CHAPTER VIII

COMPARISON OF SAMPLE SUB-GROUPS

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  . Agreeableness and job-satisfaction
  . Conscientiousness and job-satisfaction
  . Emotional stability and job-satisfaction
  . Intellect and job-satisfaction

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* Involvement and satisfaction
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* Involvement and satisfaction
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  . Job-involvement and marital-satisfaction
CHAPTER - VIII

COMPARISON OF SAMPLE SUB-GROUPS

A. PERSONALITY AND JOB-SATISFACTION

It is a common understanding that positive personality traits would each have positive relationship with job-satisfaction. But it is not a fact, at least in the case of male teachers of collegiate education. The results of this investigation, discussed earlier, make it clear that the teachers' emotional stability and surgency factors of personality have significant positive relationship with their job-satisfaction; while their intellect and agreeableness factors of personality though have positive relationship with job-satisfaction, is not significant; whereas conscientiousness has non-significant negative relationship with their job-satisfaction.

Therefore, an attempt is made to explore the finer dynamics of personality factors in relation to job-satisfaction by analysing the results of high and low groups on each personality factor. The high and low groups on a personality factor are classified on the basis of quartile deviations. Below Q1 is considered as low group and above Q3 is classified as high group on each of the Big-Five factors of personality. Then the relationship between each of the Big-Five factors of personality and job-satisfaction within each of these groups has been tested; and also the comparison of job-satisfaction as experienced in high and low groups is analysed for each personality factor. The results are given in Table-7 and Graph-3. These results would give the finer aspects of interrelation between each of the Big-Five factors of personality and job-satisfaction.

1. Surgency and job-satisfaction

Psychologists have made it clear and established that the tendency of preferences for social interaction and lively activity, i.e., extroversion, has positive relation with job-satisfaction.

The results of the present investigation are also consistent with the conclusions of the earlier studies' that there is positive and significant relationship between surgency and job-satisfaction.
This means that if the scores on surgency increase, the scores on job-satisfaction should also increase. The positive correlation clearly means that the teachers who are having high surgency do also have high job-satisfaction.

On the basis of this result, it is hypothesized that the high surgency group will have significantly higher degree of job-satisfaction than the low surgency group.

The results of Table-7 relating to surgency indicate that the high surgency group mean score is 78.09 and the low surgency group mean score is 72.52 on the job-satisfaction. These two groups differ significantly on their job-satisfaction \((Z = 1.89)\) at 0.05 level. These results mean that the teachers who are having high level of surgency traits of personality experience higher level of job-satisfaction than the teachers who are having low level of surgency traits of personality.

Further, Table-7 shows that the low surgency group's coefficient of correlation relating to surgency and job-satisfaction is \(-0.0649\), which is not significant even at 0.05 level; and the high surgency group's coefficient of correlation relating to surgency and job-satisfaction is \(-0.1758\) which is significant at 0.01 level. These results reveal that surgency and job-satisfaction are inversely related in high and low groups on surgency factor of personality.

These results mean that the teachers who are too much and too less outspoken, assertive, bold, daring, active and vigorous experience lower level of job-satisfaction. These results do not support the view of linear relationship between surgency and job-satisfaction and demand an indepth analysis of the relationship between surgency and job-satisfaction.

2. **Agreeableness and job-satisfaction**

McGrae and Costa (1991) mention that agreeableness traits may be instrumental in creating conditions that promote happiness or unhappiness. The results of the present investigation (Chapter VI) reveal that there is non-significant positive relationship between agreeableness and job-satisfaction. Further, it is hypothesized that the high agreeableness group will have significantly higher degree of job-satisfaction than the low agreeableness group.
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<th>Coefficient of Correlation</th>
<th>Z-value</th>
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<td>0.83&lt;sup&gt;NS&lt;/sup&gt;</td>
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</table>

* Significant at 0.05  
** Significant at 0.01  
*** Significant at 0.005  
**** Significant at 0.001  
NS Not significant
Graph 3. Correlation between each of the Big-Five factors of personality and Job-satisfaction in low and high group.
The results presented in Table-7 pertaining to agreeableness indicate that the high agreeableness group mean score is 77.76 and the low agreeableness group mean score is 74.33 on job-satisfaction. These two groups do not differ significantly on job-satisfaction (Z = 1.29). These results mean that the teachers who are low and high in their agreeableness factor of personality would have the same degree of job-satisfaction.

The analysis of the relationship between agreeableness and job-satisfaction within high and low agreeableness groups reveals an interesting result that the low agreeableness group’s coefficient of correlation between their agreeableness and job-satisfaction is -0.2471 and the high group’s coefficient correlation is 0.1218 which are significant at 0.01 and 0.05 level, respectively. These results reveal that in low agreeableness group, the agreeableness factor of personality is having inverse relationship with job-satisfaction. It means that low agreeableness mediates for negative relationship between agreeableness and job-satisfaction; whereas in high agreeableness group, agreeableness mediates for positive relationship between agreeableness and job-satisfaction.

These results clearly mean that the lower level of agreeableness is instrumental for lower level of job-satisfaction and the higher level of agreeableness is instrumental for higher level of job-satisfaction among the teachers.

3. **Conscientiousness and job-satisfaction**

McGrae and Costa (1991) consider that conscientious people are efficient, competent and hard working. They assume that conscientiousness may have instrumental effect and contribute to greater quality of life and higher life satisfaction. The results of correlational analysis in the present investigation reveal that conscientiousness has non-significant negative relationship with job-satisfaction.

For further analysis it is hypothesized that the high conscientiousness group will have significantly higher degree of job-satisfaction than the low conscientiousness group.

The results of Table-7 pertaining to conscientiousness show that those who have high conscientiousness, their mean score is 80.60, and those who have low conscientiousness, their mean
score is 73.27 on job-satisfaction. These two groups differ significantly on job-satisfaction (Z = 3.01) at 0.05 level. The results mean that the teachers' conscientiousness has mediational effects on their job-satisfaction.

Further, the scrutiny of the high and the low groups interrelations between conscientiousness and job-satisfaction reveals that the trend of coefficient of correlation values indicates that higher level of conscientiousness mediates positively for job-satisfaction and lower level of conscientiousness mediates negatively for job-satisfaction, however, tenuous is the influence.

4. Emotional stability and job-satisfaction

Psychologists have confirmed that neuroticism leads to negative affect. Goldberg (1992) considered emotional stability is antonym to neuroticism. The results of correlational analysis, in the present investigation, reveal that emotional stability has positive relationship with job-satisfaction.

For further understanding it is hypothesized that high emotional stability group will have significantly higher degree of job-satisfaction than low emotional stability group.

The results of Table-7 pertaining to emotional stability show that the mean of high emotional stability group is 81.69 and the mean of low emotional stability group is 70.60. The obtained Z-value is 4.79 which is significant at 0.05 level. The results reveal that there is significant difference between the means of the two groups.

Further, the results of Table-7 indicate that the coefficient of correlation between emotional stability and job-satisfaction, for low emotional stability group is 0.0618 which is not significant even at 0.05 level, and for high emotional stability group, coefficient of correlation is 0.4510 which is significant at 0.01 level. These results reveal that the teachers emotional stability is positively related to their job-satisfaction.

5. Intellect and job-satisfaction:

Psychologists described that intellect is a tendency for openness to experience.
The 'intellect' individuals are characterised both by a broader and deeper scope of awareness and by a need to enlarge and examine experience (cf. McCrae and Costa, 1991). The 'intellect' individuals are introspective, imaginative, creative, philosophical and innovative. Humanistic psychologists emphasize that the traits of intellect as characteristics of fully functioning individuals. Therefore one might expect that intellect men and women would be higher in job-satisfaction.

The results of correlational analysis in this investigation reveal that intellect has positive relationship with job-satisfaction but it is low in magnitude.

For further understanding it is hypothesized that the high intellect group will have significantly higher degree of job-satisfaction than the low intellect group.

The results presented in Table-7 relating to intellect indicate that the mean of the high intellect group is 75.02 and the mean of the low intellect group is 72.82. The obtained Z value is 0.83 which is not significant even at 0.05 level. The results mean that there is no significant difference between the low and high intellect groups on job-satisfaction. Further the results relating to the relationship between intellect and job-satisfaction within high and low intellect groups indicate that the low intellect group’s coefficient of correlation is 0.1962 which is significant at 0.01 level, and the high intellect group’s coefficient of correlation is 0.0978 which is not significant. These results mean that the teachers who are low in intellect experience higher level of job-satisfaction than the teachers who are high in intellect. This result may be due to the fact that the teaching at the undergraduate level is syllabi bound and teaching repeatedly the same contents of the subject for a number of years makes it a routine excercise. The education system at undergraduate level does not have much scope and encouragement for intellectual development. Therefore, interaction between intellect factor of personality and existing educational environment has made the teachers of low intellect group to be more satisfied in their job than the teachers who are high in their intellect.

On the whole, the results presented in Table-7 means that the high level of surgency and the low level of agreeableness factors of personality among the teachers are negatively related to their job-satisfaction, and the high level of emotional stability, high level of agreeableness and low
level of intellect among the teachers are positively related to their job-satisfaction. Agreeableness and emotional stability of the teachers' have linear relationship with job-satisfaction.

B. PERSONALITY AND MARITAL-SATISFACTION

Psychologists have argued that positive individual characteristics facilitate the acquisition, development and maintenance of satisfying personal relationships (Carpenter et al., 1983; Filsinger and Lamke, 1983 and Jones, 1985). The Big-Five factors of personality—surgency, agreeableness, conscientiousness, emotional stability and intellect—are positive factors of personality. Marital satisfaction is the positive feeling of spouses about their personal relationships. Therefore, it is assumed that each of the Big-Five factors of personality is positively related to marital-satisfaction.

The results of correlational analysis, in the present investigation (Chapter VI), reveal that surgency, agreeableness, emotional stability and intellect factors of personality have higher level of positive relationship with marital-satisfaction, whereas conscientiousness has low negative relationship with marital-satisfaction.

In the present investigation an attempt has been made to understand the finer relationship between each of the Big-Five factors of personality and marital-satisfaction by sub-groups analyses.

The high and low groups on each personality factor are classified on the basis of quartile deviations as mentioned earlier in this chapter. The results are presented in Table-8 and Graph-4.

1. Surgency and Marital-satisfaction

Intimacy is an important contributor of marital-satisfaction, which is characterised by trust and understanding between husband and wife. The development of intimacy depends on free interpersonal interaction and involving in lively activities. The tendency for interpersonal interaction and lively activities is a dimension of personality, known as extroversion or surgency. Therefore, it was assumed that surgency factor of personality is positively related to marital-satisfaction.
Graph 4. Correlation between each of the Big-Five factors of personality and Marital-satisfaction in low and high group.

Factors of Personality

- Surgency
- Agreeableness
- Conscientiousness
- Emotional stability
- Intellect

Legend:
- Low
- High
The results of correlation analysis, in the present investigation, reveal that surgency and marital-satisfaction are positively interrelated. It means that as the level of surgency factor increases correspondingly the degree of marital-satisfaction also increases.

On the basis of this conception, it is hypothesized that high surgency group will have significantly higher marital satisfaction than low surgency group.

The results of Table-8 relating to surgency show that marital-satisfaction mean score of the low surgency group is 187.80 and the mean score of the high surgency group is 206.10. The obtained Z value is 4.89 which is significant at 0.001 level. The results reveal that the high and low surgency groups differ significantly on marital-satisfaction. It means that the teachers who have high level of surgency factor of personality experience higher level of marital-satisfaction than the teachers who have low level of surgency factor of personality.

Further, the results of Table-8 relating to relationship between surgency and marital-satisfaction within low and high surgency groups show that the coefficient of correlation of low surgency group is 0.001 which is not significant even at 0.05 level, and the coefficient of correlation of high surgency group is 0.114 which is significant at 0.05 level. These results mean that lower level of surgency factor of personality is related to lower level of marital-satisfaction and higher level of surgency factor of personality is related to higher level of marital-satisfaction.

It can be argued that the teachers who are high in articulation, assertiveness, boldness, activeness and vigorousness are more prone to experience higher level of marital-satisfaction than the teachers who are low in the above characteristics.

2. Agreeableness and marital-satisfaction

Spouse’s selfless concern for partner, generous sentiments and ability to put oneself in partner’s place are the characteristics of agreeableness which contribute to marital-satisfaction. These traits are instrumental in creating conditions that promote happiness or unhappiness. Therefore, it is hypothesized that agreeableness has significant positive relationship with marital-satisfaction.
<table>
<thead>
<tr>
<th>Independent Variable group</th>
<th>Mean</th>
<th>SD</th>
<th>Coefficient of Correlation</th>
<th>Z-value</th>
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<td><strong>Surgency</strong></td>
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<td>-0.0001&lt;sup&gt;NS&lt;/sup&gt;</td>
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<td>21.72</td>
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<td>7.45***</td>
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* Significant at 0.05
** Significant at 0.01
*** Significant at 0.001
NS Not significant
The results of correlational analysis, in the present investigation (Chapter VI), reveal that agreeableness is positively related to marital-satisfaction. On the basis of this result, it is hypothesized that the high agreeableness group will have significantly higher degree of marital-satisfaction than the low agreeableness group.

The results presented in Table-8 relating to agreeableness indicate that the high agreeableness group mean score is 204.90 and the low agreeableness group mean score is 179.90 on marital-satisfaction. These two groups differ significantly on their marital-satisfaction (Z = 5.37) at 0.001 level. These results mean that the teachers who are high in agreeableness experience higher level of marital-satisfaction than the teachers who are low in agreeableness factor of personality.

Further, the results of Table-8 pertaining to the relationship between agreeableness and marital-satisfaction within low and high agreeableness groups indicate that the coefficient of correlation, related to the low agreeableness group is -0.0623 which is not significant even at 0.05 level; and the one related to the high agreeableness group is 0.0263 which is not significant even at 0.05 level. Even then, the trend of coefficient of correlations reveals that low level of agreeableness is related negatively to marital-satisfaction and higher level of agreeableness is related positively to marital-satisfaction. These results demand an indepth analysis to explain the relationship between agreeableness and marital-satisfaction.

3. **Conscientiousness and Marital-satisfaction**

McCrae and Costa (1991) have suggested that conscientiousness people are efficient, competent and hard-working. Conscientiousness traits may be instrumental in creating conditions that promote happiness or unhappiness. The role performance of individuals encompasses the essential activities of job and family-life. Then it follows that the more competently one's spouse enacts these roles, the more rewards one provides for the other spouse. The greater the role-competence of the role-player as perceived by him, the greater the marital-satisfaction of himself. On the basis of this reasoning it is hypothesized that high conscientiousness group will have significantly higher degree of marital-satisfaction than low conscientiousness group.
The results of Table-8 relating to conscientiousness indicate that the mean of low conscientiousness group is 179.30 and the mean of high conscientiousness group is 207.10. The obtained Z value is 6.06 which is significant at 0.001 level. The results reveal that the low and high groups of conscientiousness differ significantly on marital-satisfaction. It means that the teachers who have high level of conscientiousness are more prone to experience higher level of marital-satisfaction than the teachers who have low level of conscientiousness.

Further, the results presented in Table-8 pertaining to the relationship between conscientiousness and marital-satisfaction within low and high conscientiousness groups indicate that the coefficient of correlation relating to low conscientiousness group is 0.1367 which is significant at 0.01 level; and the coefficient of correlation relating of the high conscientiousness group is -0.0921 which is not significant even at 0.05 level. The results reveal that the lower level of conscientiousness is positively related to marital-satisfaction and the higher level of conscientiousness mediates for negative relationship between conscientiousness and marital-satisfaction.

The results mean that the teachers who are having low level of conscientiousness are experiencing higher level of marital-satisfaction than the teachers who have high level of conscientiousness. This result may be due to the fact that in Indian culture, most of the spouses are more concerned with family-life. The teachers, specifically, are more concentrating on the family roles performance, which do not require efficiency, competency and hard-working. On the other hand, their professional life does not have the scope and place for the manifestation of conscientiousness. These environmental conditions are congenial for the teachers who have lower level of conscientiousness characteristics. Therefore, it is quite natural that those who have low level of conscientiousness experience higher level of marital-satisfaction.

4. **Emotional stability and marital-satisfaction**

Marital life requires the tendency to resolve conflicts, avoid frictions and sharing of common interests and activities by accepting the responsibilities. This is possible only when the spouses have emotional stability. Emotional stability is the proneness to experience pleasant and
undisturbing emotions. Therefore, it is hypothesized that emotional stability has significant positive relationship with marital-satisfaction.

The results of correlation analysis, in the present investigation (Chapter VI), reveal that there is significant positive relationship between emotional stability and marital-satisfaction.

To explore the emotional stability and its finer dynamics in marital-satisfaction, it is hypothesized that high emotional stability group will have significantly higher degree of marital-satisfaction than low emotional stability group.

The results given in Table-8 indicate that high emotional stability group mean score on marital-satisfaction is 204.80, and low emotional stability group mean score on marital-satisfaction is 187.40. The obtained z-value is 4.06 which is significant at 0.001 level. These results reveal that the high and low groups of emotional stability differ significantly on marital-satisfaction; it means that the teachers who have high level of emotional stability experience higher degree of marital-satisfaction than the teachers who have low level of emotional stability.

The results presented in Table-8 relating to the relationship between emotional stability and marital-satisfaction within high and low emotional stability groups indicate that the coefficient of correlation of high emotional stability group is 0.0168 and the coefficient of correlation of low emotional stability group is 0.0619. These results are not significant even at 0.05 level. These results called for an in-depth analysis to explore the relationship between emotional stability and marital-satisfaction. However, the trend of coefficient of correlations shows that emotional stability has positive relationship with marital-satisfaction.

**Intellect and marital-satisfaction**

Psychologists consider individuals who are characterised by high degree of intellect fully functioning individuals. They have capacity to understand the life process objectively and mobilize the resources for successful living. Therefore, it is hypothesized that high 'intellect' group will have significantly higher level of marital-satisfaction than the low 'intellect' group.
The results of Table-8 relating to intellect indicate that the mean of the low intellect group on marital-satisfaction is 179.40 and the mean of the high intellect group is 208.40. The obtained z-value is 7.45 which is significant at 0.001 level. These results reveal that the high intellect and low intellect groups differ significantly on marital-satisfaction.

Further, the results presented in Table-8 relating to the relationship between intellect and marital-satisfaction within high and low intellect groups indicate that the coefficient of correlation for high intellect group is 0.1313 which is significant at 0.001 level, and the coefficient of correlation for low intellect group is 0.1258 which is significant at 0.05 level. These results reveal that high and low intellect levels mediate for positive relationship between intellect and marital-satisfaction. It means that there is significant positive relationship between intellect of the teachers and their marital-satisfaction.

On the whole, the results of Table-8 reveal that the teachers who are high in surgency, in emotional stability, in intellect and low in conscientiousness are prone to experience higher level of marital-satisfaction.

C. INVOLVEMENT AND SATISFACTION

I. Job-involvement and job-satisfaction

The results of Table-1 (Chapter V) related to job-involvement and job-satisfaction support the assumption that if job-involvement increases, the job-satisfaction also increases correspondingly. The positive relationship clearly indicates that the teachers who are having high job-involvement are also have high job-satisfaction. On the basis of this back-ground to make an indepth analysis of job-involvement in relation to job-satisfaction, it is hypothesized that high job-involvement group will have significantly higher degree of job-satisfaction than low job-involvement group. The results are given in Table-9 and Graph-5.

The results of Table-9 relating to job-involvement indicate that the mean of high job-involvement group on job-satisfaction is 92.33 and the mean of low job-involvement group on job-
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<td>1.04&lt;sup&gt;NS&lt;/sup&gt;</td>
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<td>6.364</td>
<td>0.4210**</td>
<td>5.78***</td>
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** Significant at 0.01
*** Significant at 0.001
NS Not significant
Graph 5. Correlation between Job-/Family involvement and Job-satisfaction in Low and High group.
satisfaction is 68.85. The obtained z-value is 5.78 which is significant at 0.005 level. These results reveal that there is significant difference between the means of low job-involvement and high job-involvement groups. This means that the teachers who are high in job-involvement experience higher degree of job-satisfaction than the teachers who are low in job-involvement. The psychological identification with job is a determining factor in developing favourable attitude towards job among the college teachers.

Further, Table-9 also shows that low job-involvement group’s coefficient of correlation between job-involvement and job-satisfaction is 0.5046, and high job-involvement group’s coefficient of correlation between job-involvement and job-satisfaction is 0.4210 which are significant at 0.01 level. These results reveal that in both the groups job-involvement and job-satisfaction are positively and significantly related to one another. It means that irrespective of the degree of job-involvement, if the teachers’ job-involvement increases, correspondingly the teachers’ job-satisfaction also increases.

On the basis of the present results it can be concluded that the psychological identification with job has a significant positive relationship with job-satisfaction.

2. **Family-involvement and job-satisfaction**

It is a general opinion that family-involvement is negatively related to job-satisfaction. This view has been supported by some of the research studies, but the results of present investigation (Chapter V), reveal that there is low positive and non-significant relationship between family-involvement and job-satisfaction. For an indepth understanding it is hypothesized that high family-involvement group will have significantly higher degree of job-satisfaction than low family-involvement group.

The results of Table-9 relating to family-involvement indicate that high family-involvement group mean score is 77.38 on job-satisfaction and low family-involvement group mean score is 74.62 on job-satisfaction. The obtained z-value is 1.04 which is not significant even at 0.05 level. It reveals that there is no significant difference between low and high family-involvement groups on job-satisfaction.
Further, the coefficients of correlation between family-involvement and job-satisfaction within high and low family-involvement groups as given in Table-9 show that the low family-involvement group value is -0.1873 which is significant at 0.01 level; and the high family-involvement group value is -0.0847 which is not significant even at 0.05 level. These results reveal that high and low family-involvement is negatively related to job-satisfaction. It means that the teachers who have high and low psychological identification with family are more prone to experience lower level of job-satisfaction. This may be due to the fact that high involvement in family life interferes with the accomplishment of one’s job-related responsibilities. Therefore, too much involvement in family is negatively related to job-satisfaction. Low family involvement may cause one’s family-related problems and responsibilities, which begin to interfere with the accomplishment of one’s job-related responsibilities; consequently low family-involvement is also negatively related to job-satisfaction.

D. INVOLVEMENT AND SATISFACTION

1. Family-involvement and marital-satisfaction

It is very clear from the results of Table-1 (Chapter V) that the relationship between family-involvement and marital-satisfaction is positive and significant. The positive relationship clearly reveals that those who are having high family-involvement are also have high marital-satisfaction. On the basis of this reasoning, it is hypothesized that high family-involvement group will have significantly higher degree of marital-satisfaction than low family-involvement group. The results presented in Table-10 and Graphs-6.

The results of Table-10 relating to family-involvement show that the mean of high family-involvement group on marital-satisfaction is 211.20, and the mean of low family-involvement group on marital-satisfaction is 188.60. The obtained z-value is 5.01 which is significant at 0.001 level.

Further, the results presented in Table-10 indicate that the coefficient of correlation between family-involvement and marital-satisfaction, of high family-involvement group is 0.1728, and of low family-involvement group is 0.4725 which are significant at 0.01 level. These results reveal
Table 10. Means, SDs, rs and z-values of Low and High independent variables groups on the measure of Marital-satisfaction

<table>
<thead>
<tr>
<th>Independent Variable group</th>
<th>Mean</th>
<th>SD</th>
<th>Coefficient of Correlation</th>
<th>Z-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family-involvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>188.60</td>
<td>22.22</td>
<td>0.4725**</td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>211.20</td>
<td>18.66</td>
<td>0.1728**</td>
<td>5.01***</td>
</tr>
<tr>
<td>Job-involvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>185.90</td>
<td>22.34</td>
<td>-0.2531**</td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>213.20</td>
<td>21.66</td>
<td>0.1653**</td>
<td>3.40***</td>
</tr>
</tbody>
</table>

** Significant at 0.01  
*** Significant at 0.001
Graph 6. Correlation between Job-/Family involvement and Marital satisfaction in Low and High group.
that there is significant positive relationship between family-involvement and marital-satisfaction. It means that irrespective of the degree of family-involvement the teachers' psychological identification with family has positive relationship with their marital-satisfaction.

2. **Job-involvement and marital-satisfaction**

   It is part of common sense that job-involvement is negatively related to marital-satisfaction. The results of correlational analysis in the present investigation (Chapter V) reveal that job-involvement and marital-satisfaction have significant positive relationship. To explore an indepth relationship between job-involvement and marital-satisfaction, it is hypothesized that high job-involvement group will have significantly higher degree of marital-satisfaction than low job-involvement group.

   The results presented in Table-10 relating to high and low job-involvement groups show that high job-involvement group mean score is 213.20 and low job-involvement group mean score is 185.90 on marital-satisfaction. The obtained z-value is 3.40 which is significant at 0.01 level. The findings indicate that there is significant difference between the means of two groups. It means that the teachers who have high psychological identification with job experience higher level of marital-satisfaction than the teachers who have low psychological identification with job.

   Further, the results of Table-10 show that the coefficient of correlation between job-involvement and marital-satisfaction, of low job-involvement group is -0.2531 and, of high job-involvement group is 0.1653 which are significant at 0.01 level.

   The results of low job-involvement group reveal that as job-involvement increases marital-satisfaction decreases, whereas the results of high job-involvement group indicate that as job-involvement increases, correspondingly marital-satisfaction also increases. On the basis of these results, it can be argued that low job-involvement factor mediates for negative relationship between job-involvement and marital-satisfaction. Conversely, high job-involvement mediates for positive relationship between job-involvement and marital-satisfaction. It means that the teachers who have high psychological identification with job are more prone to experiences higher level of marital-satisfaction than the teachers who have low psychological identification with job.