis e)

“Gender effect would be significant on teachers’ life satisfaction.”

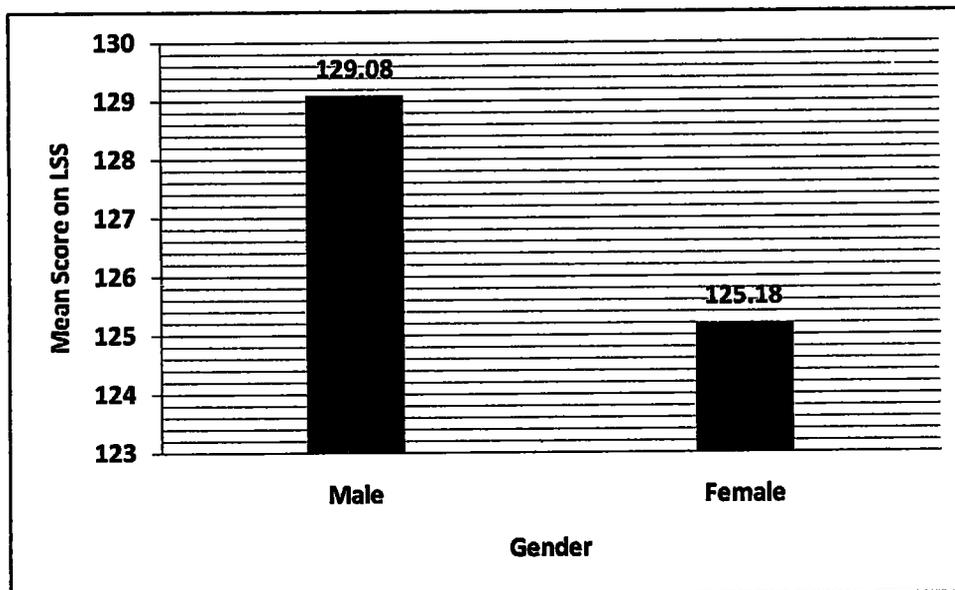
Table 4.8

Mean values for Gender on Life satisfaction

<i>Measure Criteria</i>	<i>Male</i>	<i>Female</i>
<i>Life Satisfaction</i>	129.08	125.18

Figure 4.4

Bar Diagram Showing Mean Scores for Gender on Life Satisfaction



The above result table 4.8 and respective figure illustrates, the mean of male and female on their life satisfaction criteria. The mean value show that male score are slightly higher on life satisfaction

scale as compare to female. These mean values show the difference in their satisfaction criteria regarding their life in favour of male as their score was found higher which is indicator of higher satisfaction about their life as compare to female.

Table 4.9

F value for Gender on Life Satisfaction

<i>Measure Criteria</i>	<i>F Ratio</i>	<i>Significance Level</i>
<i>Life Satisfaction</i>	<i>1.07</i>	<i>NS</i>

Above result Table [4.9] shows that obtained F value on life satisfaction criteria of teacher employees in relation to their gender. Obtained F value was does not support the above conclusion that was based on mean difference as f value was not found significant on their life satisfaction measure. Thus it can be concluded that both male and female employees are parallel on their level of life satisfaction.

Sex differences in life satisfaction are a recurrent research issue in the field of psychology and social gerontology. However, the evidence concerning the effect of sex on morale is still inconclusive. This may be due to (a) the neglect of other relevant variables, (b) the failure to distinguish between main effects and interaction effects, and (c) the lack of formal statistical tests in making comparisons. In this study, a causal model of life satisfaction is proposed and

evaluated by using four data sets with sample sizes ranging from 961 to 3,996. The proposed structural model fitted both the male and female subsamples reasonably well. The findings were also replicated across these four data sets. No systematic sex difference was found in terms of structural parameters in study of Jersey Liang. This indicates that the same causal mechanism is operating among the males as well as the females.

The following empirical studies were also found to be consistent with present result;

Axel R. Fugl-Meyer; Roland Melin; Kerstin S. Fugl-Meyer (2002) Satisfaction with life as a whole and with 10 domains of life was assessed in a nationally representative Swedish sample of 1207 women and 1326 men aged between 18 and 64 years, using a generic self-report checklist (LiSat-11), with levels of satisfaction ranging along a six-grade ordinal scale from 1 (very dissatisfied) to 6 (very satisfied). The main findings are that, with marginal exceptions, life satisfaction is gender independent, while age is systematically and positively associated with vocational and financial situations. Having no partner and being a first-generation immigrant implies for most LiSat-11 items a relatively low level of satisfaction. Factor analysis of the domain-specific items yields a gender-independent four-factor structure, which is robustly independent of different scaling reductions. Gross levels of satisfaction (dichotomized scales 1-4 vs 5-6) of seven domains were significant classifiers (odds ratio 1.7-3.9) of gross level of

satisfaction with life as a whole. This investigation provides reference values for LiSat-11, which, with its ease of administration may be an adequate instrument for analysing, in terms of subjects' cognitive appraisal of emotions, aspirations-achievement gaps.

Shula Shichman and Ellen Cooper(1984) investigated the relationship between life satisfaction and sex-role concept. Two hundred and seventeen respondents completed a two-part questionnaire, which consisted of the Life Satisfaction Survey, designed by the authors, and the Bem Sex Role Inventory. Though gender was not found to be influencing factor for life satisfaction but general satisfaction with life was found to be a function of the level of satisfaction derived from various aspects of life, particularly aspects chosen as the most important. Consistent with previous studies, general satisfaction with life is positively associated with education level, income level, and being married. In contrast to previous findings, age is not negatively correlated with overall satisfaction, and a significant difference between males and females showed up. As predicted, sex-role concept was found to be a useful construct in explaining the differential importance of various domains of life as well as the relative contribution of those domains to the individual's overall satisfaction with life. Psychologically masculine people choose as important and enjoy more the instrumental aspects of life; psychologically feminine people choose as important and enjoy more the socioemotional aspects of life;

psychologically androgynous people choose as important and enjoy more both the instrumental and socioemotional aspects of life.

Above studies as well as present result lead towards the conclusion that life satisfaction criteria of teachers does not tend to fluctuate with their biological characteristics that is gender thus the considered alternative hypothesis has been rejected here.

4.2.3 Life Satisfaction and Interaction Effect

Hypothesis f)

“There would be interaction effect of attitude and gender on teachers’ life satisfaction.”

Table 4.10

F value for interaction effect between independent variable on Life satisfaction

<i>Measure Criteria</i>	<i>Interaction of Independent Variable</i>	<i>F-Value</i>	<i>Significance Level</i>
<i>Life Satisfaction</i>	<i>Teacher Attitude* Gender</i>	<i>5.33</i>	<i>.05</i>

A glance at above result table, where interaction effect of considered independent variables (Teacher attitude and gender) are shown, illustrates that interaction effect of attitude and gender were found

significant on teachers' life satisfaction criteria at .05 level of confidence.

Social science researchers have defined the concept of life satisfaction as "an assessment of the overall conditions of existence as derived from a comparison of one's aspirations to one's actual achievements" (George and Bearnon, 1980, p. 38). Campbell, Converse, and Rogers (1976) quoted in Russell (1984) stated that, ". Life satisfaction pertains to a cognitive process in which the current situation is evaluated by contrasting it with an external standard of comparison". Like other criteria the life satisfaction criteria is also fluctuate not only with single factor whereas with interaction of many factors in which persons' attitude and gender are promennent as present finding revealed.

In favor of present finding reason can be rationalized somewhat on the expanding work opportunities which always increase people's wellbeing and indirectly their life satisfaction. Instead, there is evidence in psychology that people's life satisfaction depends on how experienced utility compares with expectations of life satisfaction or decision utility. Woody Allen and Francesco Ferrante (2004) discussed how systematic frustration over unfulfilled expectations can be connected to people's achievement which is directly affect their satisfaction towards life. He has further found that healthy work environments may have a perverse impact on life satisfaction. It was also found that the latter effect is mediated by factors such as gender and age.

The present result was found to be in line with the study of F. Sülen Şahin (2010) in which he studied the teacher candidates' attitudes towards the teaching profession and life satisfaction levels. Independent variables are determined as gender, department, class level, the mother and father's education, students academic success. For the analysis of collected data the percentages, t test, one-way analysis of variance and Pearson Product Moment of Correlation Coefficient were used. According to the total scores of the ATTP scale teacher candidates has seen as in positive attitude towards teaching profession. Besides that according to LSS they have high levels of life satisfaction.

Tang, Thomas Li-Ping; Arocas, Roberto Luna; Whiteside, Harold D.(2004) studied on 207 faculty at a state university in the southeastern United States and 102 faculty members at the University of Valencia (Spain) and examined demographic variables and attitudes toward money, income, and life satisfaction. Demographic variables (sex, age, education, marital status, race, current job experience, total work experience, and number of job changes) and money attitudes (using factors titled budget, evil, equity, success, and motivator) were used to predict self-reported income and life satisfaction. Using a five-point scale, participants rated their satisfaction with personal/family life and life as a whole. Multiple regression analyses showed that predictors of income for Americans were: age, equity, gender (male), budget, and education; for the Spanish sample, work experience, education, evil, and sex

were predictors of income. In both samples, married professors reported higher life satisfaction. In measuring life satisfaction, other predictors for the American sample were intrinsic job satisfaction, success, sex, and level of education. For the Spanish sample predictors were extrinsic job satisfaction, and age. High income Spanish faculty tended to believe that money does not lead to unethical behavior and that money is not evil. Two appended tables provide statistical data; also appended is the money ethic scale used for measurement.

Aforementioned parallel finding as well as present obtained result does support the alternative hypothesis regarding interaction effect of attitude and gender on teachers' life satisfaction here so it has been accepted here.

Phase II

4.3 Job Satisfaction and Life Satisfaction

To study the relation of teachers' job satisfaction and life satisfaction, correlation among both variables were worked out for the pooled sample. Coefficients of correlation were calculated by the method of Pearson's Product Moment. Obtained correlation coefficients have been presented in following table and its significant has been discussed.

Hypothesis g)

“There would be significant positive correlation between job satisfaction and life satisfaction”.

Table 4.11

Correlation Coefficient between Job Satisfaction and Life Satisfaction

Correlation Coefficient	Level of Significance
0.63	.01

Above result table show the correlation coefficient between teachers job satisfaction and life satisfaction which was found to be 0.63. As this correlation value was found to be significant and positive, it can be revealed that teachers who is having higher job satisfaction are also found with highly satisfied in their life and vice versa . In other words this relation can be described that both job satisfaction and life satisfaction increases and decreases parallels.

According the previous research, job satisfaction was defined as the overall assessment of positive emotions related to an individual's work (Martin & Schinke, 1986). Weiss (2002) has argued that job satisfaction is an attitude but points out that researchers should clearly distinguish the objects of cognitive evaluation which are affect (emotion), beliefs and behaviors. Job satisfaction can be an important indicator of how workers feel about their jobs and a predictor of work behaviors such as organizational citizenship, absenteeism, and turnover. Further, job satisfaction can partially

mediate the relationship of personality variables and deviant work behaviors (Mount, 2006).

One common research finding is that job satisfaction is correlated with life satisfaction (Rain, 1991). This correlation is reciprocal, meaning people who are satisfied with life tend to be satisfied with their job and people who are satisfied with their job tend to be satisfied with life. However, some research has found that job satisfaction is not significantly related to life satisfaction when other variables such as non-work satisfaction and core self-evaluations are taken into account (Rode, 2004).

In the other hand, life satisfaction was defined as an individual's global assessment of his or her life in positive terms (Diener, Suh, Lucas, & Smith, 1999). Life satisfaction is one of the component of subjective well-being (Horley J: ;1984). It has been conceptualized as an assessment of life as a whole on the basis of the fit between personal goals and achievements (Andrews FM, Withey SB and others;1976). It has also been viewed as a dimension of mental health (Headley B-W, Kelley J, Wearing AJ;1996). Indeed, many of its correlates—such as depressive symptoms, self-esteem, anxiety, and psychosomatic symptoms Koivumaa-Honkanen HT ;1996)—are aspects of mental health, but life satisfaction is also associated with diagnosed mental disease and health risk factors, including poor health behavior and poor social support (Koivumaa-Honkanen H;1998). Thus, life satisfaction is a broad and nonspecific

subjective perception comparable to self-rated health—another of its correlates.

An emerging area of study is the interplay between job and life satisfaction. Researchers have speculated that there are three possible forms of the relationship between job satisfaction and life satisfaction:

- a. spillover, where job experiences spill over into nonwork life and vice versa;
- b. segmentation, where job and life experiences are separated and have little to do with one another; and
- c. compensation, where an individual seeks to compensate for a dissatisfying job by seeking fulfilment and happiness in his or her nonwork life and vice versa.

Judge and Watanabe (1994) argued that these different models may exist for different individuals and were able to classify individuals into the three groups. On the basis of a national sample of U.S. workers, they found 68% were the spillover group, 20% in the segmentation group, and 12% in the compensation group. Thus, the spillover model, whereby job satisfaction spills into life satisfaction and vice versa, appears to characterize most U.S. employees.

Consistent with the spillover model, a review of the research literature indicated that job and life satisfaction are correlated (average true score correlation: .44; Tait, Padgett, & Baldwin, 1989). Since a job is a significant part of one's life, the relationship

between job satisfaction and life satisfaction makes sense—one's job experiences spill over into one's life. However, it also seems possible the causality could go the other way—a happy or unhappy life spills over into one's job experiences and evaluations. In fact, the research suggests that the relationship between job and life satisfaction is reciprocal—job satisfaction does affect life satisfaction, but life satisfaction also affects job satisfaction (Judge & Watanabe, 1994). Also in support of a spillover model for job and life satisfaction, the research literature shows a consistent relationship between job satisfaction and depression (Thomas & Ganster, 1995).

Based on the present research finding conclusion can be made that job and life satisfaction are parallel factors if one increases other will simultaneously will increases and if decreases other will get down with this. This relationship can be attributed in a way that as job Satisfaction is the favourableness or unfavourableness with which the employee views his work. It expresses the amount of agreement between one's expectation of the job and the rewards that the job provides. Job Satisfaction is a part of life satisfaction. The nature of one's environment of job is an important part of life as Job Satisfaction influences one's general life satisfaction.

On the basis of obtained result and already studied fact and explanation regarding relationship between job satisfaction and

**life satisfaction the considered hypothesis in this regard has
been accepted here.**

