

DETERMINANTS OF LIFE SATISFACTION OF COLLEGE TEACHERS: AN EMPIRICAL STUDY AMONG COLLEGE TEACHERS OF CALICUT UNIVERSITY

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Abstract

The life satisfaction of college teachers is being influenced by a host of factors. The government college teachers are found to have an added advantage in terms of academic status and life satisfaction. This assumes overwhelming importance as it is having a strong bearing upon the future of students which is moulded by teachers. The only variable 'year of teaching experience' is found to have lack of statistical support. Rests of the variables such as age, education, employment of spouse, health, college, net salary and job satisfaction are found strongly determine the life satisfaction of college teachers.

Introduction

Life satisfaction can be defined as the cognitive component of subjective well-being (Martikainen, 2008), which reflects both the extent to which basic needs are met and the extent to which a variety of other goals are viewed as attainable. From this perspective it seems only reasonable that by accomplishing more goals, satisfaction with life will also increase. Life satisfaction is related to better physical, and mental health, longevity, and other outcomes that are considered positive in nature (Beutell 2006). Veenhoven (1991) defined "Life satisfaction is conceived as the degree to which an individual judges the overall quality of his life-as-a-whole favourably."

There are various factors influencing life satisfaction. The most frequently used factors are income, subjective health, education, religion, social support and marital status etc. The influence of work-related conditions (employment status, type of employment and job satisfaction) are also important determinants of life satisfaction.

Income is probably one of the most extensively examined determinants of life satisfaction. According to Seghieri, Desantis & Tanturri (2006) it is assumed that high levels of income are implicitly associated with high levels of well-being. They say that macroeconomic theory states that, as income and consumption increase, a greater number of needs can be satisfied, and, by definition, a higher level of well-being can be attained. Yet, some scholars argue that above a certain level, income does not have an extra effect on life satisfaction, since basic needs have been fulfilled and income has no real utility beyond that (Schyns, 2002). This reasoning, which is a clear illustration of the law of diminishing marginal utility, is supported by Deaton (2008), who argues that data from the World Values Survey as well as data from the Gallup World Poll reveal a particularly strong relationship between income and life satisfaction among 'low-income' countries, but a virtually non-existent one among the 'highest-income' countries. Because of the dissimilar composition of the two surveys an inconsistent pattern is

found for 'moderate-income' countries. The good physical health is associated with higher levels of life satisfaction (Mroczek & Spiro, 2005). Brief, Butcher, George & Link (1993), however, argue that perceived health appears to have a strong relationship with subjective well-being.

Diener, Suh, Lucas & Smith (1999) shows significant correlations between education and subjective well-being have often been found. They say that education may affect subjective well-being by allowing individuals to make progress towards their goal or to adapt to changes. Individuals who attained relatively higher levels of education and income also experience greater life satisfaction because they appear to be more optimistic in their outlook on life and have more realistic expectations for life in general (Light, Hertsgaard & Martin, 1985). Religiosity also influences life satisfaction. According to Dorahy, Lewis, Schumaker, Akuamoah-Boateng, Duzé & Sibiya (1998) research findings with regard to the relationship between religiosity and life satisfaction have generally shown a positive relationship. They say that correlations have been found between life satisfaction and religious attitude, church attendance, closeness to God, divine experiences during prayer, and time spent on religious activities. Religious experiences may offer a sense of meaning in daily life and during major life crisis. Social support or good and close relationships with other people – partners and spouses, parents and children, kinsmen, friends, neighbours and workmates – are a major source of life satisfaction (Haller & Hadler, 2006). The married individuals consistently report greater subjective well-being than never-married individuals, who in turn report greater subjective well-being than previously married individuals (i.e. divorced, separated, or widowed). Employment status and job satisfaction influences life satisfaction of people. Job satisfaction is simply how people feel about their jobs and different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs. Although the relationship between job satisfaction and life satisfaction has been examined extensively in the literature, results have more than often been inconsistent and inconclusive. According to Tait, Padgett & Baldwin (1989) it is generally assumed that job satisfaction and life satisfaction should be related to one another, because for many people, work is a significant and central aspect of their lives in terms of both time and emotional involvement.

Significance of the Study

At the international level, there are numerous studies in the literature which focused on life satisfaction and its determinants among the people. But the studies are scarce in the literature related to life satisfaction among college/university teachers. The college and university faculties are the backbone of knowledge creation of educational system in India. They have a noble position in the society and are being revered by everyone. Hence their life satisfaction is presumed to be high compared to rest of the people. In this backdrop, some researchable questions arise. Are they satisfied in their life? Is income or salary alone a criterion for determining their happiness? Apart from income or salary, what are the other factors influencing their life satisfaction? A fact check-up reveals that there are welters of issues plaguing them. Firstly, the criteria stipulated by the Higher Education Department for calculating the mandatory work load of teachers are erroneous and arbitrary. Secondly, the recent restructuring of the workload by scrapping of weightage of considering each single hour taught in post graduate class as one and half hours, taking into account the preparations and strain of faculties handling post

graduate classes is a body blow to divinity, sanctity and solemnity of teaching profession. Apart from this, this has made inroads on both the faculties who are in the service, but waiting for approval for those who are in the ranked list and waiting for appointment. No appointment is likely for the ensuing ten years if the order in this regard is not reversed. Thirdly, it would pave the way for the abolition of departments having single faculties. Fourthly, the decision has been taken unilaterally without any sort of prior consultation with organizations of the college teachers. Fifthly, litigation is going on in the court regarding the lack of implementation of 7th pay even though order came into vogue in the year 2016. Sixthly, even within the higher education, discrepancy and discrimination are found on the execution of 7th pay such that it has already been implemented for the faculties of engineering colleges, but is still in cold storage for the faculties of Arts and Science colleges. Hence it is essential to understand their life satisfaction and how their socio-economic and work status influences overall life satisfaction. This study is a humble attempt to this issue.

Review of Literature

Life satisfaction received much attention among scholars. The relations between Income and Life Satisfaction became an important area of study in the early nineties (Diener, E et al 1993). Rode, Joseph Charles (2002) examined a job and life satisfaction model that included both environmental conditions and personality measures within a longitudinal framework and national representative sample to better understand the relationship of job satisfaction and life satisfaction over time. Andrew (1974) states life satisfaction symbolizing an overarching criterion or ultimate outcome of human experience. Life satisfaction is an overall assessment of feelings and attitudes about one's life at a particular point in time ranging from negative to positive. Lio et.al. (1990) analysed nine life satisfaction variables such as satisfaction with relations, hobbies, place of residence, health conditions, physical fitness and health and overall satisfaction with one's life situations. Douthitt et.al. (1992) reported that economic variable significantly influenced economic and non-economic domains of life. Maynard (1993) reported as the number of occupational roles increased, life satisfaction tended to decrease. Richard A. (1995) observed along with income, health also became associated with life satisfaction. High satisfaction suggests that the quality of life, in the population concerned, is good. Low satisfaction on the other hand marks serious shortcomings of some kind. Ernst Kossek, E. et al (1998) studied the relationship among work-family conflict and job and life satisfaction and found a consistent negative relationship exists among all forms of work-family conflict and job-life satisfaction. This relationship was slightly less strong for family to work conflict. Cribb (2000) found in his study the people become more satisfied with their lives, as they get older. This could be that as we age, we come to realize that most of the important things in life. Husain and Sharma (2001) found that working husband of working wives were more satisfied than working husband of house wives. House wives were found to be significantly more satisfied than working wives. Further, working husbands were more satisfied than working wives. Manikandan and Jayan (2006) found that different age groups did not differ significantly with respect to job satisfaction and organizational commitment. Saveri (2009) found significant differences were found between aided and government, rural and urban, married and unmarried school teachers in their extent of job satisfaction. The study revealed a positive relationship between job satisfaction and life

satisfaction and a significant association between job satisfaction and total number of years of teaching experience was also found. The majority of teachers exhibited a moderate level of job satisfaction and life satisfaction. Sridevi (2011) found significant difference in job satisfaction among the teachers with respect to their gender, locale and type of institution. The study revealed that the majority of the teachers expressed moderate level of job satisfaction and the teachers working in aided institutions were highly satisfied with their job than the teachers of unaided and government institutions. No significant differences were found in the job satisfaction of the teachers with respect to gender and length of service. Muthamizhselvan, M and Kumar,L (2017) found that the demographic variables, gender, area of school, medium of school, type of school, teaching subject, teaching experience, marital status and type of family was not significantly related to life satisfaction of the secondary school teachers. Yan Qiao and Che Lina (2019) found the significant differences in life satisfaction of rural teachers under different gender, teaching age, professional titles, and marital status factors.

METHODOLOGY

Sample and Sampling Method

The study has been based on sample survey conducted among different colleges in Calicut University. The sample size is determined by the sample size formula. Simple random sampling method has been used to find out the colleges and sample college teachers from Calicut University. Out of 480 affiliated colleges of Calicut University, six colleges were selected, including two governments, two aided and two self-financing colleges. The colleges were identified from official website of Calicut university. By using simple random sampling method, the researcher picked 213 sample college teachers from these six colleges. The selected colleges are Government Victoria college Palakkad, MES Kalladi college Mannarkkad, Government Arts and Science College Malappuram, NSS College Manjeri, Gems Arts & Science College, Ramapuram, Malappuram and Najath Arts & Science College, Mannarkkad, Palakkad.

Data Collection Technique

The study has used the structured questionnaire to collect the information from the college teachers. The questionnaire has incorporated Likert scale variables but also nominal and ratio scale variables. The internal consistency of Likert scale questions has been verified and qualified by using Cronbrach Alfa. The values Cronbrach Alfa is greater than 0.9 for all Likert scale variables.

Econometrics Method

One of the important objectives of this study is to find-out the determinants of life satisfaction of college teachers. In social science, linear regression model is an important method commonly used to measure impact of independent variables on dependent variable. Hence, we applied Multiple Linear Regression Model to find-out the determinants of life satisfaction by taking life satisfaction as dependent variable and age, education, employment of spouse, health, type of college, and years of experience, net salary and job satisfaction are as independent variables.

The estimated Multiple Linear Regression Model has specified as

$$S_L = \beta_1 + \beta_2 \text{Age} + \beta_3 \text{Edu} + \beta_4 \text{Emp} + \beta_5 \text{H} + \beta_6 \text{Co} + \beta_7 \text{Y} + \beta_8 \text{N} + \beta_9 \text{J} + U \dots\dots\dots (1)$$

The equation (1) is linear regression model and is estimated by using Ordinary Least Square Method (OLS). In this model β_1 is intercept, $\beta_2, \beta_3, \beta_4, \beta_5, \beta_6, \beta_7, \beta_8, \beta_9$ are regression coefficients.

The value of β_1 will tell us what the average life satisfaction is keeping impact of all other variables is zero. The value of β_2 is the impact education of teacher on life satisfaction; the value β_3 measures impact of education of teacher on his/her life satisfaction; β_4 tells us the impact employment of spouse on life satisfaction of college teacher; β_5 measures the impact health status of teacher on his life satisfaction; β_6 is the measurement of the impact of type of college on life satisfaction; the value of β_7 is the effect of teaching experience on life satisfaction; β_8 will measure the effect of net salary of teacher on his/her life satisfaction; β_9 will measure the effect of job satisfaction of teacher on his/her life satisfaction.

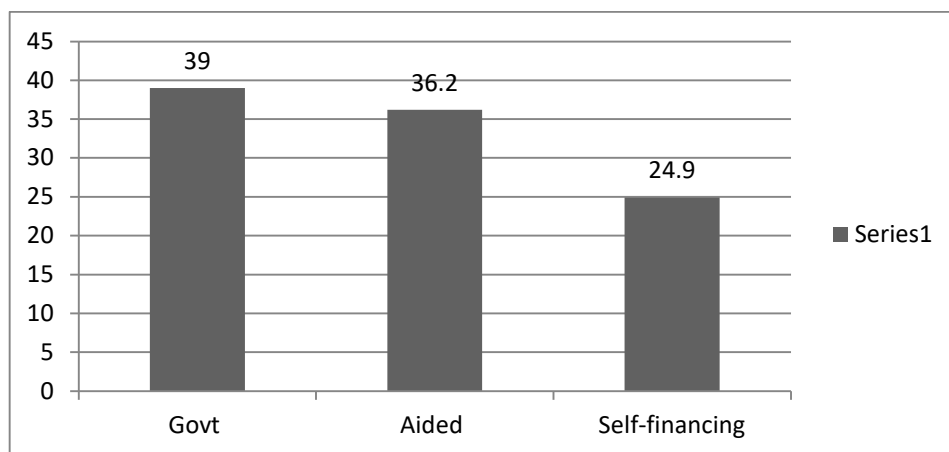
Result and Discussion

The primary aim of this project is to examine the patterns and determinants of life satisfaction of college teachers by giving special reference to the teachers of Calicut University. This part of the paper is divided into two sub themes. The first part discusses comparison of academic status of teachers across colleges. The second part discuss the life satisfaction and its determinants among college teachers.

Academic Status of College Teachers: A Comparison

Before having a meticulous discussion on pattern of life satisfaction, it is worth examining to analyse the academic status of teachers which mainly comprises of type of colleges, designation, duration, salary etc. It can be ascertained from figure 4.1 that largest percentage of college teachers is from government colleges (39%) and then aided (36.2%) and self-financing colleges (27%) respectively. However, there is no significant difference in the aided and government colleges.

Figure 1: Distribution of Teachers by College



Source: Primary data

Table 1: Academic Status of College Teachers

	Department				Designation		
	Science	Social science	Commerce	Others	Assistant Professor	Associate Professor	Guest Lecture
	%	%	%	%	%	%	%
Government	18.1	36.1	37.3	8.4	92.8	7.2	-
	(15)	(30)	(31)	(7)	77	6	-
Aided	22.1	48.1	15.6	14.3	74.0	20.8	5.2
	(17)	(37)	(12)	(11)	(57)	(16)	(4)
Self-financing	24.5	37.7	28.3	9.4	62.3	9.4	28.3
	(13)	(20)	(15)	(5)	(33)	(5)	(15)
All colleges	21.1	40.8	27.2	10.8	78.4	12.7	8.9
	(45)	(87)	(58)	(23)	(167)	(27)	(19)

Source: Primary data

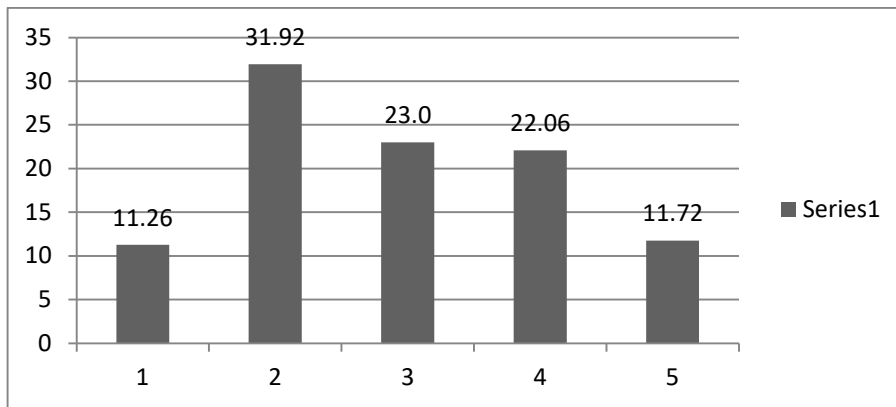
Note: Figure in the bracket is number of respondents

Table 1 shows the academic status of college teachers across types of colleges. It is found that in government colleges, largest percentage of teachers is working in commerce (37.3%) and social science departments (36.1%). As regards aided (48.1%) and self-financing colleges (37.1%), largest numbers are found in social science departments. The designation wise analysis shows that 78.4 per cent are working as Assistant professors followed by Associate professors. The largest numbers of Assistant professors are found employed in Government College (93%) whereas largest numbers of associate professors are working in aided colleges (21%). It is in self-financing colleges that largest numbers of guest lectures are working (28.3%). An overall comparison shows the predominance of social science department in the absorption of college teachers and that majority is assistant professors working in colleges.

Life Satisfaction of College Teachers

In this section, study evaluated the life satisfaction of college teachers. By life satisfaction, we mean the feeling within the mind taking into account the socio-economic conditions surrounding the individual. The life satisfaction among faculties is the most crucial parameter which influences their extent of wellbeing. One of the key objectives of this study is to examine the pattern of life satisfaction of college teachers and it varies across colleges. In this study, life satisfaction is measured in a 1-5 Likert scale, which is a standard scale of measurement commonly followed in the existing studies. While 1 stands for 'not at all satisfied', 2 'somewhat satisfied', 3 stands for 'moderately satisfied', 4 stands for partially satisfied, 5 stands for 'fully satisfied'. The figure 2 shows that majority (32 per cent) are 'partially satisfied' in their life. It is also found that 11 per cent of the respondents are 'fully' satisfied and 'not at all satisfied' in terms of their satisfaction derived from life.

Figure 2: Percentage distribution of Life Satisfaction of College Teachers



Source: Primary data

A disaggregated analysis of life satisfaction across three categories of teachers is depicted in table 2. It shows that in Government College, majorities (39 per cent) are ‘less satisfied’ and 28% are not at all satisfied in their life. But in aided (46 per cent) and self-financing colleges (60 per cent), most of them are ‘partially satisfied’ in their life. From this cross tabulation, it could be derived that there is variation in the distribution of life satisfaction across colleges. The impact of type of college on life satisfaction will be examined in the section of the project

Table 2: Life Satisfaction across Colleges

College	Number %	Life Satisfaction (1- 5 Likert Scale)					Total
		1	2	3	4	5	
Govt	N	0	1	27	32	23	83
	%	.0%	1.2%	32.5%	38.6%	27.7%	100.0%
Aided	N	5	35	21	14	2	77
	%	6.5%	45.5%	27.3%	18.2%	2.6%	100.0%
Self-financing	N	19	32	1	1	0	53
	%	35.8%	60.4%	1.9%	1.9%	.0%	100.0%
Total	N	24	68	49	47	25	213
	%	11.3%	31.9%	23.0%	22.1%	11.7%	100.0%

Source: Estimated from primary data

Table 3: Chi-Square Tests Results

	Value	df	P Value
Pearson Chi-Square	146.2	8	.000
Likelihood Ratio	177.146	8	.000
Linear-by-Linear Association	114.974	1	.000
N of Valid Cases	213		

Source: Estimated from primary data

Table 3 shows results from chi-square. It proves that the life satisfaction among faculties across three categories of respondents is highly differed to each other which manifest itself from and high chi square values and the probability value being 0.000 implying that null hypothesis is rejected. It was in government colleges that the life satisfaction among faculties is higher compared to other colleges. It must have been the fresh air of academic freedom and lesser official formalities that the faculties from govt colleges are enjoying.

Determinants of Life Satisfaction of College Teachers: Results from Multiple Linear Regression Model

Now the question is arising about the determinants of life satisfaction of college teachers. How these discussed factors are impact on life satisfaction of college teachers. What kind relationship between above discussed variables and life satisfaction. Hence, in this section, the study attempted empirically verifies the determinants of life satisfaction of college teachers. Accordingly, it was intended to measure the determinants and impact of the independent variables on life satisfaction of college teachers. For this multiple regression model was used by taking eight independent variables. The study applied Multiple Linear Regression Model to find-out the determinants of life satisfaction by taking life satisfaction as dependent variable and age, education, employment of spouse, employment of spouse, health, college, years of experience, net salary and job satisfaction are as independent variables. The definition and description of the variables are given in the table 4.

Table 4: Definition and Description of the Variables

Variables	Description of the variables	Definition of variables
SL	Life satisfaction of college teacher	It is measured in a 1-5 Likert scale
Age	Current age of college teacher	It is measured as Continuous variable
Edu	Educational qualification of college teacher	It is a dummy variable assigned value 1= if teacher holds PG&PhD;0= if teacher holds only PG
Emp	Employment status of Spouse	It is a dummy variable assigned value 1= if spouse working;0= if spouse not working
H	Health status college teacher	It is measured in 1-5Likert scale
Co	The College in which teacher is working	It is a dummy variable assigned value 1= if teacher is working in Govt. college.;0= if teacher is working either in Aided or Self-financing college
Y	Total years of service in the college	It is measured as Continuous variable
N	Net salary of college teacher	It is measured as Continuous variable
J	Job satisfaction of college teacher	It is measured as dummy variable by assigning value 1=highly satisfied, 0=not satisfied and moderately satisfied
U	Error Term	It captures all omitted variables, which may influence on life satisfaction.

Source: Author's measurement

The description and descriptive statistics of the dependent and independent variables are summarized in table 5.

Table 5: Descriptive Statistics of the Variables

Variable description	Mean	Std. Deviation
Life satisfaction (Likert scale)	2.910	1.207
Age (Continuous variable)	40.67	6.765
Education(1=PG&PhD;0=PG)	.66	.472
Employment of Spouse (1=working;0=not working)	.737	.441
Health (Likert scale)	2.00	.792
College(1=Govt.;0=others)	.389	.488
Total years of service (Continuous variable)	10.436	5.486
Net salary (Continuous variable)	624	28297.95
Job satisfaction (1=highly satisfied, 0=not satisfied and moderately satisfied)	.112	.322

Source: Estimated from primary data

Multicollinearity Diagnostic Test Results for Independent Variables

One of the important assumptions of linear regression model is no correlation between independent variables in the regression model. If this assumption is violated, there is the problem of multicollinearity. It means the correlation between independent variables in the regression model. Multicollinearity problem is one of the most serious challenges in multiple regressions. The existence of multicollinearity will lead to high standard error, results of committing type II error. I.e.; accepting null hypothesis when it is false. Hence this study estimated multicollinearity problem by using tests of Tolerance and its reciprocal, called Variation Inflation Factor (VIF). For instance, if the value of Tolerance is less than 0.2 greater than 0.1 and simultaneously, the value of Variation Inflation Factor (VIF) is greater than 4. If the value of Tolerance is near zero and value of Variation Inflation Factor (VIF) is above 10, it is generally considered as the problem of multicollinearity. The estimated test results of Tolerance and VIF is reported in table. It is found from the table that all values of Tolerance and VIF is above the limits of Tolerance and VIF (i.e., Tolerance values are greater than zero and VIF values are not greater than 4). Hence the regression results have no problem of multicollinearity.

Table 6: Multicollinearity Diagnostic Test Results for independent variables

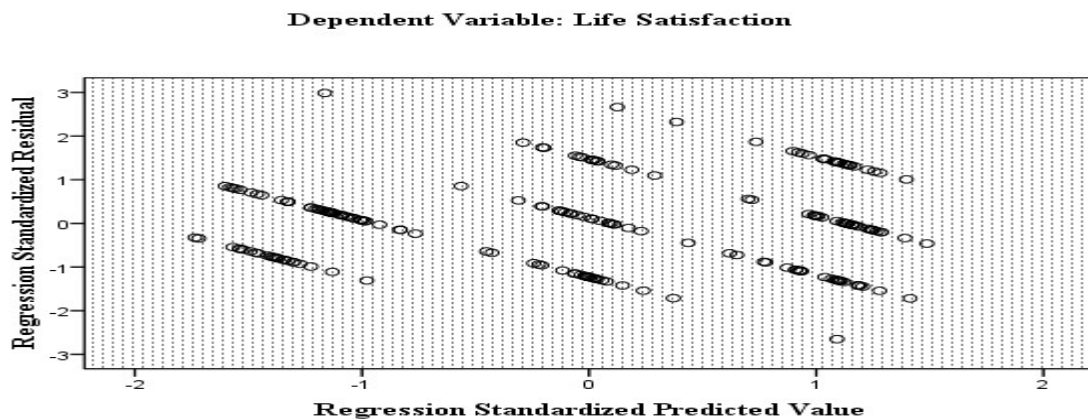
No	Variables	Multicollinearity Statistics	
		Tolerance	VIF
1	Age (Continuous variable)	.292	3.205
2	Education(1=PG&PhD;0=PG)	.446	2.245
3	Employment of Spouse (1=working;0=not working)	.458	2.182
4	Health dissatisfaction (Likert scale)	.930	1.076
5	College(1=Govt.;0=others)	.680	1.470
6	Total years of service (Continuous variable)	.219	3.419
7	Net salary (Continuous variable)	.255	3.927
8	Job satisfaction (1=highly satisfied, 0=not satisfied and moderately satisfied)	.895	1.117

Source: Derived from Multiple Linear Regression Estimation

Heteroscedasticity Test Results

Linear regression models estimated via Ordinary Least Squares (OLS) rest on several assumptions, one of which is that the variance of the residual from the model is constant and unrelated to the independent variable(s). Constant variance is called Homoscedasticity, while non-constant variance is called Heteroscedasticity. The problem of Heteroscedasticity will lead to the loss of the Best Linear Unbiased Properties of Estimators. Hence, the study estimated Heteroscedasticity problem by using scatter plot. The scatter plot between regression standardized residuals and regression standardized predicted values of dependent variable is one of the methods used to understand the problem of Heteroscedasticity. The standardized residuals on the Y-axis and the standardized predicted values of the dependent variable on the X-axis are given. The Figure 4.7 did not show any pattern in the variance of the residuals, meaning that we appear to have evidence of the absence Heteroscedasticity.

Heteroscedasticity Test Results



Estimated Results of Multiple Linear Regression

In this part, the study empirically finds the determinants of life satisfaction of college teachers. The estimated results are presented in the table 7. Table includes the variable names, regression coefficients, standard error, t test statistics and corresponding probability. It is also measured the R² value to find goodness of fit and F test for comparing explained sum of square and residual sum of squares.

Table 7: Multiple Linear Regression Results

Variables	Coefficient	Std. Error	t	P Value
(Constant)	2.221	.493	4.505***	.000
Age (Continuous variable)	-.026	.016	-2.559*	.091
Education(1=PG&PhD;0=PG)	.760	.154	4.922***	.000
Employment of Spouse (1=working;0=not working)	.749	.163	4.591***	.000
Health dissatisfaction (Likert scale)	-.107	.063	-1.692*	.092
College(1=Govt.;0=others)	.939	.121	7.780***	.000
Total years of service (Continuous variable)	.009	.026	.340	.734
Net salary (Continuous variable)	6.91	.000	2.020**	.045
Job satisfaction (1=highly satisfied, 0=not satisfied and moderately satisfied)	0.71	.131	5.474***	0.000
R²	0.70	Adjusted R²	0.77	
F Statistic (ANOVA)	58.09	P Value	0.000	

Source: Estimated from primary data

**** 1 percent level of significance, ** 5 percent level of significance, * 10 percent level of significance*

Regression results are given in table 7. Regarding the variable ‘age’ it is found an inverse association between ‘life satisfaction’ and ‘age’ implying that higher the age, lesser the life satisfaction of the teachers which is similar to the findings from the existing literature. Rise in age may bring about rise in ailments too which naturally deters life satisfaction. The variable is significant at 10 per cent level of significance.

As far as ‘education’ is concerned, there is a significant positive association between ‘education’ and ‘life satisfaction’. Higher the educational qualification, higher will be the satisfaction from life. Similar positive trend is also observed in terms of the variable ‘education of the spouse.’ Both ‘education’ and ‘education of the spouse’ are statistically significant at 1 per cent level. Education enlarges mental horizon, freedom and confidence and pride of place in the society in which they are living. Unsurprisingly, such positivity enlarges satisfaction.

The variable 'health dissatisfaction' is inversely related to 'life satisfaction.' As health dissatisfaction decreases, the average satisfaction from life increases. The presence of health issues keeps us in low ebb which dispirits our power of initiative and freedom. This is having a detrimental impact on life satisfaction.

Regarding the variable 'college', it is found that if the respondent is working in Government College, the satisfaction from life rises compared to aided and self-financing college teachers. The probability value 0.000 which is significant at 1 per cent level. Faculty of a government college is appointed on meritocracy whereas in most of the aided colleges, appointment is done by the management which is vexed with financial issues. But in self-financing colleges, less salary invariably pulls the satisfaction of the faculties downwards.

The variable 'years of service' was not found statistically significant due to the low 't' value corresponding high probability value.

The variable 'net salary' is found a positive impact on life satisfaction which has statistical support as the probability value is significant at 5 per cent level of significance. In other words, higher the 'net salary' of the teacher, higher the life satisfaction among teachers. The periodical pay revision of the teachers heightens their salary which is strongly associated with life satisfaction. In the literature, the variable 'income' is found to be the primary determinant of life satisfaction.

As far as job satisfaction is concerned, the regression results found the significant positive relationship between life satisfaction and job satisfaction. That is, compared to lower job satisfied teachers, the average score of satisfaction is high among the teachers who reported highly satisfied. No wonder, job satisfaction and life satisfaction are inextricably tied up each other.

R square tells us the impact of explanatory variables on dependent variable. In this study, R square value is 0.70 which implies that 70 percentage of variation in dependent variable is explained by afore said seven independent variables. Adjusted R square is percentage variation in dependent variable as a result of percentage variation in independent variable after adjusting degrees of freedom (n-1).

F statistic is used here to find-out the goodness of fit of the fitted model. In other words, whether any significant difference in mean Explained Sum of Squares (ESS) and Residual Sum of Squares (RSS) in explaining life satisfaction. F test results show the statistically significant difference between them. Hence the fitted model is statistically reliable and good model.

Conclusion and Implications

The study unvaryingly showed that the life satisfaction and job satisfaction of college teachers is being influenced by a host of factors. The government college teachers are found to have an added advantage in terms of academic status, socio-demographic features and job satisfaction. This assumes overwhelming importance as it is having a strong bearing upon the future of students which is moulded by teachers. The only variable 'year of teaching experience' is found to have lack of statistical support. Rests of the variables strongly determine the life satisfaction of college teachers. The extant study reverberates some chilling reminders. The fact that the college teacher irrespective of being Government or private is shorn of 'full' job satisfaction and

life satisfaction is to be considered with much concern. The teachers belonging to higher education are the game changers at the hands of students who become 'eligible' for stepping into labour market. This assumes sovereign significance especially in the context of Kerala. The state is vexed with bewildering issue of educated unemployment which signifies candidates having sufficient qualification, but without having a job in the labour market. If such candidates are nurtured and moulded by teachers who have neither life satisfaction nor job satisfaction to its fullest extent, this is likely to intensify the present plight of students. The lack of sufficient vocational courses in the state also compels students to fly to neighbouring states/countries which, macro-economically, speaking not only erodes the human capital of the source country but strips of presumed economic gains. In New Zealand, teaching has been construed as a sacrosanct profession and so teachers are handsomely paid. This is having a positive spill over effect upon the citizens which in turn contributes towards the fecundity of the country. The state of Kerala should take a cue from this and replicate it so that the teachers at higher education scenario not only can heave a sigh of high life satisfaction and job satisfaction but also can shape students of high intellect and good vision which is, in the long run, is having a salubrious impact on the progress of the nation.

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