

## **THE IMPORTANCE OF LIFE SATISFACTION: ROLE OF DEMOGRAPHIC VARIABLES AND QUALITY OF WORK LIFE OF COLLEGE TEACHERS**

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### **ABSTRACT**

Due to globalization and cut-throat competition to manage the organization is becoming more complex than ever before. Quality of work life as a theoretical concept aims to capture the essence of an individual's work experience in the broadest sense. The present study was conducted on 190 teachers working in different colleges to examine the role of demographic variables and quality of work life in predicting life satisfaction. Obtained data were analyzed by using correlation analysis, stepwise regression analysis and hierarchical stepwise regression analysis. The results of correlation coefficients indicate that gender and religious belief were found significantly negatively correlated with life satisfaction. General well-being, home-work interface, control at work and job career satisfaction were found significantly positively correlated with life satisfaction. The results of stepwise regression analysis indicate that gender and religious belief were emerged as significant predictors of life satisfaction. The results of hierarchical stepwise regression analysis reveal that general well-being and job career satisfaction were found to be significantly positively associated with life satisfaction and emerged as significant predictors of life satisfaction. It can be concluded from the obtained results that quality of work life is essential construct for college teachers which can play important role in their life satisfaction which in turn can enhance the performance.

**Keyword:** Home-work interface, job career satisfaction, control at work, hierarchical stepwise regression analysis.

### **Introduction**

In these days all educational institutions are working to employ the policies that enhance life satisfaction among teachers that further play important role in nurturing and inculcating the proper values among students. Better life satisfaction is essential for teachers working in colleges

because teachers can play important role in essential development of students. If life satisfaction of teachers is not good, then they can't deliver their knowledge and experiences to the students. Teachers having better life satisfaction can be very productive and effective for shaping the career of students. Different biopsychosocial factors may play important role in determining the life satisfaction among teachers. Demographic variables and quality of work life can play significant role in determining the level of life satisfaction.

### **Quality of work life**

Quality of work life is evergreen concept and still has much relevance for employees we have in different organizations. Quality of work life (QWL) is sometimes considered as a sub-concept of the broad concept of quality of life, which refers to the overall quality of an individual's life. Quality of work life is a multidimensional construct that includes concepts such as welfare and health care, incentive programs, job fit, job security, job design, importance of individual role in organization, providing growth and advancement opportunities, participation in decision makings, reducing professional conflicts and ambiguities, training and reward systems (Saraji & Dargahi, 2006).The Quality of work life refers to all the organizational inputs that aim at the employees' satisfaction and enhancing organizational effectiveness. Quality of work life is a comprehensive concept which is consisted of physical and psychological health, economic situations, personal belief and interaction with environment (Khorsandi, Jahani, Rafie, &Farazi, 2010).

The meaning of quality of work life is subjective imagination and the perception of organization personnel about the physical and psychological desirability of work environment and their work situations (Yavari, Amir, Tash, &Tondnevis, 2009). Quality of work life refers to the level of satisfaction, motivation, involvement and commitment individuals experience with respect to their lives at work (Robbins, Judge, & Vohra, 2017). Quality can be assessed by factors like performance, reliability, aesthetics, and complying with customer requirements. Quality refers to "freedom from wastage, freedom from trouble and freedom from failure. Quality of life includes factors such as income, health, social relationships, and other factors such as happiness and fulfillment.

Based on a large sample of staff employed by the UK's National Health Service, Van Laar, Edwards, & Easton (2007) identified six independent psychosocial factors as contributing to quality of work life. These 6 factors are: Job and career satisfaction general well-being, stress at work, control at work, home- work interface and working conditions. These factors have subsequently been confirmed in other samples (Edwards, Van Laar, Easton &Kinman, 2009).Job and Career Satisfaction (JCS) represents the level to which the workplace provides a person with the best things at work - the things that make them feel good such as: sense of achievement, high

self-esteem and fulfillment of potential. The General Well-Being (GWB) factor assesses the extent to which an individual feels good or content with their life as a whole. General well-being is conceptualized as influencing and, being influenced by, work. GWB therefore incorporates broader psychological well-being as well as general physical health aspects. Stress at work factor is determined by the extent to which an individual perceives they have excessive pressures and feel stressed at work. Control at work factor reflects the level at which an employee feels they can exercise what they consider to be an appropriate level of control within their work environment. That perception of control might be linked to various aspects of work, including the opportunity to contribute to the process of decision making that affect them. Work-life balance assesses the degree to which employees feel they have control over when, where and how they work. It can reflect an individual's perception that he or she has a fulfilled life inside and outside paid work, to the mutual benefit of the individual, business and society. Working Conditions (WCS) assesses the extent to which the employee is satisfied with the fundamental resources, working conditions and security necessary to do their job effectively.

### **Life Satisfaction**

Buetell (2006) suggests that life satisfaction is attributable to a family of personality, genetic, and social-cognitive factors such as goal-directed activity, self-efficacy, outcome expectations, and environmental support. According to Beutell (2006) it is believed that life satisfaction is related to better physical, and mental health, longevity, and other outcomes that are considered positive in nature. In addition, Chow (2009) argues that improved levels of life satisfaction might give rise to better health in the future.

Life satisfaction has been conceptualized as a cognitive constituent of subjective well-being. According to Chaturvedi (2016) 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. Life Satisfaction (LS) is one of the major components of subjective well-being, and both concepts with different levels of specificity, refer to the summation of evaluations regarding a person's life as a whole (Vitterso, Biswas-Diener, & Diener, 2005).

Pavot and Diener (1993) argued that life satisfaction is a conscious cognitive judgement of one's life in which criteria for judgement are up to the person. According to Swami and Chamorro-Premuzic (2009) life satisfaction is not a permanent or objective trait of an individual, but is rather sensitive to contextual change and is considered from the point of view of respondents themselves.

Lack of life satisfaction affects the wellbeing, relationship with coworkers, and relationship with family members, and their performance at the workplace. Life satisfaction is the way a person

evaluates his or her life and how he or she feels about where it is going in the future. Life satisfaction can be defined as a subjective appraisal of the quality of one's life (Diener et al., 1999). Satisfaction with life is one measure of students' "subjective" well-being (defined as people's self-reported experience and evaluation of life), together with the frequency of positive emotions, such as joy and pride, the frequency of negative emotions, such as anger or sadness, and the sense of having a purpose in life (OECD, 2015a). The terms life satisfaction, happiness, and subjective well-being are often used interchangeably. Although this might not be entirely correct, it is understandable given that these terms overlap to a certain degree.

Life satisfaction is the way a person evaluates his or her life and how he or she feels about where it is going in the future. It is a measure of well-being and may be assessed in terms of mood, satisfaction with relations with others and with achieved goals, self-concepts, and self-perceived ability to cope with daily life. It is having a favourable attitude of one's life as a whole rather than an assessment of current feelings. Life satisfaction has been measured in relation to economic standing, amount of education, experiences, and residence, as well as many other topics. Previous studies have indicated that students' life satisfaction influences their subjective wellbeing and their success in relationships with other people, their work, and their own physical functions (Lewis, 2010). Moreover, it influences their relationships with other students (Leung & Zhang, 2000) and their attitudes toward their teachers and school (Gilman & Huebner, 2006; Mok & Flynn, 2002).

### **Literature Review**

Men and women are similar in their overall levels of life satisfaction although women do report more positive and negative affect (Diener, Suh, Lucas, & Smith, 1999). Married people are more satisfied with their lives and those with life-long marriages appear to be the most satisfied (Evans & Kelley, 2004). Life satisfaction set-point (a relatively stable level that an individual will return to after facing varying life circumstances) reporting that there are longitudinal changes in satisfaction levels for about one-quarter of their respondents (Fujita, & Diener, 2005). Gender differences are often found for self-esteem (males are typically higher) but usually not for life satisfaction (Huebner, Gilman, & Laughlin, 1999). Research has shown increased life satisfaction and happiness may be related to goal progression (Emmons, 1986), close social relationships (Myers, 2000), and being involved in flow activities (Csikszentmihalyi, 1997). Wright, Cropanzano and Bonett (2007) in their study found that life satisfaction may influence (moderate) the relationship between job satisfaction and performance; that is, the link between job satisfaction and performance tends to be present only if the employee also reports high levels of well-being (i.e., life satisfaction). Amish and Singh (2018) conducted a study on the topic "role of quality of work life in mental health of higher secondary school teachers" and they found that quality of work life was significantly positively correlated with mental health.

Sirgy, Efraty, Siegel, and Lee (2001) have studied and found that quality of work life does not only affect job satisfaction, but it will also affect life satisfaction, such as family life, social life, financial and well-being of workers. Sirgi, Reilly, Wu, and Efraty (2008) conducted a study and found that the quality of work life can improve the quality of life through the provision of resources and sufficient work in accordance with the expectations of employees, reduce conflict within and outside of work and increase the value of the employee's identity. In addition, they also believe that the quality of work life programs significantly role in life satisfaction, happiness and subjective well-being of workers. Lau, Wong, Chan and Law (2001) describes that quality of work life is the favorable working environment that support and promote satisfaction by providing employees with rewards, job security and career growth opportunities. Hanna Sutela (2006) opines that the Quality of work life is evaluation about four categories, namely, physical work environment, psychic and social factors in the work environment, health and stress symptoms, labor market position, and family background variables. Elisaveta (2006) found in his study that the quality of work life has the relationship with satisfaction with definite job attributes in regard to job contents and work environment. The Components of the quality of work life such as work environment, wages, work schedules closely associated with life satisfaction and well-being of workers (Dargahi & Yazdi, 2007). Siegrist, Wahrendorf, Knesebaeck, Jurgens, and Supan, (2006) found in their study that most of the workers feel dissatisfied with the scope of work and wages received.

Thus, there is dearth of literature available to see the role of demographic variables and quality of work life in life satisfaction of college teachers working in India. Therefore, this study was an attempt to collect empirical evidence for filling this literature gap.

### **Objectives of the study**

Keeping in view of the above brief conceptualization and review of literature, the following objective of the study have been proposed:

1. To examine the role of demographic variables in life satisfaction of college teachers.
2. To examine the role of quality of work life in life satisfaction of college teachers.

### **Hypotheses**

On the basis of available literature review, following hypotheses were formulated for proposed study;

Hypotheses related to demographic variables, quality of work life and life satisfaction are following:

1. Age, gender, education, marital status, rate of health and religious belief (demographic variables) would be positively associated with life satisfaction of college teachers.
2. Job career satisfaction, home-work interface, control at work, working conditions, general well-being (dimensions of quality of work life) and overall quality of work life would be positively associated with life satisfaction of college teachers while stress at work(dimension of quality of work life) would be negatively associated with life satisfaction of college teachers.

## **Method**

### **Participants**

In this study 190 teachers working in different private colleges were selected as sample. In the present investigation, Incidental Sampling Method was used for collecting data from college teachers working in Uttar Pradesh. Out of 190 employees 131 were males and the remaining 59 were females. They were all having age range from 18 to 55 years. 90 employees were unmarried and remaining 100 employees were married. The participants were convinced to participate and they were not paid for participation in this study.

### **Research design**

The aim of the present investigation was to examine the role of demographic variables and quality of work life in determining life satisfaction of college teachers. In the present work, correlational research design has been used to achieve the aforementioned aim .Here in this study demographic variables and quality of work life have been taken as predictor variables while life satisfaction has been taken as criterion variable.

### **Measures**

In addition to demographic data schedule (age, gender, education, marital status, & religious belief) the following measures were employed in the present investigation:

#### **Quality of Work Life Scale:**

This scale was developed by Van Laar Edwards, and Easton (2007) in order to assess the quality of work life of employees and again revalidation was done in 2010 (Van Laar, &Easton, 2010). This scale includes 23 items on a five-point scale. The scale consists of six factors. The

combination of six factors provides a global measure of quality of work life. Cronbach's Alpha for each factor of quality of work life, for general well-being is .90, home- work interface is .78, job career satisfaction is .86, control at work is .72, working conditions is .79, and stress at work is .82. Overall Cronbach's Alpha of this scale was found to be 0.94. Higher score indicates higher this construct. Item number 7, 9 and 19 are negatively phrased items and reversed scoring has been done for these items. Item number 24 has been unscored.

### **Life Satisfaction Scale**

This scale was developed by Singh and Tiwari (2003) to assess the life satisfaction of individuals. It contains 12 items. Reliability of this scale was found to be 0.95. The index of homogeneity and the internal validity of the items were tested by computing the point biserial correlation (rpb). All items were found to significant at 0.01 level.

### **Procedure**

In the present investigation first of all necessary permission from data collection was sought from different colleges, selected for the study. For the data collection, all the participants were individually contacted on their respective places. A cordial rapport was established with all the participants by talking with them. After establishment of healthy rapport with teachers, they were provided with scales and response sheet of all measuring tools in mixed order. They were well provided with all needed information regarding filling the response sheets. They were asked to read the instructions carefully and requested to attempt all the items. They started responding by giving general information about them on demographic information sheet and consent form of volunteer participation in the research. Then they moved to other measuring tools one after other. Sufficient time was given to the participants for each tool to read and fill. Participants took 20-30-minute time to complete all the tools. After completion of all the measuring tools, response sheets of all tools were taken back from the participants and they were thanked for their valuable time and cooperation.

### **Results**

The responses of the participants were statistically analyzed through SPSS-20 to test the hypotheses formulated for the present study. The statistics applied in the present investigation includes correlation coefficient, stepwise multiple regression analysis, and hierarchical regression analysis. At first, correlation coefficient was computed to examine the relationship among prescribed predictor variables and criterion variable and in the next step stepwise multiple regression analysis was computed to ascertain the relative importance of the demographic variables. After it hierarchical regression analysis was done to see the association between quality of work life and life satisfaction of college teachers. The results of correlational analysis

of demographic variables and quality of work life with life satisfaction (LS) are presented in the following table 1 and 2:

**Table 1: Correlation coefficients of demographic variables with life satisfaction of college teachers**

	LS	Age	Gender	Education	Marital_status	Rate_of_Health	Religious_belief
LS	1						
Age	-.059	1					
Gender	-.201**	-.029	1				
Education	.003	.210**	-.027	1			
Marital_status	-.123	.620***	.158*	.234**	1		
Rate_of_Health	-.030	-.068	-.007	.182*	-.073	1	
Religious_belief	-.181*	-.009	.131	.046	.242***	-.054	1

Results indicate that gender was found significantly negatively correlated with life satisfaction ( $r = -.201, p < .01$ ). Religious belief was found significantly negatively correlated with life satisfaction ( $r = -.181, p < .05$ ).

**Table 2: Correlation coefficients of quality of work life (dimensions and overall) with life satisfaction of College Teachers.**

	LS	GWB	HWI	JCS	CAW	WCS	SAW	QWL_total
LS	1							
GWB	.508***	1						
HWI	.329***	.393***	1					
JCS	.486***	.366***	.464***	1				
CAW	.221**	.387***	.471***	.370***	1			
WCS	.133	.167*	.079	.139	.038	1		
SAW	.026	.010	-.058	-.019	-.082	.000	1	
QWL total	.554**	.714***	.699***	.797***	.638***	.273***	.121	1

Results indicate that general well-being was found significantly positively correlated with life satisfaction ( $r = .508, p < .001$ ). Home-work interface was interface was found significantly positively correlated with life satisfaction ( $r = .329, p < .001$ ). Job career satisfaction was found significantly positively correlated with life satisfaction ( $r = .486, p < .001$ ). Control at work was found significantly positively correlated with life satisfaction ( $r = .221, p < .001$ ). Overall quality of work life was found significantly positively correlated with life satisfaction ( $r = .554, p < .001$ ).



In the following Scatter diagram correlation between predictor variable (dimensions and overall quality of work life) and criterion variable (life satisfaction) have been depicted.

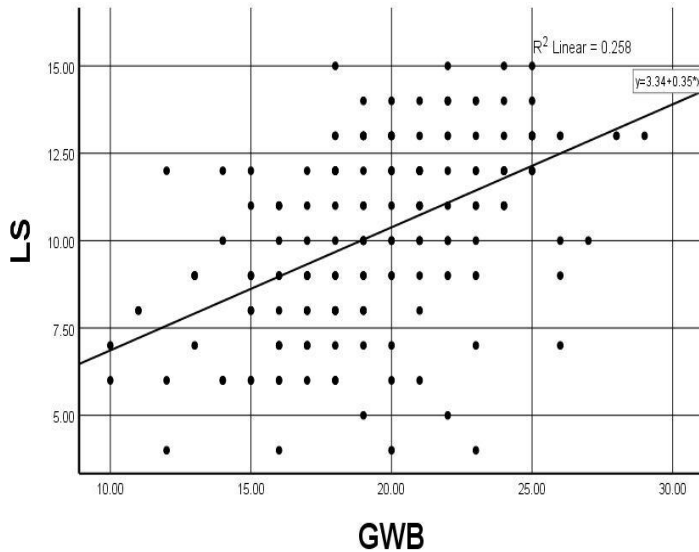


Figure 1. Scatter Plot showing correlation between general well-being and life satisfaction

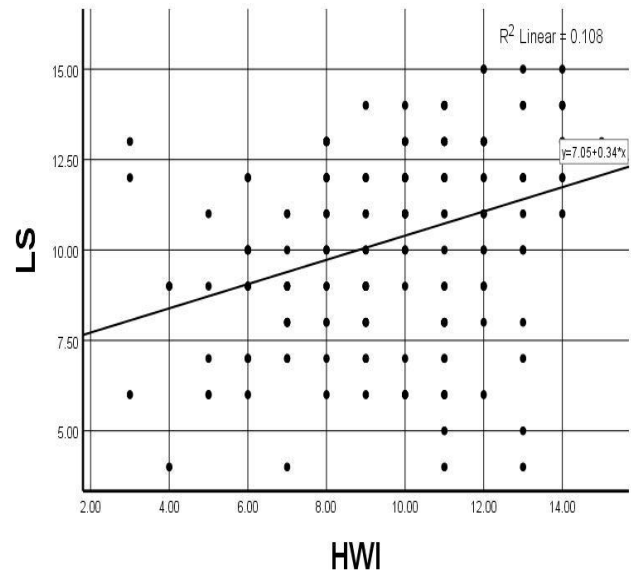


Figure 2. Scatter Plot showing correlation home-work interface and life satisfaction

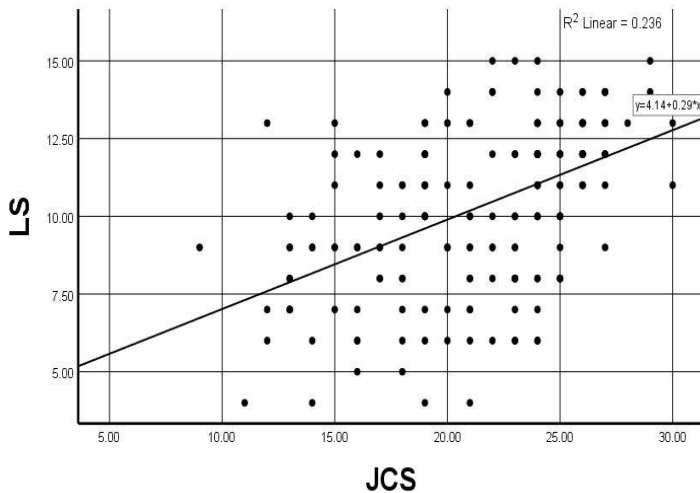


Figure 3. Scatter Plot showing correlation between job career satisfaction and life satisfaction

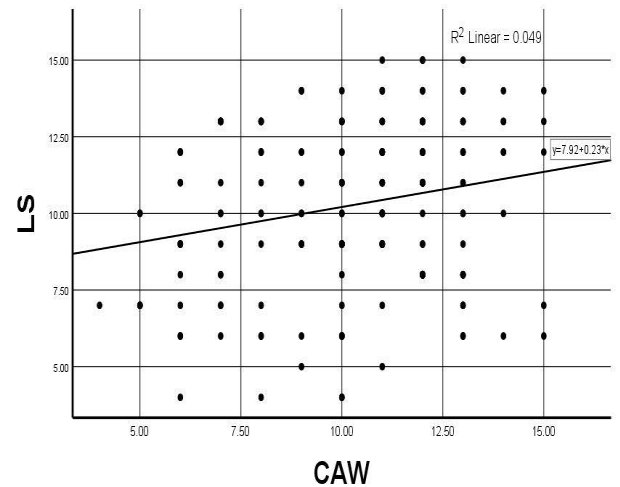


Figure 4. Scatter Plot showing correlation between control at work and life satisfaction

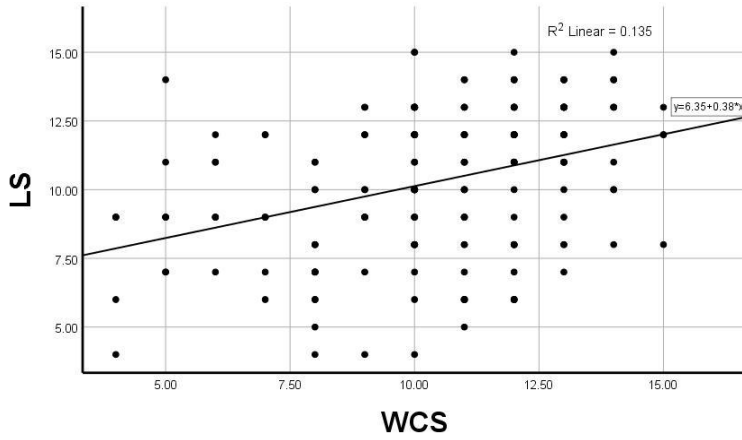


Figure 5. Scatter Plot showing correlation between working conditions and life satisfaction

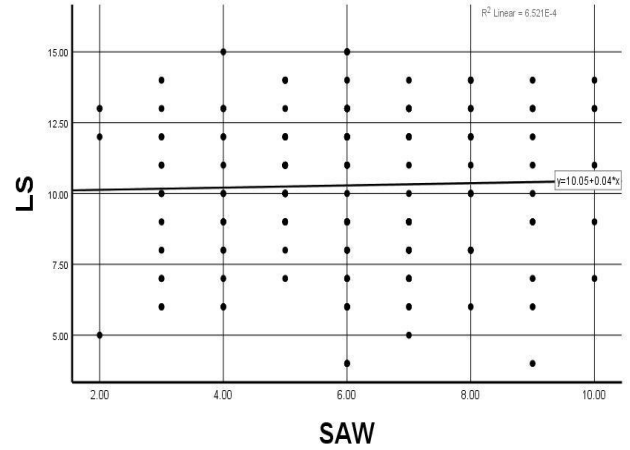


Figure 6. Scatter Plot showing correlation between stress at work and life satisfaction

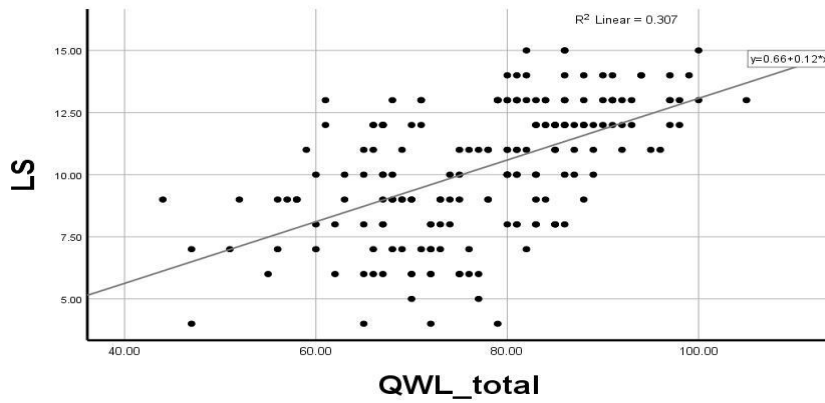


Figure 7. Scatter Plot showing correlation between overall quality of work life and life satisfaction.

**Table-3**

*Summary of the results of stepwise multiple regression analysis for life satisfaction as a criterion variable and demographic variables as predictor variables*

Predictor Variables	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	R <sup>2</sup> change	$\beta$	F Change	sig	F	p
Gender	.201	.041	.035	.041	-.201**	7.941	.005	7.941	.005
Religious Belief	.255	.065	.055	.024	-.158*	4.876	.028	6.940	.028

Predictors: (Constant), Gender

Predictors: (Constant), Gender, Religious Belief

\* $<.05$ , \*\* $<.01$ ,

The results of step wise multiple regression analysis indicate that gender was found significantly negatively associated with life satisfaction ( $\beta=-.201$ ,  $p<.01$ ) and it explains 4.1% of the total variance in life satisfaction. Religious belief was found significantly negatively associated with life satisfaction ( $\beta=-.158$ ,  $p<.05$ ) and it explains 2.4% of the total variance in life satisfaction. Gender and religious belief were emerged as a significant predictor of life satisfaction.

Further to see the association between quality of work life and life satisfaction hierarchical stepwise regression analysis was performed. In which all the demographic variables were entered in the first step and after controlling the effect of demographic variables, dimensions of quality of work life were entered in the second step.

**Table-4**  
**Results of hierarchical stepwise regression analysis for quality of work life as a predictor and life satisfaction as a criterion variable**

Variable	Criterion Variable Life Satisfaction		
	Step 1	Step 2	
<b>Control Variables First Step</b>			
Age	-.053	-.058	
Gender	-.176*	-.073	
Education	.035	.047	
Marital Status	-.036	-.001	
Rate of Health	-.052	-.086	
Religious Belief	-.154*	-.122	
<b>Predictor Variables Second Step</b>			
GWB		.482***	
JCS		.328***	
Overall R <sup>2</sup>	.270	.537	.606
Adjusted R <sup>2</sup>	.073	.288	.367
R <sup>2</sup> change	.073	.215	.079
F-change	2.390*	55.057***	22.568***
F <sup>a</sup>	2.390*	10.519***	13.116***

a- Step 1 degree of freedom= 6, 183; Step 2 degree of freedom = 8, 181

\*p<0.05, \*\*\*p<.001

Note- Standardized Beta ( $\beta$ ) is reported in table-4

Results of hierarchical stepwise regression analysis further reveal that general well-being was found significantly correlated with life satisfaction ( $\beta=.482$ ,  $p < .001$ ) and it explains 21.5% of total variance in life satisfaction of college teachers. Further job career satisfaction was found significantly correlated with life satisfaction ( $\beta=.328$ ,  $p < .001$ ) and it explains 7.9% of total variance in life satisfaction of college teachers.

**Discussion**

The main objective of this study is to examine the role of demographic variables and quality of work life (QWL) in life satisfaction of college teachers. Pearson correlation was used in this study to determine the relationship between demographic variables and life satisfaction as well as to determine the relationship between quality of work life and life satisfaction. After examining the correlation matrix, it was found that gender is significantly correlated with life

satisfaction. Results of stepwise multiple regression analysis also support this. Since, in this study dummy variable 1 and 2 was used for male and female respectively indicating that females have low level of life satisfaction than males. This may be due to the restricted social norms for working females in India. Very interesting finding of this study is that religious beliefs was found significantly negatively correlated with life satisfaction. Results of stepwise multiple regression analysis also support this. It may be due to the religious people faces more conflict between right and wrong, values and personal benefits, and generally they are inflexible with their idealism. Age, education, marital status, rate of health is not correlated with life satisfaction in significant terms. Therefore, our first hypothesis is partially accepted in this study.

After examining the other correlation matrix, it was found that general well-being (GWB, dimension of quality of work life) was significantly positively correlated with life satisfaction. Results of hierarchical regression analysis also support this. That means increasing general well-being will increase life satisfaction. A high level of well-being means in some sense the individual or group's condition is positive. Teachers have high sense of general well-being may be due to their good health and positive social relationships living conditions (e.g. housing, employment). Home-work interface (HWI, dimension of quality of work life) was found significantly positively correlated with life satisfaction. Home-work interface means the interaction of work in two ways home to work and work to home. Work life interface is the intersection of work and private life. From this study it was found that teachers have good home-work interface and this will lead good life satisfaction, this may be due to their balanced personal life including family and leisure. It was found that job and career satisfaction (JCS, dimension of quality of work life) is significantly positively correlated with life satisfaction. Results of hierarchical regression analysis also support this. Job and career satisfaction refer to how well a job provides fulfillment of a need or want, or how well it serves as a source of means of enjoyment. Job and career satisfaction increases the degree to which teacher feels positive and these positive feeling enhances the teacher's life satisfaction. This finding indicates that job and career satisfaction of teachers play significant role in enhancing life satisfaction.

Faragher, Cass and Cooper (2005) found that job satisfaction was most strongly associated with mental/psychological problems. The relationships found suggest that job satisfaction level is an important factor influencing the health of workers. Organizations should include the development of stress management policies to identify and eradicate work practices that cause most job dissatisfaction as part of any exercise aimed at improving employee health. Control at Work (CAW, dimension of quality of work life) was found significantly positively correlated with life satisfaction. This indicates that increasing control at work will increases life satisfaction of teachers. Control at work is a person's ability to influence what happens in his or her work environment, in particular to influence matters that are relevant to his or her personal goals. In

general, we can observe that teachers have ability to make control on their surroundings, other employs of the college and students and that makes them feel good that can lead in better life satisfaction in teachers while overall quality of work life was found significantly correlated with life satisfaction. Therefore, our second hypothesis was partially confirmed in this study.

### **Suggestions and Implications of the Study**

Our studies confirm that quality of work life is an important factor which may play important role in enhancing the life satisfaction of college teachers. The results of the present study can be implicated in increasing the life satisfaction status of teachers through increasing quality of work life. Teachers are important assets for the society because they play essential and significant role in shaping the career of students. Therefore, improving the different dimensions of quality of work life like general well-being, home-work Interface, job career satisfaction, home-work interface, working conditions and control at work can improve their life satisfaction.

### **Limitations of the Study and Future Research Direction**

Like many studies, this study also has few shortcomings. This study was conducted on only 190 teachers working in college. Since sample size is small and limited to only single field, therefore, for propose of generalization further study should be conducted on big sample along with different levels like schools, Colleges and Universities. The findings in the present study open up numerous possibilities for future research to build on and develop these constructs. Future studies should include more predictor variables, more samples, comparative studies of public and private sector school, college and universities to give better results and insight related to these variables and to find the various mechanisms involved in explaining the role of psychosocial factors in influencing the life satisfaction.

### **Conclusions**

Thus on the basis of the findings it is clear that quality of work life play an important role in enhancing life satisfaction of college teachers working in different colleges in India. Findings of the present will be helpful in the planning to increase efficiency and effectiveness of educational system in India.

### **Ethical Approval**

All procedures were followed in this study involving participants in accordance with the ethical standards.

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