

THE IMPACT OF TYPE OF INSTITUTION, ACADEMIC STREAM AND LOCUS OF CONTROL OF TEACHER EDUCATORS ON THEIR LIFE SATISFACTION

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ABSTRACT

The present study was intended to study the main and interaction effects of type of institution, academic stream and locus of control on the life satisfaction of B.Ed. teacher educators. Life Satisfaction was treated as dependent variable and type of institution (govt. /govt. aided & self financing); academic stream (science & arts); and locus of control (internal & external) as independent variables. Descriptive survey method was employed for the present study. A sample of 300 B.Ed. teacher educators working in govt. /govt. aided and self-financing colleges by using multi-stage stratified random sampling technique. Life Satisfaction Scale by Alam and Srivastava and Teacher's Locus of Control Scale developed by Gupta and Nain were used to collect data. The obtained data was analyzed by using Balanced Three Way ANOVA with 2×2×2 factorial design was used and Levene's Test of Homogeneity of Variance was applied to test the assumption of homogeneity of variance for ANOVA. The findings of the study revealed: i) Main effects of type of institution and locus of control on the life satisfaction of the B.Ed. teacher educators were found to be significant whereas no significant difference was observed in the life satisfaction of B.Ed. teacher educators of science and arts group. ii) Significant interaction effects of type of institution & academic stream; and type of institution & locus of control on the life satisfaction of B.Ed. teacher educators were reported. No significant interaction effect of academic stream & locus of control on the life satisfaction of B.Ed. teacher educators were observed. iii) Interaction effect of type of institution, academic stream and locus of control on the life satisfaction of B.Ed. teacher educators was to be significant.

KEYWORDS: Academic Stream, Life Satisfaction, Locus of Control, Type of Institution

INTRODUCTION

Life satisfaction can be defined as having a favourable attitude towards life. It is the ultimate goal that people strive to achieve it throughout their lives. It neither comes from money nor from material things. It comes from what the person does and what he has. It comes from a positive view of what is right in his life. It is further manifested through health, economic, marital, personal, social, family and job satisfaction. It often refers to the attitudes that individuals have about their past, present as well as future in relation to their psychological well-being (Chadha & Willigen, 1995)[4]. Numerous studies concluded that good and close relationships with other people i.e. partners, parents and children, kinsmen, friends, neighbours and workmates are major sources of life satisfaction (Haller & Hadler, 2006)[12]. If there is going to be any analysis of satisfaction with life as a whole, it must be in terms of satisfaction with particular domains of

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life like personal life, marital life and family life (Shobharani & Saradadevi, 2007)[18]. The degree of satisfaction of non-working women was found higher than that of working women in the aspects of personal and family life. It is related to better physical (Veenhoven, 1996)[20] and mental health (Beutell, 2006)[3], longevity, and other outcomes that are considered positive in nature. So, life satisfaction is considered as a global assessment of a person's quality of life according to one's chosen criteria (Shin & Johnson, 1978) [17].

Life satisfaction is the need of the hour, without satisfaction one cannot lead a peaceful and prosperous life. A teacher who is happy with his work finds satisfaction in his life plays a pivotal role in the uplift of society. Only a friendly, enthusiastic, satisfied, secure and well adjusted teacher educator can train perspective teacher efficiently who further contribute to the well being of his pupils. Daalen et al. (2005) [7] revealed that women reported to have higher life satisfaction than men. Singh (2012)[19] revealed that govt.-aided secondary school teachers were higher life satisfaction than non-aided secondary school teachers and female secondary school teachers were higher life satisfaction than male secondary school teachers.

The concept 'locus of control' was first appeared in the social learning theory (Rotter, 1954)[16]. It refers to the extent to which an individual believes that he can control the factors that affect him. Individual with high internal locus of control believes that his behaviour or action, though not completely, affects a variety of events in his life. Individual with high external locus of control believes that the chance, fate, or somebody else is a major determining factor for a variety of things that happened to him. Further, those individuals with internal locus of control believe that their life is affected by their efforts they do; whereas those with external locus of control believe that many events in their life happen by chance (Coleman and Deleire, 2003[6]; and Miu, 2010[14]).

Internal locus of control has been linked with academic success (Gifford, Briceño-Perriott & Mianzo, 2006)[10]; higher self-motivation and social maturity (Nelson & Mathias, 1995)[15]; lower incidences of stress and depression (Garber & Seligman, 1980)[9]; and longer life span (Chipperfield, 1993)[5]. Kulshresta and Sen (2006)[13] found a significant negative correlation between locus of control and subjective well-being which depicted that individuals with external locus of control are significantly less happy than individuals with internal locus of control. Grob (2000)[11] reveals that stress is often caused because an individual perceives the situation as beyond his/her coping abilities; with ongoing stress having a negative effect on subjective well-being.

VARIABLES USED

In the present study, the life satisfaction has been taken as the dependent variable, whereas variables such as type of institution, academic stream and locus of control constituted the independent variables.

OBJECTIVE OF THE STUDY

To study life satisfaction with respect to type of institution, academic stream and locus of control of B.Ed. teacher educators

HYPOTHESES OF THE STUDY

H₀₁ There exists no significant effect of a) type of institution; b) academic stream; c) locus of control on life satisfaction of B.Ed. teacher educators.

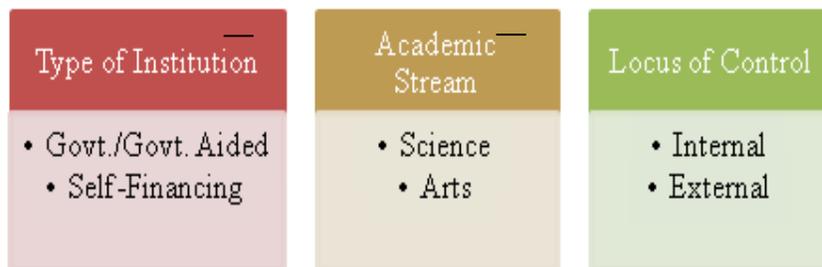
H₀₂ There exists no significant interaction effect of a) type of institution and academic stream; b) academic stream

and locus of control; c) type of institution and locus of control on life satisfaction of B.Ed. teacher educators.

H₀₃ There exists no significant interaction effect of type of institution, academic stream and locus of control on life satisfaction of B.Ed. teacher educators.

DESIGN AND METHODOLOGY

In the present study, descriptive survey method was used. The 2×2×2 factorial randomized group design was used to analyze the data. The independent variables i.e. type of institution; academic stream; and locus of control were varied at the two levels as shown below in the schematic design.



Sample

A sample of 300 B.Ed. teacher educators of Haryana was selected by using multi-stage stratified random sampling technique on the basis of type of institution, academic stream and locus of control. The teacher educators who scored 56 and below were considered as internally controlled and those who scored 70 and above were considered as externally controlled. The sample of 200 teacher educators was chosen for the final form as per the requirement of the 2x2x2 cells (15 in each cell).

Tools Used

- Life Satisfaction Scale (L-S Scale) by Alam and Srivastava (1983)[1] consists of 60 items related to six areas. Test retest reliability was .84 after a lapse of 6 weeks. The validity of the scale was obtained by correlating it with Saxena's Adjustment inventory and Srivastava's Adjustment inventory. The quotient obtained was .74 and .82 respectively.
- Teacher's Locus of Control Scale (TLOC-GMNI) developed and standardized by Gupta & Nain to categorize teacher as internals and externals. The scale consists of 25 items having reliability .742 and .834 by using test-retest method and split-half method.

STATISTICAL TECHNIQUES USED

The data was analysed through descriptive as well as inferential statistics. The normality of data (life satisfaction scores) was assessed by calculating the values of Mean and S.D's. The Three-Way Analysis of Variance (ANOVA) with 2×2×2 Factorial Design was computed using spss 20 version to study the main effects and interaction effects of the variables i.e. type of institution, academic stream and locus of control on life satisfaction. The Levene's Test of Homogeneity of Variance was also used to test the assumption of homogeneity of variance before applying Balanced Three-Way ANOVA. Wherever F-value was found significant, 't'-test was employed for further investigation.

DATA ANALYSIS AND INTERPRETATION

The objectives of the present study were to find the main and interaction effects of type of institution, academic stream and locus of control on the life satisfaction of B.Ed. teacher educators of Haryana. The variables type of institution, academic stream and locus of control were coded as A, B, C respectively and were varied into two ways as: govt./govt. aided and self-financing; science and arts; and internals and externals. In order to analyse the data, three way ($2 \times 2 \times 2$ Factorial Design) analysis of variance (ANOVA) was used. The means and S.D's of different sub-samples have been presented in the Table-1 and Figure 1. The summary of ANOVA ($2 \times 2 \times 2$) has also been presented in Table-2, which is analyzed in terms of main effects and interaction effects.

Table 1: Means and S.D's of Sub Samples of $2 \times 2 \times 2$ Design for Life Satisfaction of Teacher Educators with Respect to Type of Institution, Academic Stream and Locus of Control

Type of Institution (A)	Academic Stream (B)	N	Internals (C ₁)			Externals (C ₂)		
			N	Mean	S.D.	N	Mean	S.D.
Govt./Govt. Aided B.Ed. Colleges (A ₁)	Science (B ₁)	30	15	43.13	5.489	15	41.53	4.9
	Arts (B ₂)	30	15	41.13	6.61	15	46.4	4.02
Self financing B.Ed. Colleges (A ₂)	Science (B ₁)	30	15	39.87	5.975	15	37.07	3.98
	Arts (B ₂)	30	15	39.07	6.23	15	27.87	6.12

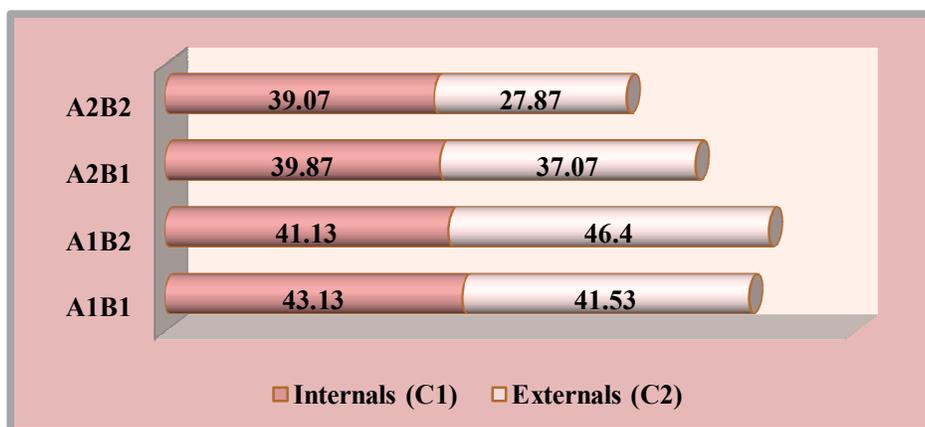


Figure 1: Mean Scores of Sub Samples of $2 \times 2 \times 2$ Design for Life Satisfaction of Teacher Educators with Respect to Type of Institution, Academic Stream and Locus of Control

Table 2: Summary of Three Way ANOVA ($2 \times 2 \times 2$ Factorial Designs) for Life Satisfaction of Teacher Educators with Respect to Type of Institution, Academic Stream and Locus of Control

Source of Variance	Df	Sum of Squares (SS)	Mean Sum of Squares (MS)	F- ratio
A (Type of Institution)	1	1505.21	1505.21	45.59**
B (Academic Stream)	1	95.41	95.41	2.89 (NS)
C (Locus of Control)	1	200.21	200.21	6.06**

A×B Interaction	1	310.41	310.41	9.40**
B×C Interaction	1	4.41	4.41	0.134 (NS)
A×C Interaction	1	585.208	585.208	17.72**
A×B×C Interaction	1	437.01	437.01	13.24**
Between Cells	7	3137.86		
Within Cells	112	3698.13		
Total	119	6835.99		

** Significant at 0.01 level

NS = Not Significant

Main Effects of Type of Institution, Academic Stream and Locus of Control on Life Satisfaction of Teacher Educators

On perusal of the Table-2, it is evident that F-ratios (45.59 & 6.06) for the main effects of type of institution; and locus of control on life satisfaction are found to be significant at 0.01 level which lead to the conclusion that type of institution; and locus of control have shown their significant effects on life satisfaction of B.Ed. teacher educators. Hence, the null hypotheses $H_{01(a)}$ and $H_{01(c)}$ (as already mentioned above) are rejected. The result is supported by Singh (2012) [19] revealed that govt. aided secondary school teachers were more life satisfaction than Non-aided secondary school teachers. But it is in contrast with the finding of Bakshi et al. (2008) [2] who revealed that the government and private college lecturers do not differ significantly on life-satisfaction scores. It was found that the mean score of life satisfaction of internally controlled teacher educators (40.4) is higher than that of externally controlled teacher educators (38.53). It shows that internally controlled teacher educators are more satisfied than the externally controlled teacher educators. It is supported by Kulshresta and Sen (2006)[13] who found that individuals with an external locus of control are significantly less happy than their internal counterparts and Dave, Tripathi, Singh and Udainiya (2011)[8] who found that internal locus of control was associated with high subjective well-being. On the contrary, F-ratio (2.89) vide Table 2 for main effect of academic stream on life satisfaction is found to be insignificant at 0.01 level which reveals that B.Ed. teacher educators belonging to science and arts stream do not differ significantly with respect to their life satisfaction. Therefore, the null hypothesis $H_{01(b)}$ is retained.

Double Interaction Effects of Type of Institution, Academic Stream and Locus of Control on Life Satisfaction of Teacher Educators

Type of Institution × Academic Stream (A×B)

As evident from Table 2 that the F-ratio (9.40) for interaction between type of institution and academic stream is found to be significant at 0.01 levels which lead to the inference that type of institution and academic stream do interact with each other. Therefore, the null hypothesis $H_{02(a)}$ is rejected. It is concluded that a significant interaction effect of type of institution and academic stream on life satisfaction of B.Ed. teacher educators was found. For further exploration, the 't'-test was employed to find the difference for life satisfaction of different groups. The mean scores for life satisfaction of different groups for type of institution and academic stream have been shown through the Table-3 and illustrated graphically in Figure 2.

Table 3: 't'-values for Mean Scores of Life Satisfaction of Teacher Educators for Different Groups of Type of Institution (A) × Academic Stream (B)

Group	N		Mean		S.D.		t-values
A ₁ B ₁ vs A ₁ B ₂	30	30	42.33	43.77	4.39	6.37	1.01 (NS)
A ₁ B ₁ vs A ₂ B ₁	30	30	42.33	38.47	4.39	5.17	3.12**

A ₁ B ₁ vs A ₂ B ₂	30	30	42.33	33.46	4.39	9.12	4.8**
A ₁ B ₂ vs A ₂ B ₁	30	30	43.77	38.47	6.37	5.17	3.53**
A ₁ B ₂ vs A ₂ B ₂	30	30	43.77	33.46	6.37	9.12	5.07**
A ₂ B ₁ vs A ₂ B ₂	30	30	38.47	33.46	5.17	9.12	2.61*

**= Significant at 0.01 level *= Significant at 0.05 level NS= Not Significant

A₁= Govt./Govt. Aided Teacher Educators

B₁= Science Stream

A₂=Self Financing Teacher Educators

B₂= Arts Stream

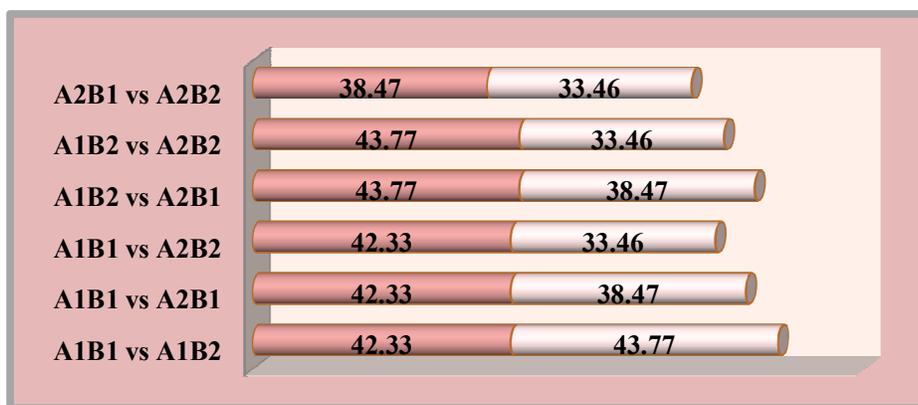


Figure 2: Mean Scores for Interaction Effect of Type of Institution and Academic Stream on Life Satisfaction of Teacher Educators

As seen in the Table-3, 't'-values for all the groups are found to be significant at .01 level whereas 't'-value for the group A₁B₁ vs A₁B₂ is found insignificant with respect to their life satisfaction leading to the inference that the mean scores these two groups do not differ significantly. The interaction effect of type of institution and academic stream on life satisfaction has been presented in form of line graph in Figure 3 which exhibits a significant interaction effect of type of institution and academic stream on life satisfaction.

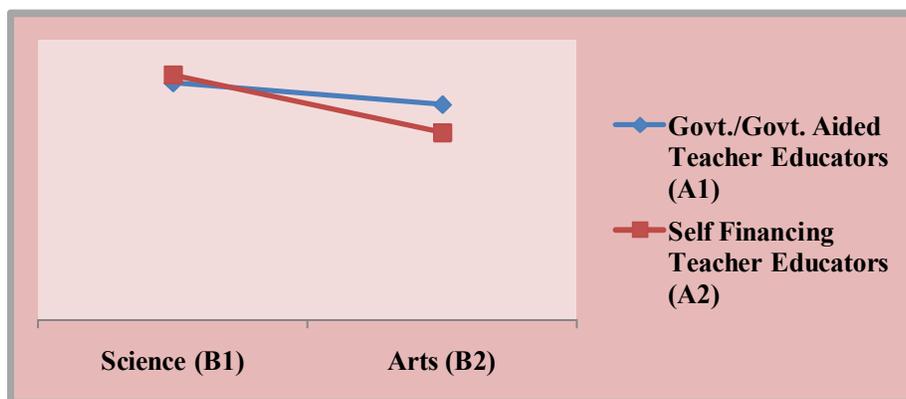


Figure 3: Interaction Effect between Type of Institution × Academic Stream (A×B) on Life Satisfaction of B.Ed. Teacher Educators

Academic Stream × Locus of Control (B×C)

As evident from Table 2 that the F-ratio (.134) for interaction between academic stream and locus of control is not significant at 0.01 level leading to the inference that academic stream and locus of control do not interact with each other. Therefore, the null hypothesis H_{02 (b)} is retained. It can be concluded that there is no significant interaction effect of

academic stream and locus of control stream on life satisfaction of B.Ed. teacher educators.

Type of Institution × Locus of Control (A×C)

A glance at Table 2, it reveals that the F-ratio (17.72) for interaction between type of institution and locus of control is significant at 0.01 level which indicates that job type of institution and locus of control interact with each other. Therefore, the null hypothesis $H_{0(2)}$ is rejected. Thus, it shows that there exists a significant interaction effect of type of institution and locus of control on life satisfaction of teacher educators working in B.Ed. colleges. On investigating further, the ‘t’-test was computed to find the difference for life satisfaction of different groups. The mean scores for life satisfaction of different groups for type of institution and locus of control have also been illustrated in Table 4 and graphically in Figure 4.

Table 4: ‘t’-values for Mean Scores of Life Satisfaction of Teacher Educators for Different Groups of Type of Institution × Locus of Control (A×C)

Group	N		Mean		S.D.		t-values
A ₁ C ₁ vs A ₁ C ₂	30	30	42.13	43.97	6.67	3.83	1.30 (NS)
A ₁ C ₁ vs A ₂ C ₁	30	30	42.13	39.46	6.67	6.3	1.59 (NS)
A ₁ C ₁ vs A ₂ C ₂	30	30	42.13	32.47	6.67	7.6	5.23**
A ₁ C ₂ vs A ₂ C ₁	30	30	43.97	39.46	3.83	6.3	3.34**
A ₁ C ₂ vs A ₂ C ₂	30	30	43.97	32.47	3.83	7.6	7.39**
A ₂ C ₁ vs A ₂ C ₂	30	30	39.06	32.47	6.988	7.6	3.88**

**= Significant at 0.01 level

NS= Not Significant

A₁= Govt./Govt. Aided Teacher Educators

C₁= Internally Controlled

A₂=Self Financing Teacher Educators

C₂= Externally Controlled

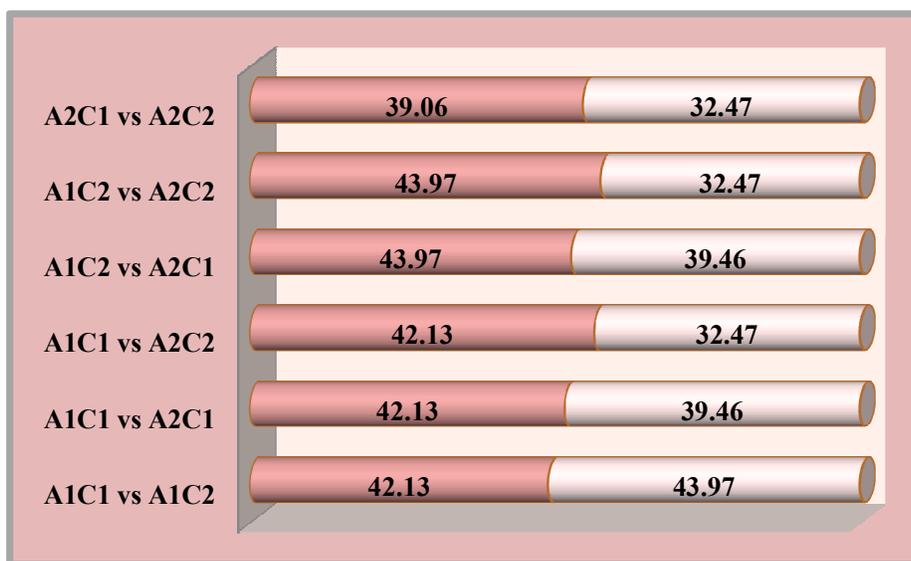


Figure 4: Mean Scores for Interaction Effect of Type of Institution and Locus of Control on Life Satisfaction of B.Ed. Teacher Educators

As shown in the Table 4, ‘t’-values for all the groups are found to be significant at .01 level whereas ‘t’-value for the group A₁C₁ vs A₁C₂ and A₁C₁ vs A₂C₁ are found to be insignificant with respect to their life satisfaction leading to the inference that the mean scores these two groups do not differ significantly. The interaction effect of type of institution and

locus of control on life satisfaction has been presented in form of line graph in Figure 5. In this figure, the lines C_1 and C_2 intersect with each other which support the inference that the interaction between type of institution and locus of control is found to be highly significant.

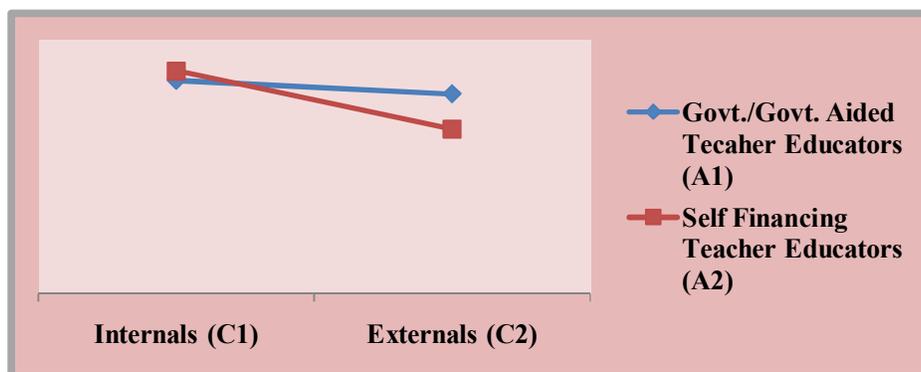


Figure 5: Interaction Effect of Type of Institution \times Locus of Control (A \times C) on Life Satisfaction of B.Ed. Teacher Educators

Triple Interaction Effect of Type of Institution, Academic Stream and Locus of Control on Life Satisfaction of Teacher Educators

Type of Institution \times Academic Stream \times Locus of Control (A \times B \times C)

The Table-2 indicates that the F-ratio (13.24) for interaction between type of institution, academic stream and locus of control is significant at 0.01 level which leads to the inference that type of institution, academic stream and locus of control interact with one other. Thus hypothesis H_{03} is rejected. It may, therefore, be inferred that there found a significant interaction effect of type of institution, academic stream and locus of control on life satisfaction of B.Ed. teacher educators. It, further, depicts that there is at least a particular combination of type of institution, academic stream and locus of control has an effect on the life satisfaction. In order to find out that particular combination, 't' test was employed to find out the difference in mean scores of life satisfaction for different groups that has been shown in the Table-5.

As depicted in the Table 5, it is revealed that t-values for all the groups are found to be significant at .05 level except the groups such as $A_1B_1C_1$ vs $A_1B_1C_2$; $A_1B_1C_1$ vs $A_1B_2C_1$; $A_1B_1C_1$ vs $A_2B_1C_1$; $A_1B_1C_1$ vs $A_2B_1C_2$; $A_1B_1C_2$ vs $A_1B_2C_1$; $A_1B_1C_2$ vs $A_2B_1C_1$; $A_1B_1C_2$ vs $A_2B_1C_2$; $A_1B_1C_2$ vs $A_2B_2C_1$; $A_1B_2C_1$ vs $A_2B_1C_1$; $A_1B_2C_1$ vs $A_2B_1C_2$; $A_2B_1C_1$ vs $A_2B_1C_2$; $A_2B_1C_1$ vs $A_2B_2C_1$; and $A_2B_1C_2$ vs $A_2B_2C_1$ are found to be insignificant with respect to their life satisfaction.

Table 5: 't'- values for Mean Scores of Life Satisfaction of Teachers for Different Groups of Type of Institution \times Academic Stream \times Locus of Control (A \times B \times C)

Group	N		Mean		S.D.		t-values
$A_1B_1C_1$ vs $A_1B_1C_2$	15	15	43.13	41.13	5.48	7.74	0.186 (NS)
$A_1B_1C_1$ vs $A_1B_2C_1$	15	15	43.13	41.53	5.48	2.89	0.998 (NS)
$A_1B_1C_1$ vs $A_1B_2C_2$	15	15	43.13	46.4	5.48	3.06	2.04*
$A_1B_1C_1$ vs $A_2B_1C_1$	15	15	43.13	39.86	5.48	5.97	1.55 (NS)
$A_1B_1C_1$ vs $A_2B_1C_2$	15	15	43.13	39.06	5.48	6.79	1.8 (NS)
$A_1B_1C_1$ vs $A_2B_2C_1$	15	15	43.13	37.06	5.48	3.95	3.47**
$A_1B_1C_1$ vs $A_2B_2C_2$	15	15	43.13	27.86	5.48	7.66	6.27**
$A_1B_1C_2$ vs $A_1B_2C_1$	15	15	41.13	41.53	7.74	2.89	0.19 (NS)

A ₁ B ₁ C ₂ vs A ₁ B ₂ C ₂	15	15	41.13	46.4	7.74	3.06	2.44*
A ₁ B ₁ C ₂ vs A ₂ B ₁ C ₁	15	15	41.13	39.86	7.74	5.97	0.5 (NS)
A ₁ B ₁ C ₂ vs A ₂ B ₁ C ₂	15	15	41.13	39.06	7.74	6.79	0.77 (NS)
A ₁ B ₁ C ₂ vs A ₂ B ₂ C ₁	15	15	41.13	37.06	7.74	3.95	1.81 (NS)
A ₁ B ₁ C ₂ vs A ₂ B ₂ C ₂	15	15	41.13	27.86	7.74	7.66	4.72**
A ₁ B ₂ C ₁ vs A ₁ B ₂ C ₂	15	15	41.53	46.4	2.89	3.06	4.46**
A ₁ B ₂ C ₁ vs A ₂ B ₁ C ₁	15	15	41.53	39.86	2.89	5.97	0.97 (NS)
A ₁ B ₂ C ₁ vs A ₂ B ₁ C ₂	15	15	41.53	39.06	2.89	6.79	1.29 (NS)
A ₁ B ₂ C ₁ vs A ₂ B ₂ C ₁	15	15	41.53	37.06	2.89	3.95	3.53**
A ₁ B ₂ C ₁ vs A ₂ B ₂ C ₂	15	15	41.53	27.86	2.89	7.66	6.46**
A ₁ B ₂ C ₂ vs A ₂ B ₁ C ₁	15	15	46.4	39.86	3.06	5.97	3.77**
A ₁ B ₂ C ₂ vs A ₂ B ₁ C ₂	15	15	46.4	39.06	3.06	6.79	3.81**
A ₁ B ₂ C ₂ vs A ₂ B ₂ C ₁	15	15	46.4	37.06	3.06	3.95	7.22**
A ₁ B ₂ C ₂ vs A ₂ B ₂ C ₂	15	15	46.4	27.86	3.06	7.66	8.69**
A ₂ B ₁ C ₁ vs A ₂ B ₁ C ₂	15	15	39.86	39.06	5.97	6.79	0.34 (NS)
A ₂ B ₁ C ₁ vs A ₂ B ₂ C ₁	15	15	39.86	37.06	5.97	3.95	1.51 (NS)
A ₂ B ₁ C ₁ vs A ₂ B ₂ C ₂	15	15	39.86	27.86	5.97	7.66	4.78**
A ₂ B ₁ C ₂ vs A ₂ B ₂ C ₁	15	15	39.06	37.06	6.79	3.95	0.98 (NS)
A ₂ B ₁ C ₂ vs A ₂ B ₂ C ₂	15	15	39.06	27.86	6.79	7.66	4.23**
A ₂ B ₂ C ₁ vs A ₂ B ₂ C ₂	15	15	37.06	27.86	7.66	7.66	4.13**

** = Significant at 0.01 level

* = Significant at 0.05 level

NS= Not Significant

A₁= Govt./Govt. Aided B.Ed. Teacher Educators

B₁= Science

A₂= Self Financing B.Ed. Teacher Educators

B₂= Arts

C₁= Internals

C₂= Externals

FINDINGS OF THE STUDY

- A significant effect of type of institution on life satisfaction among B.Ed. teacher educators was found leading to the inference that the life satisfaction of B.Ed. teacher educators was higher than teacher educators working in self financing B.Ed. colleges.
- It was revealed that B.Ed. teacher educators belonging to science and arts stream did not differ significantly with respect to their life satisfaction.
- It was inferred that the main effect of locus of control on life satisfaction was found significant but when investigated further by computing t-value, there found no significant difference in life satisfaction of the internally controlled teachers educators and externally controlled teacher educators was found.
- There was found a significant interaction effect of type of institution and academic stream on life satisfaction of B.Ed. teacher educators.
- No significant interaction effect was found between academic stream and locus of control on life satisfaction of B.Ed. teacher educators leading to the inference that academic stream and locus of control did not interact with each other.
- There found a significant interaction effect of type of institution and locus of control on life satisfaction of B.Ed. teacher educators.
- There was found a significant interaction effect of type of institution, academic stream and locus of control on life

satisfaction of B.Ed. teacher educators.

EDUCATIONAL IMPLICATIONS

The findings of the present study reveal some important educational implications for the management of self-financing colleges and educational planners to enhance the level of satisfaction among their employees. The teacher educators working in self financing B.Ed. colleges don't have desirable job, adequate salary, conducive working conditions, incentives, college environment, research facilities and overall career advancement opportunities that lead to low level of life satisfaction among them. Therefore, college authorities have to take necessary measures to improve their working conditions and other issues mentioned above that are further helpful to improve their quality of life. So they may show higher level of life satisfaction. In addition to this, academicians, researchers, policy-makers, and practitioners should pay attention on providing good incentives in form of rewards, make teachers better adjusted in the college environment so that they may enjoy their teaching and lead a better life. If they feel satisfied, they will further help in inculcating positive attitude among students.

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