Chapter - 2

Review of Literature

2.1 Job Satisfaction

2.2 Life Satisfaction

2.3 Job Satisfaction and Life Satisfaction
Review of literature is a very important aspect of any research both for planning the study as well as to show its relevance and significance.

There is hardly any research which is totally unrelated with research that has already taken place. Usually every research project only adds to the plethora of evidence on a particular issue. Unless the existing work, conclusion and controversies are properly brought about, most research work would not appear relevant. Therefore every piece of ongoing research needs to be connected with the work already done, to attain an overall relevance and purpose. The review of literature thus becomes a link between the research proposed and the studies already done. It tells about the various aspects that have been already established or concluded by other, and also gives a chance to appreciate the evidence that has already been collected by previous research, and thus projects the current research work in the proper perspective.

In reference of afore mentioned a comprehensive survey of the related literature pertaining to the variable, under investigation are as follows-

- **Job Satisfaction**
- **Life Satisfaction**

### 2.1 Job Satisfaction

Randolph Melvin Boardman (1985) assessed the level of and relationship between life satisfaction and job satisfaction among teachers. Teachers in Iowa, Kansas, Missouri, and Nebraska were surveyed concerning significant aspects of their non work life and work life. The teachers
responded to their level of satisfaction with life domains including leisure
time, family life, health, government, and life in general off the job. They also
responded to their level of satisfaction with facets of their jobs including
working conditions, pay and benefits, recognition, supervision, and the job in
. Findings revealed significant correlation between life and job satisfaction was
positive with an \( r = .535 \). They further revealed that teachers were more
satisfied with their life than their jobs.

Mertler, Craig A (2002) in their study Asks 710 middle and high school
teachers to respond to several questions including their overall level of job
satisfaction, teacher motivation in general, and performance incentives.
Findings revealed the differences in job satisfaction based on gender, age, and
career stage. They Also revealed gender and location (suburban, urban, rural)
differences in knowing unmotivated teachers. (PKP)

Malcolm A. Lowther, Stephen J. Gill and Larry C. Coppard (1985)
analysed the determinants of job satisfaction in teachers at various age levels.
The revealed following results: (1) job satisfaction increases with age, (2) job
values remain constant with age, (3) job rewards increase with age, and (4) the
major determinants of job satisfaction are intrinsic to teaching for younger
teachers and extrinsic to teaching for older teachers.

Raymond Lee and Elizabeth R. Wilbur (1985) investigated the
relationship of age to job satisfaction in their study. Subjects were 1707 public
employees in the United States who responded to questionnaires. The results
showed that job satisfaction increased with age. Younger employees were less
satisfied overall with their jobs, but especially with the intrinsic characteristics
of the work. Older employees were more satisfied with the extrinsic characteristics than were the two younger groups of employees. When the effects of salary, job tenure, and education were removed independently as well as simultaneously, the same differences were found. However, when the effect of job characteristics was added to the combination and partial led out, the intrinsic characteristics factor was no longer significant.

Super, D.E. (1939). reported in his study on employed men that relationship exists between occupational level and job satisfaction; the amount of change in occupational level has little effect upon job satisfaction, although the direction of change is of considerable importance; the difference between present occupational level and the level aspired to is inversely related to degree of job satisfaction; the nature of the work is the most frequent reason reported for disliking a job, with economic reasons second, and managerial policies an infrequent third; job satisfaction increases with age, but the development is cyclical, individuals 24-34 and 45-54 being less satisfied than those of other ages. The results also suggest that two occupational scales exist, one for white-collar and the other for manual workers.

Tulen Saner1 and SerifeZihni Eyupoglu2 (2012) provided empirical evidence to establish whether gender differences exists in relation to the job satisfaction of male and female university teachers in Turkish universities in North Cyprus. The study will also demonstrate whether gender is a reliable predictor of their job satisfaction. The study instrument used was the short form Minnesota Satisfaction Questionnaire (MSQ) which measures job satisfaction using 20 facets of the job. The instrument was personally administered to respondents. The population for the study consisted of
university teachers in North Cyprus. A total of 412 university teachers (69% response rate) agreed to take part in the study. Data analysis consisted of the computation of descriptive statistics in order to examine the job satisfaction levels of the university teachers, and one-way analysis of variance (ANOVA) in order to understand whether a statistically significant relationship between job satisfaction and gender exists. The study results demonstrate that university teachers are only moderately satisfied with their job. Additionally, results indicate that female university teachers, as compared to male university teachers, have a higher level of satisfaction with overall job satisfaction with this difference being statistically significant with gender. The study supports general findings in the literature relating higher job satisfaction levels for female university teachers. Out of the 20 facets of the job examined, 7 are found to be statistically significant with gender. The study concludes that gender differences do exist in relation to the job satisfaction of university teachers.

Clark (1997), an economist, is the first researcher who has explicitly attempted to address this issue with empirical rigor and his work remains one of the sophisticated studies on this topic. Clark has proposed four explanations to the observed gendersatisfaction gap. The first explanation offered is that the gap in satisfaction between women and men reflects the overall difference in personal and job characteristics between the two sexes. Second, similar to Hakim’s idea that women and men differ in life goals, he suggests that self-reported job satisfaction levels may be associated with individuals’ orientations or values in the work setting and different work incentives may play a role in shaping the gender difference. Third, the fact that fewer women
than men work suggests that there might be a selection bias behind the puzzle. That is, women who are not happy with their jobs may have already withdrawn from the labour market, leaving solely happy women in the employee samples. Finally, Clark points out that not only absolute income but relative income (which can be defined as the difference between absolute income and expected income) also matters in determining job satisfaction and the latter form of income is probably more useful in explaining the gender satisfaction differential as women may have lower expectation of income. Using data from the 1991 BPHS survey, he has tested those hypotheses and found the first three explanations cannot account for the gender gap in satisfaction. Only the last relative income hypothesis has gained partial support by the finding that the satisfaction difference disappears for the young, the higher-educated, professional sand those in male-dominated work places.

Using data from two British nationally representative surveys, the analysis of Min Zou (2007) yields three major findings on gender difference in job satisfaction. The first is that women, either in full-time or part-time employment, do present significantly higher levels of job satisfaction. Secondly, there are some differences in ‘taste’ that shapes job satisfaction between male/female full-time workers and female part-time workers. Finally, and most importantly, the differences in work orientations between male workers, female full-timers and female part-timers can completely account for the observed gender satisfaction differential.

Toni Mora and Ada Ferrer-i-Carbonell (2009) focused on the gender differences in job satisfaction reported by recent university graduates in Catalonia (Spain) in their study. The data allows to distinguish five areas of
job satisfaction: work content, promotion possibilities, earnings, applicability of acquired knowledge, and job security. The empirical analysis shows that there is a gender gap in job satisfaction and that this can be (largely) attributed to the worse employment conditions women face.

In study of Schmitt, N., Coyle, B. W., White, J. K. And Rauschenberger, J. (1978) data concerning sex, social status, need strength, job perceptions and job satisfaction were collected from 411 people who were entering the work force for the first time at the time they obtained their jobs and approximately 10 months later. Using maximum likelihood path analysis, support was obtained for the following causal sequence: Background → Need Strength → Job Perception → Job Satisfaction. As in other studies, growth need strength was related to job dimensions. However, relatedness needs also appear to play a significant role in determining perceptions of jobs and job satisfaction. Sex and social status determined to some extent the subjects' initial level of need strength and indirectly their job perceptions.

Lena Edén, Göran Ejlertsson at all (1994) studied the socio-economy as predictors of early retirement pensions. A questionnaire was sent to 453 early retirement pensioners with disorders of the musculoskeletal system. A corresponding questionnaire was sent to a randomly selected, age- and sex-matched control group of the same size. The response rate was 83%. The study concludes that immigration and low socio-economy are predictors of early retirement pension (ERP). The rate of immigrants was 19% among the ERPs compared to 5% among the controls. The early retired immigrants were comparatively young, and some of them were overqualified for their previous jobs. Of the ERPs 74% were blue-collar workers compared to 39% of the
controls. Neither job or work satisfaction nor unemployment was found to predict ERP.

A study of 1,080 White male and 461 White female respondents to 3 recent national sample surveys (J. A. Davis, 1972, 1973, 1974) reveals, for both sexes, a moderate but consistent positive correlation between age and job satisfaction. The correlation may result from influences associated with aging or cohort membership, or both. Tests, through partial correlation analysis, of one "aging" and one "cohort" explanation yield largely negative evidence. The correlation among males, however, seems likely to result to some degree from an increase with aging in extrinsic job rewards. Glenn, Norval D.; Taylor, Patricia A.; Weaver, Charles N. (1977)

Elovainio, Marko; Kivimäki, Mika; Steen, Nick; Kalliomäki-Levanto, Tiina (2000) evaluated variation at the individual and work unit levels in the relations of job control, hostility, and trait anxiety to mental health and job satisfaction. Questionnaire data from a sample of 2,900 employees working at 152 hospital wards were analyzed by means of multilevel regression analyses. Results showed that mental health (General Health Questionnaire-12), varying mainly at the individual level, was explained mostly by hostility and trait anxiety. Job satisfaction varied significantly at the individual and the ward level. Job control accounted for most of this multilevel variation. Thus, this study demonstrated the significance of individual characteristics (gender, age and education) and organizational effects in explaining the mental health and job satisfaction of employees. (PsycINFO Database Record (c) 2012 APA, all rights reserved).
Randolph Melvin Boardman (1985) analyzed job satisfaction for the 830 respondents by the variables of age, gender, marital status, teaching assignment, and income (SES). Findings revealed that the highest level of job satisfaction was reported for freedom to choose teaching methods, responsibility given, and sense of commitment to the job. A significant difference in the mean level of job satisfaction was found for the variables of age, gender, marital status, and assignment.

Klassen, Robert M.; Chiu, Ming Ming (2010) examined the relationships among teachers' years of experience, teacher characteristics (gender and teaching level), three domains of self-efficacy (instructional strategies, classroom management, and student engagement), two types of job stress (workload and classroom stress), and job satisfaction with a sample of 1,430 practicing teachers using factor analysis, item response modelling, systems of equations, and a structural equation model. Teachers' years of experience showed nonlinear relationships with all three self-efficacy factors, increasing from early career to mid-career and then falling afterwards. Female teachers had greater workload stress, greater classroom stress from student behaviours, and lower classroom management self-efficacy. Teachers with greater workload stress had greater classroom management self-efficacy, whereas teachers with greater classroom stress had lower self-efficacy and lower job satisfaction. Those teaching young children (in elementary grades and kindergarten) had higher levels of self-efficacy for classroom management and student engagement. Lastly, teachers with greater classroom management self-efficacy or greater instructional strategies self-efficacy had greater job satisfaction.
Nobile, D., John J., McCormick, (2008) examine the relationships between the biographical characteristics gender, age, years of experience and employment position, and job satisfaction of staff members in Catholic primary schools. Design/methodology/approach: Survey data were collected from 356 staff members from Catholic primary schools. Research hypotheses were tested using multivariate analysis and comparison of means. Findings: Age, gender and position were related to a number of facets of job satisfaction as well as overall job satisfaction. No significant relationships were identified for years of experience. Practical implications: The findings hold implications for Catholic diocesan school systems and school administrators in relation to teacher retention and for further research regarding teacher’s aides. Originality/value: This study includes non-teaching staff and investigates the role of employment position as a biographical variable.

2.2 Life satisfaction

Life satisfaction has been referred to as a person's cognitive judgment of life as a whole. Diener, Emmons, Larsen, and Griffin (1985) defined life satisfaction as “a cognitive, judgmental process which depends upon a comparison of one’s circumstances with what is thought to be an appropriate standard.”. However, one of the key assumptions in life satisfaction research is that the judgement of satisfaction is primarily based on the individual’s own set of standards rather than on objective measures defined by experts. (Diener & Suh, 1997).

Recent literature typically finds a U shaped relationship between life satisfaction and age. Age profiles, however, are not identified without forcing
arbitrary restrictions on the cohort and/or time profiles. DeRee J and Alessie R.(2011) reported what can be identified about the relationship between life satisfaction and age without applying such restrictions. Also, we identify the restrictions needed to conclude that life satisfaction is U shaped in age. For the case of Germany, we find that the relationship between life satisfaction and age is indeed U shaped, but only under the untestable condition that the linear time trend is negative and that the linear trend across birth cohorts is practically flat.

Kendall Cotton Bronk, Patrick L. Hillb, Daniel K. Lapsley, Tasneem L. Talib&Holmes Finch (2009) examined the relationship among purpose, hope, and life satisfaction among 153 adolescents, 237 emerging adults, and 416 adults (N = 806). Results of this cross-sectional study revealed that having identified a purpose in life was associated with greater life satisfaction at these three stages of life. However, searching for a purpose was only associated with increased life satisfaction during adolescence and emerging adulthood. Additionally, aspects of hope mediated the relationship between purpose and life satisfaction at all three stages of life.

To assess the effect of ageing and health on the life satisfaction of the oldest old (defined as 75 and older), WenckeGwozdz and Alfonso Sousa-Poza (2009) used data from the German Socio-Economic Panel (Gsoep) and the Survey on Health, Ageing and Retirement in Europe (SHARE). They observed a shaped relationship between age and levels of life satisfaction for individuals aged between 16 and approximately 65. Thereafter, life satisfaction declines rapidly and the lowest absolute levels of life satisfaction are recorded for the oldest old. This decline was primarily attributable to low levels of perceived
health. Once cohort effects are also controlled for, life satisfaction remains relatively constant across the life span.

Jusoff, Hj. Hussein, Ju, and Hj. Din (2009) evaluated the life satisfaction and demographic variables (like age, category, gender, and years of service) among the UiTMPenang academic and non-academic staff in Malaysia. With a majority of the 199 participants being non-academics, results revealed that the university’s staffs were moderately satisfied with their life. Also, results showed that there were significant differences between life satisfaction and the age and years of service of staff, though, there was no significant difference in life satisfaction based on category of staff and gender.

Numerous studies have provided evidence that, contrary to common expectations, life satisfaction does not decline with age. For example, in an across-cultural study conducted in 40 different nations and with nearly 6,000 participants, Ed Diener and EunkookSuh (1998) found that reported life satisfaction generally remained stable throughout the life span, showing just as light increasing trend between the ages of 20 and 80 years.

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

Marina Della Giusta, Sarah Louise Jewell & Uma S. Kambhampati (2011) analyzed the variations in reported life satisfaction for men and women in the United Kingdom. While average levels of life satisfaction are similar for men and women, the variations in life satisfaction are more marked for women. Analyzing the British Household Panel Survey (Bhps) for 1996–2007, the paper finds that hours of paid work increase life satisfaction for both men and women, while housework hours are statistically significant only for retired men and women. Childcare (for children ages 3 to 4 years) and caring for adults affect women's life satisfaction negatively but are statistically insignificant for men. Some of these differences might be explained by the fact that women and men in the sample assign differing weights to satisfaction with different life dimensions. Job satisfaction, in particular, matters much more to men than to women.

Christian Bjørnskov, Axel Dreher and Justina A. V. Fischer (2007) analyzed the impact of gender discrimination on individual life satisfaction using a cross-section of 66 countries. They employ measures of discrimination of women in the economy, in politics, and in society more generally. According to their results, discrimination in politics is important to individual well-being. Overall, men and women are more satisfied with their
lives when societies become more equal. Disaggregated analysis suggests that our results for men are driven by the effect of equality on men with middle and high incomes, and those on the political left. To the contrary, women are more satisfied with increasing equality independent of income and political ideology. Equality in economic and family matters does overall not affect life satisfaction. However, women are more satisfied with their lives when discriminatory practices have been less prevalent in the economy 20 years ago.

Rathi Ramachandran and Dr.Radhika R (2012) examined distinct socio economic factors, level of life satisfaction and the factors associated with the life satisfaction of elderly in Japan and India, two nations with vastly diverse cultures. This study provides substantial empirical information with respect to the socio economic condition and the level of life satisfaction of elderly in the two countries. The findings revealed the better socio economic status of Japanese elderly compared to the Indians. However, the level of life satisfaction was higher among the Indian elderly than their Japanese counterpart. Country differences in the factors associated with the life satisfaction of elderly are documented.

Alî S. Gîłmez and Göktug Morcöl (1994) studied the relationship between one's objective living conditions and his/her subjective well-being is a problematic one. This paper discusses the results of a survey conducted in Turkey to explore the impacts of socio-economic status on satisfaction with various domains of life, and satisfaction of basic, and social and psychological needs. The results from the vicariate analyses and the multiple discriminant analysis indicate that socio-economic status is a strong determining factor in satisfaction with life domains and satisfaction of needs.
Paul Frijters, John P. Haisken-DeNew, Michael A. Shields (2005-2011) developed a new duration model that allows for unobserved persistent individual-specific health shocks and provides new evidence on the roles of socio-economic characteristics in determining length of life using 19-years of high-quality panel data from the German Socio-Economic Panel. We also contribute to the rapidly growing literature on life satisfaction by testing if more satisfied people live longer. Our results clearly confirm the importance of income, education and marriage as important factors in determining longevity. For example, a one-log point increase in real household monthly income leads to a 12% decline in the probability of death. We find a large role for unobserved health shocks, with 5-years of shocks explaining the same amount of the variation in length of life as all the other observed individual and socio-economic characteristics (with the exception of age) combined. Individuals with a high level of life satisfaction when initially interviewed live significantly longer, but this effect is completely due to the fact that less satisfied individuals are typically less healthy. We are also able to confirm the findings of previous studies that self-assessed health status has significant explanatory power in predicting future mortality and is therefore a useful measure of morbidity. Finally, we suggest that the duration model developed in this paper is a useful tool when analyzing a wide-range of single-spell durations where individual-specific shocks are likely to be important.

Barger SD, Donoho CJ, Wayment HA. 2009) evaluated racial/ethnic disparities in life satisfaction and the relative contributions of socio economic status (SES; education, income, employment status, wealth), health, and social relationships (social ties, emotional support) to well-being within and across
racial/ethnic groups. In two cross-sectional, representative samples of U.S. adults (the 2001 National Health Interview Survey and the 2007 Behavioural Risk Factor Surveillance System; combined n > 350,000), we compared life satisfaction across Whites, Hispanics, and Blacks. We also evaluated the extent to which SES, health, and social relationships 'explained' racial/ethnic group differences and compared the magnitude of variation explained by life satisfaction determinants across and within these groups. Results revealed that relative to Whites, both Blacks and Hispanics were less likely to be very satisfied. Blacks were somewhat more likely to report being dissatisfied. These differences were reduced or eliminated with adjustment for SES, health, and social relationships. Together, SES and health explained 12-15% of the variation in life satisfaction, whereas social relationships explained an additional 10-12% of the variance. They overall concluded that racial/ethnic life satisfaction disparities exist for Blacks and Hispanics, and these differences are largest when comparing those reporting being 'satisfied' to 'very satisfied' versus 'dissatisfied' to 'satisfied.' SES, health, and social relationships were consistently associated with life satisfaction, with emotional support having the strongest association with life satisfaction.

Susran Erkan Eroglu, Hasan Bozgeyikli and Vahit Çalışir (2009) carried the research using the survey method in an attempt to find out the relationship between the life satisfaction and socio-economic status (SES) of adolescents. The research was conducted among 275 young Turkish people chosen by the random sampling method. The research findings determined that there was a significant difference between the life satisfaction and SES of the respondent
students. On the other hand, contrary to expectations, there was no significant difference according to the gender variable.

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

Life satisfaction concept has been analysed from different approaches: an affective or emotional approach considers this concept as a balance between positive and negative affect; the cognitive approach focus on the way an individual makes an appraisal about his general life or about some aspects
of his life (for example, family, health, work, free time) ((Bradburn, 1969&Diener, 1984).

During the last quarter of the XXth century substantial developments on the study of life satisfaction or subjective well-being have turned up (Diener, Suh, Lucas and Smith, 1999). First works from a sociological approach studied the influence of demographic variables (age, sex and marital status) on the prediction of life satisfaction. Results showed that demographic variables explain a scarce percentage of the life satisfaction or well-being variance (Wilson, 1967).

Randolph Melvin Boardman (1985) assessed the level of life satisfaction among teachers. Teachers in Iowa, Kansas, Missouri, and Nebraska were surveyed concerning significant aspects of their non-work life and work life. The teachers responded to their level of satisfaction with life domains including leisure time, family life, health, government, and life in general off the job. They also responded to their level of satisfaction with facets of their jobs including working conditions, pay and benefits, recognition, supervision, and the job in general. Data were analyzed for the 830 respondents by the variables of age, gender, marital status, teaching assignment, and income (SES). Findings revealed the highest level of life satisfaction was reported for moral standards and beliefs, health, and family life. A significant difference in the mean level of life satisfaction was found for the variables of age, marital status, and assignment.

John N. Edwards and David L. Klemmack (1973) explored the relationships between 22 variables and life satisfaction, testing in particular for
partial effects and determining the extent to which each predictor makes an independent contribution to explaining perceived satisfaction. Based on data from 274 females and 233 males aged 45 and over, a number of important relationships are noted. Holding socio economic status constant, generally observed relationships such as between life satisfaction and age, marital status, and family size disappear. Other relationships found in previous research are reduced in magnitude by the introduction of the control variables. Computing standardized partial beta coefficients, it is found that the best predictors of life satisfaction are socio economic status, perceived health status, and informal participation with non clansmen. Neither interaction with kin nor most of the social and personal background characteristics considered contribute significantly to explaining reported satisfaction. The implications of these findings for future studies and theory construction efforts are suggested.

2.3 Job Satisfaction and Life Satisfaction

In study of Vicdan Altınoğ (2011), the academic staff’s job satisfaction and life satisfaction levels of differentiation were formed by their own working conditions between the different variables to determine whether or not the academic staff’s working conditions have affected their job satisfaction levels, and in what direction has the effect of life satisfaction been revealed. To measure the relationship between job and life satisfaction, statistical analysis of data collected from 281 other programs were carried out using SPSS 11.0. The reliability of the data analyzed for internal consistency was measured, then the demographic variables associated with the dependent variable for analysis of variance was performed. Finally, correlation and
regression analyses were carried out by applying the variable relationship between the "Job satisfaction scale" determined by Cranach’s alpha values (0.74) and the "life satisfaction scale" determined by Cranach’s alpha values (0.77). The research was conducted with the survey method. The study sample comprised academic staff in public universities in Ankara Province. The “life satisfaction scale” developed by Diener and Industry (1985) and "job satisfaction scale" developed by Rothen and Bayfield (1951) were used. The results indicated that there is a relationship between job and life satisfaction. Academic staff in terms of job satisfaction shows no difference with regards to gender and task areas, but differences were found between career and marital status. Thus, single staff and professors had higher levels of job satisfaction. Also, the same variables examined in terms of life satisfaction, sex, marital status, career status and responsibilities among the differences in women (unmarried and career high ones) and the health of employees in the life satisfaction levels are higher than that which has been seen.

Sena Gürşen Otacioğlu (2008). determine the level of work and life satisfaction of music teachers who communicate more with deferent people of different ages because of their teaching field. The aim of the research is to show whether or not these two factors determining the work performance change according to some variables and to demonstrate statistically the relation between life and work satisfaction. The researched group is the teachers of music working in Istanbul (n=40). In the research the work satisfaction of the music teachers is determined according to Minnesota Work Satisfaction Scale whereas their life satisfaction is determined according to Life Satisfaction Scale.
White, Melanie G. (2004) conducted study to determine if a relationship exists between teacher job satisfaction and home life satisfaction. The research was designed not only determine if a relationship exists between teacher job satisfaction and home life satisfaction, but also to determine which demographic variables, if any, have an affect on teacher job satisfaction and home life satisfaction and which demographic variable, if any, could be used to predict teacher job satisfaction and home life satisfaction. The population for the study was public school teachers in West Texas. A stratified process was used to obtain a sample of 1,200 public school teachers in Texas educational regions 16 and 17. The stratified process controlled for school size and educational level taught. The instruments for this study, the Job in General and the Scale of Life Satisfaction were developed to measure overall, global satisfaction. Both instruments are copy righted by Bowling Green State University. The above instruments were combined with demographic questions to create the survey instrument for this dissertation. Surveys were sent to teachers' e-mail addresses in early 2004. A total of 563 surveys were returned, a 46.9% response rate. The results of this survey found a statistically significant correlation between teacher job satisfaction and home life satisfaction. One-way ANOVAs were performed to determine which variables effect teacher job satisfaction. The results showed that how often one's job interferes with his/her home life and having children under 18 in the household affect one's level of job satisfaction. When studying demographic effects on home life satisfaction, it was found that how often job interference occurs has a great effect on overall home life satisfaction, just as it did with job satisfaction. Additionally, regression analyses were performed and concluded that home life satisfaction, years as an educator, and job
interference with one's home life can be predictors of job satisfaction. Furthermore, the variables that best predict home life satisfaction are job satisfaction and marital status.

Randolph Melvin Boardman (1985) assessed the level of and relationship between life satisfaction and job satisfaction among teachers in their paper. Teachers in Iowa, Kansas, Missouri, and Nebraska were surveyed concerning significant aspects of their non-work life and work life. The teachers responded to their level of satisfaction with life domains including leisure time, family life, health, government, and life in general off the job. They also responded to their level of satisfaction with facets of their jobs including working conditions, pay and benefits, recognition, supervision, and the job in general. Data were analyzed for the 830 respondents by the variables of age, gender, marital status, teaching assignment, and income. Means and standard deviations were computed for both the life and job satisfaction scales. Findings revealed that (1) The correlation between life and job satisfaction was positive with an $r = .535$ (2) The highest level of life satisfaction was reported for moral standards and beliefs, health, and family life. (3) A significant difference in the mean level of life satisfaction was found for the variables of age, marital status, and assignment. (4) The highest level of job satisfaction was reported for freedom to choose teaching methods, responsibility given, and sense of commitment to the job. (5) A significant difference in the mean level of job satisfaction was found for the variables of age, gender, marital status, and assignment. Conclusions. (1) The positive correlation between life and job satisfaction supports the spill over model proposed by Parker (1983), Kreska (1982), and Staines (1980). (2) Teachers
were more satisfied with their life than their jobs. (3) Teachers generally reported high levels of satisfaction with aspects of their life and aspects of their job. (4) Age, marital status, and teaching assignment had an impact on the satisfaction of teachers. Recommendations. The study should be repeated at regular time intervals with additional groupings of educators.

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Through literature searches in psychology, sociology, counselling, management, and leisure, Tait, Marianne; Padgett, Margaret Y.; Baldwin, Timothy T. (1989) found 34 studies (combined n = 19,811) reported relationships between job and life satisfaction. Contrary to previous reviews (e.g., Rice, Near, & Hunt, 1980), this meta-analysis found sizable overlap between work and no work experiences. Furthermore, although this correlation was substantially greater for men than for women in studies published prior to 1974, the difference disappeared in studies published after 1974.