



LIFE SATISFACTION IN RELATION TO JOB SATISFACTION AMONG TEACHERS WORKING IN SELF-FINANCED COLLEGES

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Abstract

The current study examines the relationship between life satisfaction and job satisfaction among teachers working in self-financed colleges. A descriptive and correlational research design was adopted. Data were collected from a randomly selected sample of teachers using standardized tools. Pearson's correlation coefficient was used to determine the relationship between life satisfaction and job satisfaction, while t-test and ANOVA were employed to examine differences across selected demographic variables. Life Satisfaction of self-financed college teachers was affected by Job Satisfaction, Nature of Job and gender of self-financed college teachers. Thus, it can be said that Job Satisfaction, and gender of self-financed college teachers are the key determinants of Life Satisfaction and play important role in the Life Satisfaction of Self-Financed College Teachers. The findings revealed a positive and significant correlation between life satisfaction and job satisfaction. Significant differences were also observed on certain demographic variables. The study highlights the importance of improving job-related conditions to enhance teachers' overall life satisfaction.

Keywords: *Life Satisfaction. Teacher, Job Satisfaction, Self-Financed Colleges.*

Introduction:

Education plays a crucial role in shaping a nation, and the success of self-financed colleges largely depends on the quality of their teaching staff and the effectiveness of the educational system. The productivity and overall performance of these institutions are strongly influenced by the organizational environment and the job satisfaction of their teachers. A supportive and conducive environment enables teachers to perform optimally, thereby raising the standards of education. Teachers are pivotal in moulding future generations, and their guidance significantly contributes to the intellectual and moral development of students. No education system can exceed the quality of its educators, making their role central to both institutional success and national development [1]. Teachers are the key factor of any education system. Without teacher it is quite impossible to achieve the goal of education system. Since, education infuses knowledge, skills and attitudes in individuals and makes them ready for their responsibilities, therefore, the role of teacher is much more crucial. National Knowledge Commission has also accepted higher education as the instrument of social change and wrote “If we want this change on a grand scale to be achieved without violent revolution, there is one instrument only, through education” (National Knowledge Commission: Report to the Nation, 2007). [2] Dedicated teachers are essential for the effective functioning of the educational system, and commitment in teaching largely emerges from a sense of satisfaction with one’s profession. Teachers who experience dissatisfaction with their jobs often struggle to remain motivated, productive, and fully engaged in their professional responsibilities. Kothari D. S. has talked (1963 – 64)” [3] A bright right type of educator is particular who not mainly cherishes his subject but also winner students will be calculated not in life spans of percentage of outcomes alone but the nature of body of liveliness along with personality of living person whom he has instruct “ In the present era, rapid scientific progress, technological advancement, and increasing industrialization have significantly altered work environments, leading to rising levels of both job-related and life-related dissatisfaction. Emerging evidence suggests that changing employment conditions may negatively influence teachers’ overall life satisfaction and adversely affect their physical as well as psychological well-being. In this context, understanding the relationship between life satisfaction and job satisfaction among self-financed colleges teachers has become increasingly important. Therefore, the present study seeks to observe the interrelationship between life satisfaction and job satisfaction.

Operational Definitions of Variables:

Life Satisfaction

Diener et al. (1985) [4] Life satisfaction is a cognitive evaluation of an individual's life as a whole, based on personal standards and expectations. Life satisfaction involves a global judgment of life quality, integrating satisfaction across major life domains such as career, relationships, and personal growth (Diener, Lucas, & Oishi, 2022) [5]. Neugarten, Havighurst & Tobin (1961) [6] Life satisfaction refers to an individual's overall judgment of how successfully life needs and goals are being fulfilled. Life satisfaction refers to the degree to which an individual positively evaluates the overall quality of his or her life as a whole (Veenhoven, 1996). [7] Shin and Johnson (1978) [8] Life satisfaction is a global assessment of a person's quality of life according to self-selected criteria. Life satisfaction depends on the perceived gap between what individuals desire and what they actually have in life. (Michalos, 1985) [9]. Diener (2000) [10] Life satisfaction refers to a person's conscious evaluation of life as a whole rather than momentary emotions.

Job Satisfaction

Locke (1976) [11] Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or work experiences. According to Filak & Sheldon (2003) [12] Job satisfaction is defined as simply how people feel about their different aspects of their jobs. Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. Hulin and Judge (2003) [13], who have renowned that "Profession fulfilment consists of multidimensional physical responses to a specific profession and these particular comebacks have mental (assessing), emotional and behavioural moving parts". Smith, Kendall, and Hulin (1969) [14] Job satisfaction is an employee's attitude toward different facets of the job such as pay, supervision, work itself, and working conditions. Spector (1997) [15] Job satisfaction refers to the extent to which people like or dislike their jobs and its various aspects.

Review of Related Literature of the Study:

Singh and Kumar (2025) [16] highlighted that supportive leadership and stable employment conditions contribute positively to the life satisfaction of teachers working in higher education institutions. Hassan et al. (2023) [17] informed that supportive work environments and emotional resilience significantly improve life satisfaction among college educators. Yadav and Mehta and Joshi (2022) [18] found that college teachers who experienced better work-life balance and

professional recognition reported higher levels of life satisfaction. Rahman et al. (2021) [19] found that life satisfaction among university teachers is closely related to psychological health and reduced occupational stress. Post-pandemic studies, Sharma and Verma (2020) [20] described that life satisfaction among college teachers is significantly influenced by institutional support, work environment, and job security. Clark and Senik (2024) [21] indicated that favourable working conditions, fair evaluation systems, and positive interpersonal relationships significantly enhance job satisfaction among college teachers across different countries. Topchyan and Woehler (2021) [22] examined factors such as job status and gender on teacher satisfaction and engagement. Results showed that female teachers and full-time teachers reported higher engagement and satisfaction levels. Maina et al. (2020) [23] analysed gender influences on job satisfaction among public secondary school teachers in Nakuru County, Kenya, with findings indicating that male teachers reported higher satisfaction levels compared to female teachers. Das (2019) [24] examined job satisfaction among secondary school teachers in Siliguri, where government school teachers reported higher satisfaction levels compared to their private school counterparts. Gihar and Mishra (2017) [25] investigated job satisfaction among secondary school teachers in Bareilly, Uttar Pradesh. Their study involved a sample of 600 teachers and utilised a qualitative survey design, with results showing no significant differences in job satisfaction based on gender, location, or teaching experience.

Research Gap of the Study:

Although life satisfaction and job satisfaction have been widely studied, most existing research has focused on teachers in government schools/colleges or on employees from other sectors. Empirical studies specifically examining the relationship between life satisfaction and job satisfaction among teachers working in self-financed colleges remain limited. Since self-financed colleges often differ in terms of job security, workload, pay structure, and work environment, findings from other settings cannot be directly generalized. This lack of focused evidence highlights a clear research gap that the present study aims to address.

Significance of the Study:

This study is significant because it explores the link between life satisfaction and job satisfaction among teachers working in self-financed colleges. In these colleges, teachers often face demanding academic duties along with challenges such as uncertain job stability, increased workload, and limited opportunities for professional advancement. Such work conditions may

affect their satisfaction in the workplace as well as their overall well-being. By analyzing the association between personal life quality and job-related satisfaction, the study provides meaningful inputs for colleges management and decision-makers to improve the work climate, develop effective support mechanisms, and strengthen teachers' morale and dedication. Enhancing both life satisfaction and job satisfaction can lead to improved teaching effectiveness and better learning outcomes for students.

Objectives of the Study:

1. A study of the life satisfaction between male and female teachers working in self-financed colleges.
2. A study of the Job satisfaction between male and female teachers working in self-financed colleges.
3. A study comparing the life satisfaction between male and female teachers working in self-financed colleges, with reference to their job satisfaction.
4. A study on the relationship between the life satisfaction and the job satisfaction among male and female teachers working in self-financed colleges.

Hypothesis of the Study:

1. There is no statistically significant difference in the life satisfaction between male and female teachers working in self-financed colleges.
2. There is no statistically significant difference in the Job satisfaction between male and female teachers working in self-financed colleges.
3. There is no significant difference in the life satisfaction between male and female teachers working in self-financed colleges with reference to their job satisfactions.
4. There is no statistically significant relationship between the life satisfaction and the job satisfaction among male and female teachers working in self-financed colleges.

Research Methodology of the Study:

- **Method**

A descriptive survey research method was used for the present study.

- **Population**

This study is confined to teachers working in UGC-recognized self-financed colleges offering undergraduate, postgraduate, and professional courses located in the districts of Meerut and Ghaziabad, Uttar Pradesh, India.

- **Sample**

The sample for the study comprised 400 teachers, selected from 20 UGC-recognized self-financed colleges offering undergraduate, postgraduate, and professional courses, located in the districts of Meerut and Ghaziabad, Uttar Pradesh, India.

Tools of the Study:

The researcher used to follow two tools for this study:

1. Life Satisfaction Measurement Scale developed by Dr. (Mrs.) Promila Singh and George Joseph. (LSMS) [26].
2. Teachers' Job Satisfaction Scale developed by Yudhvirendra Mudgil, I. S. Muhar and P. Bhatiya in 1991. (JMS) [27].

Data Analysis of the Study:

Descriptive statistics along with inferential statistical techniques such as the t-test, ANOVA, and Pearson's product-moment correlation were employed for data analysis in the present study. The t-test was used to observe the significance of differences in life satisfaction and job satisfaction between male and female teachers working in self-financed colleges. ANOVA was applied to determine the significance of differences in life satisfaction scores among different groups of teachers categorized on the basis of job satisfaction scores. Further, Pearson's Product-Moment Correlation was employed to determine the direction and strength of the relationship between life satisfaction and job satisfaction among teachers working in self-financed colleges.

Results

Objective-1: A study of life satisfaction between male and female teachers working under self-financed colleges.

H01: There is no significant difference in life satisfaction of teachers on the basis of gender in self-financed colleges.

Table 1

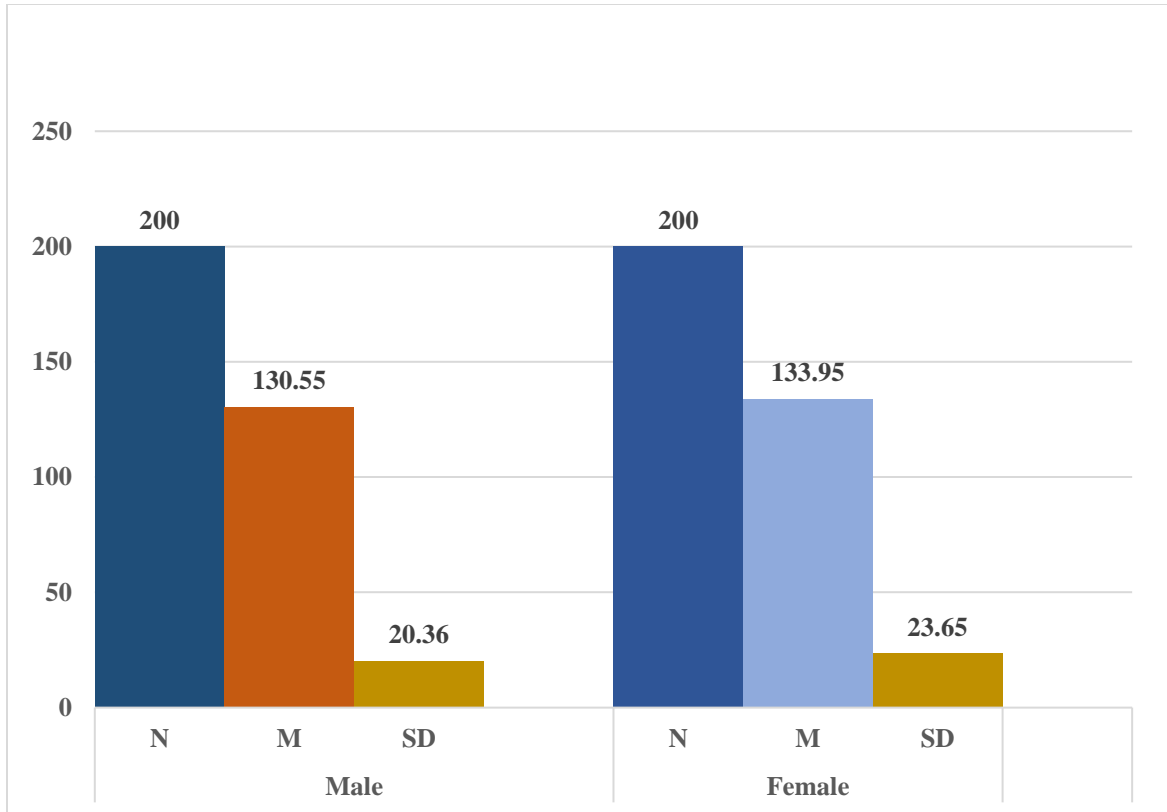
Comparison of Life Satisfaction Scores: Male vs Female Teachers Working Under Self-Financed Colleges

Sr.No.	Group	N	Mean	Std. Deviations	df	t.test	p. Value	Sig. 0.05	Level
1.	Male	200	130.55	20.36	398	1.538	1.97	Not	significance
2.	Female	200	133.95	23.65					

Significant difference at 0.05 levels.

Graph 1

Comparison of Life Satisfaction Scores: Male vs Female Teachers Working under Self-Financed Colleges

**Interpretation of the Result:**

The table shows that the mean life satisfaction score of male teachers ($M = 130.55$, $SD = 20.36$) and female teachers of self-financed colleges ($M = 133.95$, $SD = 23.65$) are comparable. The calculated t-value of 1.538 is not significant at the 0.05 level, indicating no statistically significant difference in life satisfaction between male and female teachers of self-financed colleges. Therefore, the null hypothesis is accepted. This means there is no significant difference in the life satisfaction scores between the two groups.

Objective 2: A study of the job satisfaction between male and female teachers working in self-financed colleges.

H02: There is no statistically significant difference in the job satisfaction between male and female teachers working in self-financed colleges.

Table 2

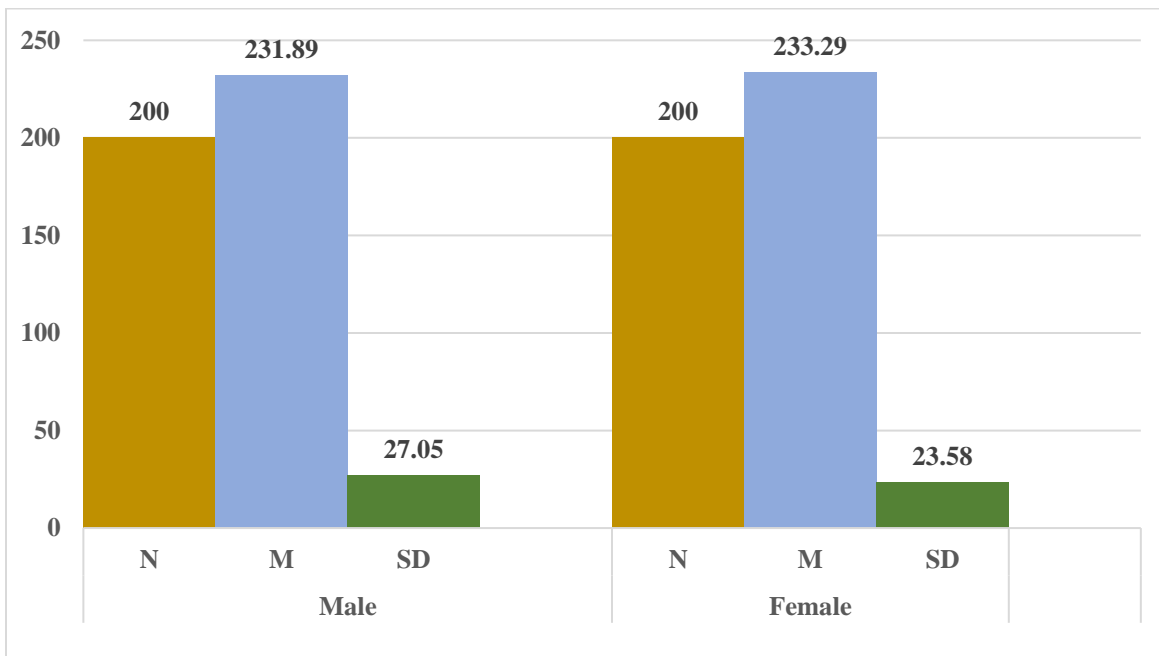
Comparison of job satisfaction Scores: Male vs Female Teachers Working in Self-Financed Colleges

Sr.No.	Group	N	Mean	Std. Deviations	df	t.test	p. Value	Sign.
1	Male	200	231.89	27.05	398	-	1.97	Not Significance
2	Female	200	233.29	23.58		0.554		

Significant difference at 0.05 levels.

Graph 2

Comparison of Job Satisfaction Scores: Male vs Female Teachers Working in Self-Financed Colleges



Interpretation of the Result:

The table indicates that the mean job satisfaction score of male teachers ($M = 231.89$, $SD = 27.05$) is slightly lower than that of female teachers ($M = 233.29$, $SD = 23.58$) working in self-financed colleges. However, the calculated t -value of 0.852 is less than the critical t -value of 1.97 at the 0.05 significance difference. Therefore, the null hypothesis is not rejected, suggesting that there is no statistically significant difference in job satisfaction between male and female teachers working in self-financed colleges.

Objective3: A study comparing life satisfaction between male and female teachers working in self-financed colleges, with reference to their job satisfaction.

H03: There is no statistically significant difference in the life satisfaction between male and female teachers working in self-financed colleges with reference to their job satisfaction.

Table 3

Job Satisfaction & Gender with Life Satisfaction of Self-Financed Colleges Teachers

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	138161.634a	2	69081	482.26	<.001	0.708
Intercept	3950.896	1	3950.9	27.582	<.001	0.065
Job Satisfaction	137009.032	1	137009	956.473	<.001	0.707
Gender (Male\Female)	435.035	1	435.04	3.037	0.082	0.008
Error	56897.863	397	143.24	-	-	-
Total	7191319	400	-	-	-	-
Corrected Total	195029.498	399	-	-	-	-

a. R Squared= .708(Adjusted R Squared=.707)

Interpretation of Result:

A Two-Way ANOVA was conducted to examine the effects of Job Satisfaction (JST) and Gender on Life Satisfaction (LS) among teachers working in self-financed colleges. The analysis revealed a statistically significant effect and difference of Job Satisfaction on Life Satisfaction, $F(1, 397) = 956.473$, $p < .001$, indicating that higher job satisfaction is strongly associated with higher life satisfaction. However, the effect of Gender was not statistically significant, $F(1, 397) = 3.037$, $p = 0.082$, meaning that there is no significant difference in life satisfaction between male and female teachers. The R-squared value of 0.708 suggests that approximately 70.8% of the variance in life satisfaction can be explained by the model (primarily job satisfaction).

Objective4: A study on the relationship between life satisfaction and job satisfaction among male and female teachers working in self-financed colleges.

H04: There is no statistically significant relationship between life satisfaction and job satisfaction among male and female teachers working in self-financed colleges.

Table 4**Life Satisfaction and Job Satisfaction Among Male and Female Teachers Working in Self-Financed Colleges**

Sr. No.	Paired Variables	N	r	Table Value	Sig. Level 0.05
1	Life Satisfaction	400	0.84	0.098	Significant
2	Job Satisfaction				

Significant difference at 0.05 levels

Interpretation of the Result:

There is a strong positive linear relationship between Life Satisfaction and Job Satisfaction among male and female teachers in self-financed colleges, as indicated by a Pearson correlation coefficient of 0.840. The p-value is $< .001$, which is well below the standard significance level of 0.05, indicating that this correlation is statistically significant. Therefore, the null hypothesis is rejected and conclude that Life Satisfaction and Job Satisfaction among male and female teachers are significantly positively correlated in the population.

Conclusion:

The present study explored the relationship between life satisfaction, and job satisfaction, as well as gender-based differences in these variables among teachers working under self-financed colleges. The findings revealed significant correlations among the variables, indicating that life satisfaction, and job satisfaction are closely related. Additionally, significant differences were found between male and female teachers across all two variables. These results highlight the importance of considering both psychological factors and gender when addressing teacher well-being and job performance. Educational self-financed colleges should design support programs and interventions that are sensitive to these differences in order to promote a more positive and fulfilling work environment.

Educational Implications of the Study:

- Teachers' holistic growth (emotional, spiritual, professional) is essential for higher life satisfaction and performance.
- Teacher education must include modules on spiritual intelligence, self-awareness, mindfulness, and ethics.

- Supportive work environments and recognition of teachers enhance job satisfaction and teaching effectiveness.
- Leadership should be inclusive, compassionate, and supportive of teachers' emotional and professional needs.
- Life skills training (stress management, resilience, communication) should be part of teacher preparation.

Suggestions of the Study:

The study highlights the need for educational institutions to prioritize the psychological and emotional well-being of teachers. Improved life satisfaction among teachers can lead to enhanced motivation, commitment, and teaching effectiveness.

- Teacher education should embed activities that enhance mindfulness, ethical reasoning, and spiritual growth, as these factors are positively tied to life satisfaction.
- Recognizing teachers' efforts, offering transparent evaluation, and providing career advancement opportunities help strengthen job satisfaction and commitment.
- Supportive, ethical, and empathetic leadership practices uplift teacher morale and overall satisfaction.
- Reflective practices like journaling or meditation should be promoted to improve self-awareness and emotional stability.
- Policies ensuring work–life balance are essential to prevent stress and burnout among teachers.

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