CHAPTER V

DIFFERENTIAL ANALYSIS AND INTERPRETATION OF RESULTS
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INTERPRETATION OF RESULTS

Once the data has been collected, the next step is to reduce them into statistical analysis because the data have no meaning unless it is analyzed and interpreted by sophisticated statistical techniques in order to arrive at certain reliable and valid conclusions.

Analysis of data, thus, involves the breaking of the complex factors into simple parts and putting them in new arrangements for the purpose of interpretation.

The data was analyzed keeping in view various hypotheses which were formulated according to the different objectives set in the present study. An attempt has been made to link the outcomes of the analysis of data, so as to arrive at succinct conclusions.

The present chapter aims at studying the mean differential in psycho social factors i.e. personality, intelligence, mental health, socio-economic status and modernization of primary school teachers at three levels of life satisfaction. It revolves round testing the following hypotheses:

1. (a) Significant mean differences would be there among primary school teachers at three levels of Life Satisfaction (LS_n, LS_a, LS_l) with respect to personality.
(b) Significant mean differences would be there among primary school teachers at three levels of Life Satisfaction (LS_n, LS_a, LS_l) with respect to intelligence.
(c) Significant mean differences would be there among primary school teachers at three levels of Life Satisfaction (LS_n, LS_a, LS_l) with respect to mental health.
2 (a) Significant mean differences would be there among government primary school teachers at three levels of Life Satisfaction (LS_{hs}, LS_{sa}, LS_{sf}) with respect to personality.

(b) Significant mean differences would be there among government primary school teachers at three levels of Life Satisfaction (LS_{hs}, LS_{sa}, LS_{sf}) with respect to intelligence.

(c) Significant mean differences would be there among government primary school teachers at three levels of Life Satisfaction (LS_{hs}, LS_{sa}, LS_{sf}) with respect to mental health.

3 (a) Significant mean differences would be there among private primary school teachers at three levels of Life Satisfaction (LS_{hs}, LS_{sa}, LS_{sf}) with respect to personality.

(b) Significant mean differences would be there among private primary school teachers at three levels of Life Satisfaction (LS_{hs}, LS_{sa}, LS_{sf}) with respect to intelligence.

(c) Significant mean differences would be there among private primary school teachers at three levels of Life Satisfaction (LS_{hs}, LS_{sa}, LS_{sf}) with respect to mental health.

4 (a) Significant mean differences would be there among male and female primary school teachers at three levels of Life Satisfaction (LS_{hs}, LS_{sa}, LS_{sf}) with respect to personality.

(b) Significant mean differences would be there among male and female primary school teachers at three levels of Life Satisfaction (LS_{hs}, LS_{sa}, LS_{sf}) with respect to intelligence.

(c) Significant mean differences would be there among male and female primary school teachers at three levels of Life Satisfaction (LS_{hs}, LS_{sa}, LS_{sf}) in respect to mental health.

5 (a) Significant mean differences would be there among male and female government primary school teachers at three levels of Life Satisfaction (LS_{hs}, LS_{sa}, LS_{sf}) with respect to personality.
(b) Significant mean differences would be there among male and female government primary school teachers at three levels of Life Satisfaction ($L_{Sh}$, $L_{Sa}$, $L_{Si}$) with respect to intelligence.

(c) Significant mean differences would be there among male and female government primary school teachers at three levels of Life Satisfaction ($L_{Sh}$, $L_{Sa}$, $L_{Si}$) with respect to mental health.

6 (a) Significant mean differences would be there among male and female private primary school teachers at three levels of Life Satisfaction ($L_{Sh}$, $L_{Sa}$, $L_{Si}$) with respect to personality.

(b) Significant mean differences would be there among male and female private primary school teachers at three levels of Life Satisfaction ($L_{Sh}$, $L_{Sa}$, $L_{Si}$) with respect to intelligence.

(c) Significant mean differences would be there among male and female private primary school teachers at three levels of Life Satisfaction ($L_{Sh}$, $L_{Sa}$, $L_{Si}$) with respect to mental health.

7 (a) Significant mean differences would be there among primary school teachers at three levels of Life Satisfaction ($L_{Sh}$, $L_{Sa}$, $L_{Si}$) with respect to socio-economic status.

(b) Significant mean differences would be there among primary school teachers at three levels of Life Satisfaction ($L_{Sh}$, $L_{Sa}$, $L_{Si}$) with respect to modernization.

8 (a) Significant mean differences would be there among government primary school teachers at three levels of Life Satisfaction ($L_{Sh}$, $L_{Sa}$, $L_{Si}$) with respect to socio-economic status.

(b) Significant mean differences would be there among government primary school teachers at three levels of Life Satisfaction ($L_{Sh}$, $L_{Sa}$, $L_{Si}$) with respect to modernization.

9 (a) Significant mean differences would be there among private primary school teachers at three levels of Life Satisfaction ($L_{Sh}$, $L_{Sa}$, $L_{Si}$) with respect to socio-economic status.
(b) Significant mean differences would be there among private primary school teachers at three levels of Life Satisfaction \( (L_{Sh}, L_{Sa}, L_{Sb}) \) with respect to modernization.

10 (a) Significant mean differences would be there among male and female primary school teachers at three levels of Life Satisfaction \( (L_{Sh}, L_{Sa}, L_{Sb}) \) with respect to socio-economic status.

(b) Significant mean differences would be there among male and female primary school teachers at three levels of Life Satisfaction \( (L_{Sh}, L_{Sa}, L_{Sb}) \) with respect to modernization.

11 (a) Significant mean differences would be there among male and female government primary school teachers at three levels of Life Satisfaction \( (L_{Sh}, L_{Sa}, L_{Sb}) \) with respect to socio-economic status.

(b) Significant mean differences would be there among male and female government primary school teachers at three levels of Life Satisfaction \( (L_{Sh}, L_{Sa}, L_{Sb}) \) with respect to modernization.

12 (a) Significant mean differences would be there among male and female private primary school teachers at three levels of Life Satisfaction \( (L_{Sh}, L_{Sa}, L_{Sb}) \) with respect to modernization.

(b) Significant mean differences would be there among male and female private primary school teachers at three levels of Life Satisfaction \( (L_{Sh}, L_{Sa}, L_{Sb}) \) with respect to modernization.

TESTING OF HYPOTHESES

HYPOTHESIS 1 (a)

Hypothesis 1 (a) states, “Significant mean differences would be there among primary school teachers at three levels of Life Satisfaction \( (L_{Sh}, L_{Sa}, L_{Sb}) \) with respect to personality”.

In order to test this hypothesis, Table 5.1.1.1 and 5.1.1.2 have been prepared. Their pictorial forms have been given in Figure 5.1.1.1 and 5.1.1.2 respectively.
RESULTS

Table 5.1.1.1
Mean differentials in neuroticism dimension of personality of primary school teachers at three levels of life satisfaction

<table>
<thead>
<tr>
<th>Levels compared</th>
<th>M₁</th>
<th>M₂</th>
<th>SD₁</th>
<th>SD₂</th>
<th>t-value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-Average</td>
<td>48.16</td>
<td>48.25</td>
<td>7.50</td>
<td>9.61</td>
<td>0.099</td>
<td>NS</td>
</tr>
<tr>
<td>Average-Low</td>
<td>48.25</td>
<td>49.40</td>
<td>9.61</td>
<td>9.29</td>
<td>1.100</td>
<td>NS</td>
</tr>
<tr>
<td>Low-High</td>
<td>49.40</td>
<td>48.16</td>
<td>9.29</td>
<td>7.50</td>
<td>1.098</td>
<td>NS</td>
</tr>
</tbody>
</table>

Fig. 5.1.1.1: Mean scores of neuroticism dimension of personality of primary school teachers at three levels of life satisfaction

Table 5.1.1.1 represents mean differentials in neuroticism dimension personality of primary school teachers at three different levels of life satisfaction. Entries made in this table show that the mean scores of primary school teachers with high and average level of life satisfaction in neuroticism dimension personality were 48.16 and 48.25 respectively. Their standard deviation of scores were 7.50 and 9.61 respectively. The t-value calculated with regard to neuroticism of primary school teachers with high and average level of life satisfaction was 0.009. This table further shows that the mean scores of primary school teachers...
with average and low level of life satisfaction in neuroticism dimension of personality were 48.25 and 49.40 respectively. Their respective standard deviation of scores were 9.61 and 9.29. The t-value calculated with respect to neuroticism of primary school teachers with average and low level of life satisfaction was 1.100. Further, the mean scores of neuroticism of primary school teachers with low and high level of satisfaction were 49.40 and 48.16 respectively. Their respective standard deviation of scores were 9.29 and 7.50. The t-value calculated with respect to neuroticism dimension of personality of primary school teachers with low and high level of life satisfaction was 1.098.

Table 5.1.1.2

<table>
<thead>
<tr>
<th>Levels compared</th>
<th>M₁</th>
<th>M₂</th>
<th>SD₁</th>
<th>SD₂</th>
<th>t-value</th>
<th>Level of significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-Average</td>
<td>47.58</td>
<td>46.89</td>
<td>9.58</td>
<td>9.19</td>
<td>0.64</td>
<td>NS</td>
</tr>
<tr>
<td>Average-Low</td>
<td>46.89</td>
<td>46.12</td>
<td>9.19</td>
<td>10.09</td>
<td>0.706</td>
<td>NS</td>
</tr>
<tr>
<td>Low-High</td>
<td>46.12</td>
<td>47.58</td>
<td>10.98</td>
<td>9.58</td>
<td>1.05</td>
<td>NS</td>
</tr>
</tbody>
</table>

Figure 5.1.1.2: Mean scores of extraversion dimension of personality of primary school teachers at three levels of life satisfaction.
Table 5.1.1.1 represents mean differentials in extraversion dimension of personality of primary school teachers at three levels of life satisfaction. Entries made in this table show that the mean scores of extraversion dimension of personality of primary school teachers with high and average levels of life satisfaction were 47.58 and 46.89. Their standard deviation of scores were 9.58 and 9.19 respectively. The t-value calculated with respect to extraversion dimension of personality of primary school teachers with high and average level of life satisfaction was 0.064. This table further shows that mean scores of primary school teachers with average and low level of life satisfaction in extraversion dimension of personality were 46.89 and 46.12 respectively. Their respective standard deviation of scores were 9.19 and 10.09. The t-value calculated with respect to extraversion dimension of personality of primary school teachers with average and low level of life satisfaction was 0.706. The mean scores of primary school teachers in extraversion dimension of personality with low and high level of life satisfaction were 46.12 and 47.58 respectively. Their respective standard deviation of scores were 10.98 and 9.58. The t-value calculated with respect to extraversion dimension of personality of primary school teachers with low and high level of life satisfaction was 1.05.

**DISCUSSION OF RESULTS**

The entries made in Table 5.1.1.1 show that calculated t-value with regard to neuroticism of primary school teachers with high and average, average and low, low and high levels of life satisfaction were statistically not significant. This suggests that there are no significant differences in the neuroticism dimension of personality of primary school teachers at three levels of life satisfaction.

The entries made in Table 5.1.1.2 show that calculated t-value with regard to extraversion dimension of personality of primary school teachers with high and average, average and low, low and high levels of life satisfaction were statistically found insignificant. This suggests that primary school teachers do not differ significantly in the extraversion dimension of personality at three levels of life satisfaction i.e. high, average and low level.
On the basis of the discussion of results it can be concluded that the personality (both neuroticism, extraversion dimension) of primary school teachers does not differ significantly at different levels of life satisfaction. This implies that neuroticism and extraversion dimensions of personality do not influence the life satisfaction of teachers or vice versa.

Hence, the hypotheses 1 (a), namely, “Significant mean differences would be there among primary schools teachers at three levels of life satisfaction with respect to personality” stands rejected. The present results support the findings of Joshi (1994), Kaur (1999) and Shivani (2001).

**HYPOThESIS 1 (b)**

Hypothesis 1(b) states, “Significant mean differences would be there among primary school teachers at three levels of Life Satisfaction (LSh, LSa, LSb) with respect to intelligence”.

In order to test this hypothesis, Table 5.1.2 was prepared. Its pictorial form has been given in Figure 5.1.2.

**RESULTS**

**Table 5.1.2**

Mean differentials in the intelligence of primary school teachers at three levels of life satisfaction

<table>
<thead>
<tr>
<th>Levels compared</th>
<th>M₁</th>
<th>M₂</th>
<th>SD₁</th>
<th>SD₂</th>
<th>t-value</th>
<th>Level of significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-Average</td>
<td>106.08</td>
<td>104.58</td>
<td>9.06</td>
<td>8.52</td>
<td>1.494</td>
<td>NS</td>
</tr>
<tr>
<td>Average-Low</td>
<td>104.58</td>
<td>103.48</td>
<td>8.52</td>
<td>7.69</td>
<td>1.247</td>
<td>NS</td>
</tr>
<tr>
<td>Low-High</td>
<td>103.48</td>
<td>106.08</td>
<td>7.69</td>
<td>9.03</td>
<td>2.033</td>
<td>0.05</td>
</tr>
</tbody>
</table>
Table 5.1.2 represents mean differentials in the intelligence of primary teachers at three different levels of life satisfaction. Entries made in this show that the mean intelligence quotients of primary school teachers with high average levels of life satisfaction were 106.08 and 104.58 respectively. Their respective standard deviation of scores were 9.06 and 8.52 respectively. The t-value calculated with respect to intelligence of primary school teachers with high average level of life satisfaction was 1.494. Further, the mean intelligence quotients primary school teachers with average and low level of life satisfaction were 104.58 and 103.48 respectively. Their respective standard deviation of scores were 8.52 and 7.69. The t-value calculated with respect to intelligence of primary school teachers with average and low level of life satisfaction was 1.247. This table further shows that the mean intelligence quotients of primary school teachers with low and high level of life satisfaction were 103.48 and 106.08 respectively. Their respective standard deviation of scores were 7.69 and 9.03. The t-value calculated with respect to intelligence of primary school teachers with low and high level of life satisfaction was 2.033.
Entries made in Table 5.1.2 show that the t-values calculated with regard to intelligence of primary school teachers with high and average, average and low levels of life satisfaction are not statistically significant. However, the t-value calculated with regard to intelligence of primary school teachers with low and high level of life satisfaction is significant at 0.05 level (t = 2.033). These results indicates that the intelligence of primary school teachers with high and average as well as average and low levels of life satisfaction does not differ significantly. Further, significant t-value with regard to intelligence of primary school teachers with low and high level of life satisfaction indicates that these two groups of primary school teachers with low and high levels of life satisfaction differ significantly in their intelligence. In addition, the mean intelligence quotient of primary school teachers with high level of life satisfaction (M = 106.08) is higher than that of with low level of life satisfaction (M=103.48). This suggests that primary school teachers with high level of life satisfaction possess higher intelligence as compared to their counterparts, i.e., primary school teachers with low level of life satisfaction or it can be concluded that primary school teachers with high level of intelligence have higher level of life satisfaction.

Hence, the hypothesis 1 (b), namely, “Significant mean differences would be there among primary school teachers at three levels of life satisfaction with respect to intelligence”, stands partially accepted to great extent.

**HYPOTHESIS 1 (c)**

Hypothesis 1(c) states, “Significant mean differences would be there among primary school teachers at three levels of Life Satisfaction (LSH, LSa, LS|,) with respect to mental health”.

In order to test this hypothesis, Table 5.1.3 was prepared. Its pictorial form has been given in Figure 5.1.3.
RESULTS

Table 5.1.3

Mean differentials in the mental health of primary school teachers at three levels of life satisfaction

<table>
<thead>
<tr>
<th>Levels compared</th>
<th>M₁</th>
<th>M₂</th>
<th>SD₁</th>
<th>SD₂</th>
<th>t-value</th>
<th>Level significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-Average</td>
<td>16.20</td>
<td>16.54</td>
<td>4.61</td>
<td>4.86</td>
<td>0.634</td>
<td>NS</td>
</tr>
<tr>
<td>Average-Low</td>
<td>16.54</td>
<td>17.29</td>
<td>4.61</td>
<td>4.75</td>
<td>1.737</td>
<td>NS</td>
</tr>
<tr>
<td>Low-High</td>
<td>17.29</td>
<td>16.20</td>
<td>4.86</td>
<td>4.75</td>
<td>1.414</td>
<td>NS</td>
</tr>
</tbody>
</table>

Table 5.1.3 represents mean differentials in the mental health of primary school teachers at three different levels of life satisfaction. Entries made in this show that the mean scores in mental health of primary school teachers with high and average levels of life satisfaction were 16.20 and 16.54 respectively. The standard deviation of scores were 4.61 and 4.86 respectively. The t-value calculated with respect to mental health of primary school teachers with high...
average level of life satisfaction was 0.634. This table further shows that mean 
scores in mental health of primary school teachers with average and low level of 
life satisfaction were 16.20 and 17.29 respectively. Their standard deviation of 
scores were 4.61 and 4.75. The t-value calculated with respect to mental health of 
primary school teachers with average and low level of life satisfaction was 1.737. 
The mean scores of mental health primary school teachers with low and high level 
of life satisfaction were 16.54 and 17.29 respectively. Their respective standard 
deivation of scores were 4.86 and 4.75. The t-value calculated with respect to 
mental health of primary school teachers with low and high level of life 
satisfaction was 1.414.

DISCUSSION OF RESULTS

The entries made in Table 5.1.3 show that the calculated t-values with 
regard to mental health of primary school teachers with high and average, average 
and low, low and high levels of life satisfaction were statistically not found to be 
significant. This suggests that there exists no significant difference in mental 
health of the primary school teachers at different levels of life satisfaction.

Hence, the hypothesis 1 (c), namely, “Significant mean differences would 
be there among primary schools teachers at three levels of life satisfaction with 
respect to mental health”, stands rejected.

HYPOTHESIS 2 (a)

Hypothesis 2(a) states, “Significant mean differences would be there 
among government primary school teachers at three levels of Life Satisfaction 
(LSh, LSa, LS,) with respect to personality”.

In order to test this hypothesis Table 5.2.1.1 and 5.2.1.2 were prepared. 
Their pictorial forms have been given in Figure 5.2.1.1 and 5.2.1.2 respectively.
RESULTS

Table 5.2.1.1
Mean differentials in neuroticism dimension of personality of government primary school teachers at three levels of life satisfaction

<table>
<thead>
<tr>
<th>Levels compared</th>
<th>M₁</th>
<th>M₂</th>
<th>SD₁</th>
<th>SD₂</th>
<th>t-value</th>
<th>Level signif</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-Average</td>
<td>48.18</td>
<td>48.42</td>
<td>8.37</td>
<td>9.74</td>
<td>0.171</td>
<td>N:</td>
</tr>
<tr>
<td>Average-Low</td>
<td>48.42</td>
<td>49.85</td>
<td>9.74</td>
<td>10.12</td>
<td>0.885</td>
<td>N:</td>
</tr>
<tr>
<td>Low-High</td>
<td>49.85</td>
<td>48.18</td>
<td>10.12</td>
<td>8.37</td>
<td>0.946</td>
<td>N:</td>
</tr>
</tbody>
</table>

Figure 5.2.1.1: Mean scores of Neuroticism dimension of personality of government primary school teachers at three different levels of life satisfaction

Table 5.2.1.1 represents mean differentials in neuroticism dimension of personality of government primary school teachers at three different levels of life satisfaction. Entries made in this table show that the mean scores in neuroticism dimension of personality of government primary school teachers with high average level of life satisfaction were 48.18 and 48.42 respectively. Their standard deviation of scores were 8.37 and 9.74 respectively. The t-value calculated respect to neuroticism of government primary school teachers with high average level of life satisfaction was 0.171. This table further shows that the scores of government primary school teachers with average and low level c
satisfaction were 48.18 and 49.85 respectively. Their respective standard deviation of scores were 8.37 and 10.12. The t-value calculated with respect to neuroticism of government primary school teachers with average and low level of satisfaction was 0.946. The mean scores in neuroticism dimension of personal of government primary school teachers with low and high level of life satisfaction were 48.42 and 49.85 respectively. Their respective standard deviation of scores were 9.74 and 10.12. The t-value calculated with respect to neuroticism of government primary school teachers with low and high level of life satisfaction was 0.885 which was not significant.

Table 5.2.1.2
Mean differentials in extraversion dimension of personality among government primary school teachers at three levels of life satisfaction

<table>
<thead>
<tr>
<th>Levels compared</th>
<th>M₁</th>
<th>M₂</th>
<th>SD₁</th>
<th>SD₂</th>
<th>t-value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-Average</td>
<td>49.80</td>
<td>47.50</td>
<td>8.91</td>
<td>8.77</td>
<td>1.672</td>
<td>NS</td>
</tr>
<tr>
<td>Average-Low</td>
<td>47.50</td>
<td>46.70</td>
<td>8.98</td>
<td>10.04</td>
<td>1.727</td>
<td>NS</td>
</tr>
<tr>
<td>Low-High</td>
<td>46.70</td>
<td>49.80</td>
<td>9.56</td>
<td>6.37</td>
<td>2.011</td>
<td>0.05</td>
</tr>
</tbody>
</table>

Figure 5.2.1.2: Mean scores of extraversion dimension of personality of government primary school teachers at three different levels of life satisfaction
Table 5.2.1.2 represents mean differentials in extraversion dimension of personality of government primary school teachers at three different levels of life satisfaction. Entries made in this Table show that the mean scores of government primary school teachers in extraversion dimension of personality with high and average level of life satisfaction were 49.80 and 47.50 respectively. Their standard deviation of scores were 8.91 and 8.77 respectively. The t-value calculated with respect to extraversion dimension of personality of government primary school teachers with high and average level of life satisfaction was 1.672. This table further shows that the mean scores of government primary school teachers in extraversion dimension of personality with average and low level of life satisfaction were 47.50 and 46.70 respectively. Their respective standard deviation of scores were 8.98 and 10.04. The t-value calculated with respect to extraversion dimension of personality of government primary school teachers with average and low level of life satisfaction was 1.727. The mean scores in extraversion dimension of personality of government primary school teachers with low and high level were 46.70 and 49.80 respectively. Their respective standard deviation of scores were 9.56 and 6.37. The t-value calculated with respect to extraversion dimension of personality of government primary school teachers with low and high level of life satisfaction was 2.011.

DISCUSSION OF RESULTS

The entries made in Table 5.2.1.1 show that t-value with regard to neuroticism dimension of personality of government primary school teachers with high and average, average and low, low and high levels of life satisfaction were statistically found to be not significant. This suggests that there is no significant difference in neuroticism dimension of personality among primary school teachers at different levels of life satisfaction.

The entries made in Table 5.2.1.2 show that t-values with regard to extraversion dimension of personality calculated between high and average, average and low level of life satisfaction were statistically not significant but the t-value calculated between low and high level of life satisfaction with respect to extraversion dimension of personality was significant at 0.05 level. This
insignificant t-values regarding extraversion dimension of personality calculated between high and average as well as average and low level of life satisfaction indicate that extraversion of government primary school teachers does not differ significantly these levels. Further, the significant t-value with regard to extraversion dimension of personality calculated between low and high level of life satisfaction indicates that the two groups differ in this dimension.

Since the mean score of extraversion of government primary school teachers with high level of life satisfaction is higher than those with low level of life satisfaction, it implies that government primary school teachers with high level of life satisfaction have more extraversion than with low level of life satisfaction.

Hence, the hypothesis 2(a) namely, “Significant mean differences would be there among primary schools teachers at three levels of life satisfaction with respect to personality”. has been partially accepted The findings of Prasad (1965) who has found the positive relationship of introversion and extraversion dimension of personality with life satisfaction partially support the present finding.

**HYPOTHESIS 2(b)**

Hypothesis 2(b) states, “Significant mean differences would be there among government primary school teachers at three levels of Life Satisfaction (LSh, LSa, LSr) with respect to intelligence”

In order to test this hypothesis, Table 5.2.2 was prepared. Its pictorial form has been given in Figure 5.2.2.

**RESULTS**

<table>
<thead>
<tr>
<th>Levels compared</th>
<th>M1</th>
<th>M2</th>
<th>SD1</th>
<th>SD2</th>
<th>t-value</th>
<th>Level of significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-Average</td>
<td>104.42</td>
<td>105.01</td>
<td>9.65</td>
<td>9.56</td>
<td>0.399</td>
<td>NS</td>
</tr>
<tr>
<td>Average-Low</td>
<td>105.01</td>
<td>102.60</td>
<td>9.56</td>
<td>6.37</td>
<td>2.011</td>
<td>0.05</td>
</tr>
<tr>
<td>Low-High</td>
<td>102.60</td>
<td>104.42</td>
<td>9.65</td>
<td>6.37</td>
<td>1.191</td>
<td>NS</td>
</tr>
</tbody>
</table>
Table 5.2.2 represents mean differentials in intelligence of government primary school teachers at three different levels of life satisfaction. Entries made in the Table show that the mean intelligence quotients of government primary school teachers with high and average level of life satisfaction were 104.42 and 105.01 respectively. Their standard deviation of scores were 9.65 and 9.56 respectively. The t-value calculated with respect to intelligence of government primary school teachers with high and average level of life satisfaction was 0.399. Further, the mean intelligence quotients of government primary school teachers with average and low level of life satisfaction were 102.60 and 105.01 respectively. Their respective standard deviation of scores were 6.37 and 9.56. The t-value calculated with respect to intelligence of government primary school teachers with average and low level of life satisfaction was 2.011. Further, the intelligence quotients of government primary school teachers with low and high level of life satisfaction were 102.60 and 104.42 respectively. Their respective standard deviation of scores were 6.37 and 9.65. The t-value calculated with respect to intelligence of government primary school teachers with low and high level of life satisfaction was 1.191.
DISCUSSION OF RESULTS

Entries made in Table 5.2.2 show that calculated t-values calculated with regard to intelligence of government primary school teachers with high and average, high and low levels of life satisfaction are not statistically significant. However the t-value calculated with regard to intelligence of primary school teachers with average and low level of life satisfaction is significant at 0.05 level (t = 2.011). These results indicates that the intelligence of primary school teachers with high and average as well as high and low level of life satisfaction do not differ significantly. Further, significant t-value with regard to intelligence of primary school teachers with average and low level of life satisfaction indicates that these two groups of primary school teachers with average and low levels of life satisfaction differ significantly in their intelligence. Since the mean intelligence quotient of primary school teachers with average level of life satisfaction (M = 105.01) is higher than that of with low level of life satisfaction (M=102.60), this suggests that primary school teachers with high level of life satisfaction, possess higher intelligence as compared to their counterparts, i.e., primary school teachers with low level of life satisfaction or it can be concluded that primary school teachers with high level of intelligence have higher level of life satisfaction.

Hence, hypotheses 1 (b), namely, “Significant mean differences would be there among government primary schools teachers at three levels of life satisfaction with respect to intelligence”, stands partially accepted.

HYPOTHESIS 2(c)

Hypothesis 2 (c) states, “Significant mean differences would be there among government primary school teachers at three levels of Life Satisfaction (LSh, LSa, LSi,) with respect to mental health”.

In order to test this hypothesis, Table 5.2.3 was prepared. Its pictorial form has been given in Figure 5.2.3.
RESULTS

Table 5.2.3
Mean differentials in mental health of the government primary school teachers at three levels of life satisfaction

<table>
<thead>
<tr>
<th>Levels compared</th>
<th>M₁</th>
<th>M₂</th>
<th>SD₁</th>
<th>SD₂</th>
<th>t-value</th>
<th>Level signif</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-Average</td>
<td>16.53</td>
<td>16.96</td>
<td>5.18</td>
<td>4.76</td>
<td>0.540</td>
<td>N:</td>
</tr>
<tr>
<td>Average-Low</td>
<td>16.96</td>
<td>17.26</td>
<td>4.76</td>
<td>5.78</td>
<td>0.374</td>
<td>N:</td>
</tr>
<tr>
<td>Low-High</td>
<td>17.26</td>
<td>16.53</td>
<td>5.78</td>
<td>5.18</td>
<td>0.704</td>
<td>N:</td>
</tr>
</tbody>
</table>

Figure 5.2.3: Mean scores of mental health of government primary school teachers at three levels of life satisfaction

Table 5.2.3 represents mean differentials in mental health of government primary school teachers at three levels of life satisfaction. Entries made in this Table that the mean scores of mental health of government primary school teachers high and average level of life satisfaction were 16.53 and 16.96 respectively. Standard deviation of scores were 5.18 and 4.76 respectively. The t-calculated with respect to mental health of government primary school tea
DISCUSSION OF RESULTS

The entries made in Table 5.2.3 show that calculated t-value with regard to mental health of government primary school teachers with high and average, average and low, low and high levels of life satisfaction were statistically found not significant. This suggests that there are no significant difference in the mental health of government primary school teachers at different levels of life satisfaction.

Hence, the hypothesis 2 (c) namely, “Significant mean differences would be there among primary schools teachers at three levels of Life Satisfaction with respect to mental health”, stands rejected.

HYPOTHESIS 3(a)

Hypothesis 3 (a) states, “Significant mean differences would be there among private primary school teachers at three levels of Life Satisfaction (LS_H, LS_A, LS_L) with respect to personality”.

In order to test this hypothesis, Table 5.3.1.1 and 5.3.1.2 were prepared. Their pictorial forms have been given in Figure 5.3.1.1 and 5.3.1.2 respectively.
RESULTS

Table 5.3.1.1
Mean differentials in neuroticism dimension of personality of private primary school teachers at three levels of life satisfaction

<table>
<thead>
<tr>
<th>Levels compared</th>
<th>$M_1$</th>
<th>$M_2$</th>
<th>$SD_1$</th>
<th>$SD_2$</th>
<th>t-value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-Average</td>
<td>47.95</td>
<td>48.09</td>
<td>7.73</td>
<td>9.41</td>
<td>0.115</td>
<td>NS</td>
</tr>
<tr>
<td>Average-Low</td>
<td>48.09</td>
<td>49.43</td>
<td>9.41</td>
<td>8.45</td>
<td>0.911</td>
<td>NS</td>
</tr>
<tr>
<td>Low-High</td>
<td>49.43</td>
<td>47.95</td>
<td>8.45</td>
<td>7.73</td>
<td>0.989</td>
<td>NS</td>
</tr>
</tbody>
</table>

Figure 5.3.1.1: Mean scores of neuroticism dimension of personality of private primary school teachers at three levels of life satisfaction

Table 5.3.1.1 represents mean differentials in neuroticism dimension personality of private primary school teachers at three different levels of life satisfaction. Entries made in this Table show that the mean scores of neuroticism dimension of personality of private primary school teachers with high and average level of life satisfaction were 47.95 and 48.09 respectively. Their standard deviation of scores were 7.73 and 9.41 respectively. The t-value calculated with respect to neuroticism dimension of personality of private primary school teachers with high and average level of life satisfaction was 0.115. Further, the mean score
of private primary school teachers with average and low level of life satisfaction with respect to neuroticism dimension of personality were 48.09 and 45 respectively. Their respective standard deviation of scores were 9.41 and 8.45. t-value calculated with respect to neuroticism dimension of personality of private primary school teachers with average and low level of life satisfaction was 0.5.

The mean scores of private primary school teachers in neuroticism dimension of personality with low and high level of life satisfaction were 49.43 and 47 respectively. Their respective standard deviation of scores were 8.45 and 7.73. t-value calculated with respect to neuroticism dimension of personality of private primary school teachers with low and high level of life satisfaction was 0.989.

Table 5.3.1.2
Mean differentials in extraversion dimension of personality of private primary school teachers at three levels of life satisfaction

<table>
<thead>
<tr>
<th>Levels compared</th>
<th>M1</th>
<th>M2</th>
<th>SD1</th>
<th>SD2</th>
<th>t-value</th>
<th>Levels of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-Average</td>
<td>45.53</td>
<td>46.03</td>
<td>9.21</td>
<td>9.15</td>
<td>0.169</td>
<td>NS</td>
</tr>
<tr>
<td>Average-Low</td>
<td>46.03</td>
<td>45.90</td>
<td>9.75</td>
<td>10.60</td>
<td>0.077</td>
<td>NS</td>
</tr>
<tr>
<td>Low-High</td>
<td>45.90</td>
<td>45.53</td>
<td>10.60</td>
<td>9.21</td>
<td>0.201</td>
<td>NS</td>
</tr>
</tbody>
</table>

Figure 5.3.1.2: Mean scores of Extraversion dimension of personality of private Primary School teachers at three levels of life satisfaction
Table 5.3.1.1 represents mean differentials in extraversion dimension of personality of private primary school teachers at three different levels of life satisfaction. Entries made in this table show that the mean scores of extraversion dimension of personality of private primary school teachers with high and average levels of life satisfaction were 45.53 and 46.03 respectively. Their standard deviation of scores were 9.21 and 9.15 respectively. The t-value calculated with respect to extraversion dimension of personality of private primary school teachers with high and average level of life satisfaction was 0.169. This table further shows that mean scores of private primary school teachers with average and low level of life satisfaction in extraversion dimension of personality were 45.53 and 45.90 respectively. Their respective standard deviation of scores were 9.75 and 10.60. The t-value calculated with respect to extraversion dimension of personality of private primary school teachers with average and low level of life satisfaction was 0.077. The mean scores of private primary school teachers in extraversion dimension of personality with low and high level were 45.90 and 45.53 respectively. Their respective standard deviation of scores were 10.60 and 9.21. The t-value calculated with respect to extraversion dimension of personality of private primary school teachers with low and high levels of life satisfaction was 0.201.

DISCUSSION OF RESULTS

The entries made in Table 5.3.1.1 show that calculated t-values with respect to neuroticism dimension of personality of private primary school teachers with high and average, average-low, low and high level of life satisfaction were statistically not found to be significant. This suggests that there are no significant difference in the neuroticism dimension of personality of private primary school teachers at three levels of life satisfaction.

The entries made in Table 5.3.1.2 show that calculated t-values with regard to extraversion dimension of personality of primary school teachers with high and average, average and low, low and high levels of life satisfaction was statistically not found to be significant. This suggests that Primary school do not differ
significantly in the extraversion dimension of personality at three levels of life satisfaction.

On the basis of the discussion of results it can be concluded that the personality (both neuroticism, extraversion dimension) of primary school teachers does not differ significantly at different levels of life satisfaction. This implies that neuroticism or extraversion dimension of personality do not influence the life satisfaction of private primary school teachers.

Hence the hypotheses 3(b), namely, “Significant mean differences would be there among private primary schools teachers at three levels of life satisfaction with respect to personality”, stands rejected. The present findings are in conformity with the results reported by Shivani (2001) who found no significant relationship of traits and life satisfaction of teachers.

HYPOTHESIS 3(b)

Hypothesis 3(c) states, “Significant mean differences would be there among private primary school teachers at three levels of Life Satisfaction (LSh, LSa, LSn) with respect to intelligence.”

In order to test this hypothesis, Table 5.3.2 was prepared. Its pictorial form has been given in Figure 5.3.2

RESULTS

Table 5.3.2
Mean differentials in intelligence of private Primary School teachers at three levels of life satisfaction

<table>
<thead>
<tr>
<th>Levels compared</th>
<th>M1</th>
<th>M2</th>
<th>SD1</th>
<th>SD2</th>
<th>t-value</th>
<th>Level of significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-Average</td>
<td>106.46</td>
<td>104.68</td>
<td>7.78</td>
<td>7.80</td>
<td>1.567</td>
<td>NS</td>
</tr>
<tr>
<td>Average-Low</td>
<td>104.68</td>
<td>103.37</td>
<td>7.80</td>
<td>8.18</td>
<td>0.962</td>
<td>NS</td>
</tr>
<tr>
<td>Low-High</td>
<td>103.37</td>
<td>106.46</td>
<td>8.18</td>
<td>7.78</td>
<td>2.097</td>
<td>0.05</td>
</tr>
</tbody>
</table>

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Table 5.3.2 represents mean differentials in intelligence of private primary school teachers at three different levels of life satisfaction. Entries made in this table show that the mean intelligence quotients of primary school teachers with high and average levels of life satisfaction were 106.46 and 104.68 respectively. The standard deviation of scores were 7.78 and 7.80 respectively. The t-value calculated with respect to intelligence of private primary school teachers with high and average level of life satisfaction was 1.567. Further, the mean intelligence quotients of private primary school teachers with average and low level of life satisfaction were 104.68 and 103.37 respectively. Their respective standard deviation of scores were 7.80 and 8.18. The t-value calculated with respect to intelligence of private primary school teachers with average and low level of life satisfaction was 0.962. The mean intelligence quotients of private primary school teachers with low and high level were 103.37 and 106.46 respectively. Their respective standard deviation of scores were 8.81 and 7.78. The t-value calculated with respect to intelligence of private primary school teachers with low and high levels of life satisfaction was 2.097 respectively.
DISCUSSION OF RESULTS

The entries made in Table 5.3.2 show that the t-value calculated with respect to intelligence of primary school teachers with high and average, average and low level of life satisfaction are not statistically significant. However, the t-value calculated with regard to intelligence of primary school teachers with low and high level of life satisfaction is significant at 0.05 level (t = 2.097). These results indicate that the intelligence of primary school teachers with high and average as well as average and low levels of life satisfaction does not differ significantly. Further, significant t-value with regard to intelligence of primary school teachers with low and high level of life satisfaction indicates that these two groups of primary school teachers with low and high level of life satisfaction differ significantly in their intelligence. Since the mean intelligence quotient of primary school teachers with high level of life satisfaction (M = 106.46) is higher than that of with low level of life satisfaction (M=103.37), this suggests that private primary school teachers with high level of life satisfaction possess higher intelligence as compared to their counterparts, i.e., primary primary school teachers with low level of life satisfaction or it can be concluded that primary primary school teachers with high level of intelligence have high level of life satisfaction.

Hence, the hypotheses 3 (b), namely, “Significant mean differences would be there among private primary schools teachers at three levels of life satisfaction with respect to intelligence”, stands partially accepted.

HYPOTHESIS 3(c)

Hypothesis 3(c) states, “Significant mean differences would be there among private primary school teachers at three levels of Life Satisfaction (LS:h, LS:a, LS:l) with respect to mental health”.

In order to test this hypothesis Table 5.3.3 has been prepared. Its pictorial form has been given in Figure 5.3.3.
RESULTS

Table 5.3.3

Mean differentials of mental health of private primary school teachers at three different levels of life satisfaction

<table>
<thead>
<tr>
<th>Levels compared</th>
<th>$M_1$</th>
<th>$M_2$</th>
<th>$SD_1$</th>
<th>$SD_2$</th>
<th>t-value</th>
<th>Levels of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-Average</td>
<td>15.74</td>
<td>16.14</td>
<td>4.45</td>
<td>7.76</td>
<td>0.613</td>
<td>NS</td>
</tr>
<tr>
<td>Average-Low</td>
<td>16.14</td>
<td>17.82</td>
<td>4.76</td>
<td>3.50</td>
<td>2.544</td>
<td>0.05</td>
</tr>
<tr>
<td>Low-High</td>
<td>17.82</td>
<td>15.74</td>
<td>3.50</td>
<td>4.45</td>
<td>2.910</td>
<td>0.01</td>
</tr>
</tbody>
</table>

Figure 5.3.3: Mean of mental health of private primary school teachers at three levels of life satisfaction

Table 5.3.3 represents mean differentials in mental health of private primary school teachers at three different levels of life satisfaction. Entries made in the table show that the mean scores of mental health of private primary school teachers with high and average level of life satisfaction were 15.74 and 16.1 respectively. Their standard deviation of scores were 4.45 and 7.76 respectively. The t-value calculated with respect to mental health of private primary school teachers with high and average level of life satisfaction was 0.613. Further, th
mean scores of private primary school teachers with average and low level of life satisfaction in mental health were 16.14 and 17.82 respectively. Their standard deviation of scores were 4.75 and 4.45 respectively. The t-value calculated in mental health of private primary school teachers with average and low level of life satisfaction was 2.544. The mean scores of private primary school teachers with low and high level were 17.82 and 15.74 respectively. Their respective standard deviation of scores were 3.50 and 4.45. The t-value calculated with respect to mental health of private primary school teachers with low and high level of life satisfaction was 2.910.

**DISCUSSION OF RESULTS**

Entries made in Table 5.3.3 reveal that t-value calculated between the mental health scores of primary school teachers with average and low level of life satisfaction is significant at 0.05 level (t= 2.544). These results indicate that mental health of primary school teachers with average and level of life satisfaction differs significantly. Further insignificant t-value with regard to mental health of primary school teachers with high and average level of life satisfaction indicates that mental health of private primary school teachers with high and average level of life satisfaction does not differ significantly. Since the mean score of mental health of private primary school teachers with low levels of life satisfaction (M=17.82) is higher than that of with average level of life satisfaction (M=16.14), this suggests that mental health of private primary school teachers with average level of life satisfaction is better than that of with low level of life satisfaction because low score in mental health scale indicates better mental health. The t-value calculated with regard to mental health of primary school teachers with low and high level of life satisfaction is significant at 0.01 level (t=2.910). The mean scores of mental health of primary school teachers with low level of life satisfaction (M = 17.82) is higher than that average level of life satisfaction (M = 15.74). This suggests that primary school teachers with high level of life satisfaction posses better mental health as compared to their counterparts, i.e., primary school teachers with low level of life satisfaction or it can be concluded
that primary school teachers with high level of mental health have high level of life satisfaction.

Hence, hypotheses 3(c), namely “Significant mean differences would be there among private primary schools teachers at three levels of Life Satisfaction (LS_h, LS_m, LS_l) with respect to mental health” stands partially accepted. The present results are in line with the findings of Jagdish (1986) who has reported the positive relationship of mental health and life satisfaction.

HYPOTHESES 4(a)

Hypothesis 4(a) states, “Significant mean differences would be there among male and female primary school teachers at three levels of Life Satisfaction (LS_h, LS_m, LS_l) with respect to personality.”

In order to test this hypothesis, Table 5.4.1.1 and 5.4.1.2 were prepared. Their pictorial forms have been given in Figure 5.4.1.1 and 5.4.1.2 respectively.

RESULTS

Table 5.4.1.1

Mean differentials in neuroticism dimension of personality of male and female Primary School teachers at three levels of life satisfaction

<table>
<thead>
<tr>
<th>Level of satisfaction</th>
<th>M_1</th>
<th>M_2</th>
<th>SD_1</th>
<th>SD_2</th>
<th>t-value</th>
<th>Level of significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>47.25</td>
<td>48.34</td>
<td>8.26</td>
<td>7.66</td>
<td>0.806</td>
<td>NS</td>
</tr>
<tr>
<td>Average</td>
<td>47.05</td>
<td>44.35</td>
<td>9.69</td>
<td>9.49</td>
<td>1.471</td>
<td>NS</td>
</tr>
<tr>
<td>Low</td>
<td>48.56</td>
<td>50.19</td>
<td>9.06</td>
<td>9.51</td>
<td>0.931</td>
<td>NS</td>
</tr>
</tbody>
</table>

M_1 = Mean scores of neuroticism of male primary school teachers
M_2 = Mean scores of neuroticism of female primary school teachers
SD_1 = Standard deviation of scores of neuroticism of male primary school teachers
SD_2 = Standard deviation of scores of neuroticism of female primary school teachers
Table 5.4.1.1 represents mean differentials in neuroticism dimension of personality of male and female primary school teachers at three different levels of life satisfaction. Entries made in this table show that the mean scores of male and female primary school teachers with high level of life satisfaction with respect to neuroticism dimension of personality were 47.25 and 48.34 respectively. The standard deviation of scores were 8.26 and 7.66 respectively. The t-value calculated with respect to neuroticism dimension of personality of male and female primary school teachers with high level of life satisfaction was 0.806. The table further shows that mean scores of male and female primary school teachers with average level of life satisfaction with respect to neuroticism dimension of personality were 47.05 and 49.35 respectively. Their standard deviation of scores were 9.69 and 9.49. The t-value calculated with regard to neuroticism dimension of personality of male and female primary school teachers with average level of life satisfaction was 1.471. The mean scores of neuroticism dimension of personality of primary school teachers with low level of life satisfaction were 48.56 and 50.19 respectively. Their respective standard deviation of scores were 9.06 and 9.51. The t-value calculated with respect to neuroticism dimension of personality of male and female primary school teachers with low level of life satisfaction was 0.931.
Table 5.4.1.2

Mean differentials in extraversion dimension of personality of male female primary school teachers at three levels of life satisfaction

<table>
<thead>
<tr>
<th>Level of satisfaction</th>
<th>(M_1)</th>
<th>(M_2)</th>
<th>SD(_1)</th>
<th>SD(_2)</th>
<th>t-value</th>
<th>Leve signifi</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>46.40</td>
<td>49.60</td>
<td>9.69</td>
<td>8.29</td>
<td>2.092</td>
<td>0.0</td>
</tr>
<tr>
<td>Average</td>
<td>46.73</td>
<td>46.54</td>
<td>9.49</td>
<td>9.25</td>
<td>0.166</td>
<td>N!</td>
</tr>
<tr>
<td>Low</td>
<td>44.61</td>
<td>47.52</td>
<td>10.93</td>
<td>9.10</td>
<td>1.523</td>
<td>N!</td>
</tr>
</tbody>
</table>

\(M_1\) = Mean scores of extraversion of male primary school teachers

\(M_2\) = Mean scores of extraversion of female primary school teachers

SD\(_1\) = Standard deviation of scores of extraversion of male primary school teachers

SD\(_2\) = Standard deviation of scores of extraversion of female primary school teachers

Figure 5.4.1.2: Mean scores of extroversion dimension of personality male and female Primary School teachers at three levels of life satisfaction
Table 5.4.1.2 represents mean differentials in extraversion dimension of personality of male and female primary school teachers at three different levels of life satisfaction. Entries made in this table show that the mean scores in extraversion dimension of personality of male and female primary school teachers with high level of life satisfaction were 46.40 and 49.60 respectively. Their standard deviation of scores were 9.69 and 8.29 respectively. The t-value calculated with respect to extraversion dimension of personality of male and female primary school teachers with high level of life satisfaction was 2.092. This table further shows that the mean scores of in extraversion dimension of personality male and female primary school teachers with average level of life satisfaction were 46.73 and 46.54 respectively. Their standard deviation of scores were 9.49 and 9.25. The t-value calculated with regard to extraversion dimension of personality of male and female primary school teachers with average level of life satisfaction was 0.166. The mean scores in extraversion dimension of personality of primary school teachers with low level of life satisfaction were 44.61 and 47.52 respectively. Their respective standard deviation of scores were 10.93 and 9.10. The t-value calculated with respect to extraversion dimension of personality of male and female primary school teachers with low level of life satisfaction was 1.523.

**DISCUSSION OF RESULTS**

The entries made in Table 5.4.1.1 show that t-value calculated between male and female teachers with regard to neuroticism dimension of personality calculated at three levels of life satisfaction i.e. high, average and low were statistically found insignificant. This suggests that male and female primary school teachers do not differ significantly with regard to neuroticism dimension of personality at three levels of life satisfaction. This implies that they possess equal neuroticism at all the three levels of life satisfaction.
On the basis of the discussion of results, it can be concluded that the neuroticism dimension of the personality does not differ significantly at different levels of life satisfaction between male and female teacher.

Results entered in Table 5.4.1.2 show that the t-values calculated between male and female primary school with respect to extraversion dimension personality average and low levels of life satisfaction are not statistically significant. Thus, the male and female does not differ in extraversion dimension of personality at average and low level of life satisfaction. However, t-value with respect to extraversion dimension of personality of male and female teachers at high level of satisfaction is significant at 0.05 level. This suggests that they differ on this dimension of personality at high level of life satisfaction. Since the extraversion scores of female teachers is higher, this implies that female teachers with higher level of life satisfaction are more extraversion than male teachers.

Hence, the hypotheses 4(b), namely “Significant mean differences would be there among the male and female primary school teachers at three levels of life satisfaction with respect to personality”, stands partially accepted. Anand’s (1977) study is partially related to this study where it was found that 30% of the teachers job satisfaction was determined by their extraversion dimension and neuroticism was found to be negatively related to it.

**HYPOTHESIS 4(b)**

Hypothesis 4(b) states, “Significant mean differences would be there among male and female primary school teachers at three levels of life satisfaction (LS_h, LS_m, LS_l) with respect to intelligence”.

In order to test this hypothesis Table 5.4.2 was prepared. Its pictorial form has been given in Figure 5.4.2 respectively.
RESULTS

Table 5.4.2

Mean differentials in intelligence of male and female primary school teachers at three levels of life satisfaction

<table>
<thead>
<tr>
<th>Level of life satisfaction</th>
<th>M&lt;sub&gt;1&lt;/sub&gt;</th>
<th>M&lt;sub&gt;2&lt;/sub&gt;</th>
<th>SD&lt;sub&gt;1&lt;/sub&gt;</th>
<th>SD&lt;sub&gt;2&lt;/sub&gt;</th>
<th>t-value</th>
<th>Level significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>106.89</td>
<td>104.91</td>
<td>7.24</td>
<td>9.61</td>
<td>1.358</td>
<td>NS</td>
</tr>
<tr>
<td>Average</td>
<td>105.55</td>
<td>103.43</td>
<td>6.64</td>
<td>10.34</td>
<td>1.935</td>
<td>NS</td>
</tr>
<tr>
<td>Low</td>
<td>100.50</td>
<td>106.24</td>
<td>3.55</td>
<td>9.34</td>
<td>4.355</td>
<td>0.01</td>
</tr>
</tbody>
</table>

M<sub>1</sub> = Mean intelligence quotients of male primary school teachers
M<sub>2</sub> = Mean intelligence quotients of female primary school teachers
SD<sub>1</sub> = Standard deviation of intelligence quotients of male primary school teachers
SD<sub>2</sub> = Standard deviation of intelligence quotients of female primary school teachers

Figure 5.4.2: Mean intelligence quotients of male and female primary school teachers at three levels of life satisfaction
Table 5.4.2 represents mean differentials in intelligence of male and female primary school teachers at three different levels of life satisfaction. Entries made in this table show that the mean intelligence quotient of male and female primary school teachers with high level of life satisfaction were 106.89 and 104.91. Their standard deviation of scores were 7.24 and 9.61 respectively. The t-value calculated with respect to intelligence of male and female primary school teachers with high level of life satisfaction was 1.358. This table further shows that mean intelligence quotient of male and female primary school teachers with average level of life satisfaction were 105.55 and 103.43 respectively. Their respective standard deviation of scores were 6.64 and 10.34. The t-value calculated with regard to intelligence of male and female primary school teachers with average level of life satisfaction was 1.935. Further, the mean intelligence quotients of male and female primary school teachers with low level of life satisfaction were 100.50 and 106.24 respectively. Their respective standard deviation were 3.53 and 9.34. The t-value calculated with respect to intelligence of male and female primary school teachers with low level of life satisfaction was 4.355.

DISCUSSION OF RESULTS

Entries made in this Table 5.4.2 show that the t-values calculated with regard to intelligence of male and female primary school teachers with high and average, levels of life satisfaction are not statistically significant. However, the t-value calculated with regard to intelligence of primary school teachers with low level of life satisfaction is significant at 0.01 level (t = 4.355). These results indicate that the intelligence of male and female primary school teachers with high as well as average and levels of life satisfaction do not differ significantly. Further, significant t-value with regard to intelligence of male and female primary school teachers with low level of life satisfaction indicate that male and female of primary school teachers with low level of life satisfaction differ significantly in their intelligence. Since the mean intelligence quotient of female primary school teachers with low level of life satisfaction (M₂ = 106.24) is higher than that of male teachers with low level of life satisfaction (M₁ = 100.50), this suggests that the female primary school teachers with low level of life satisfaction possess higher
intelligence as compared to their male counterparts, i.e. male primary school 
teachers with low level of life satisfaction.

Hence, hypothesis 4 (b), namely, “Significant mean differences would be 
there among male and female primary schools teachers at three levels of Life 
Satisfaction (LS_h, LS_a, LS_l) with respect to intelligence”, is partially accepted.

**HYPOTHESIS 4 (c)**

Hypothesis 4 (c) states, “Significant mean differences would be there 
among male and female primary school teachers at three levels of life satisfaction 
(LS_h, LS_a, LS_l) with respect to mental health.”

In order to test this hypothesis, Table 5.4.3 was prepared. Its pictorial form 
has been given in Figure 5.4.3.

**Table 5.4.3**

<table>
<thead>
<tr>
<th>Level of life satisfaction</th>
<th>M₁</th>
<th>M₂</th>
<th>SD₁</th>
<th>SD₂</th>
<th>t-value</th>
<th>Level of significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>15.90</td>
<td>16.95</td>
<td>3.85</td>
<td>4.90</td>
<td>0.188</td>
<td>NS</td>
</tr>
<tr>
<td>Average</td>
<td>16.85</td>
<td>16.56</td>
<td>5.06</td>
<td>5.00</td>
<td>0.463</td>
<td>NS</td>
</tr>
<tr>
<td>Low</td>
<td>17.54</td>
<td>17.07</td>
<td>4.05</td>
<td>5.34</td>
<td>0.525</td>
<td>NS</td>
</tr>
</tbody>
</table>

M₁ = Mean scores of mental health of male primary school teachers  
M₂ = Mean scores of mental health of female primary school teachers  
SD₁ = Standard deviation of scores of mental health of male primary school teachers  
SD₂ = Standard deviation of scores of mental health of female primary school teachers
Table 5.4.3 represents mean differentials in mental health of male and female primary school teachers at three different levels of life satisfaction. Entries in this table show that the mean scores of male and female primary school teachers with high level of life satisfaction were 15.9 and 16.95 respectively. Their standard deviation of scores were 3.85 and 5.06 respectively. The t-value calculated with respect to mental health of male and female primary school teachers with high level of life satisfaction was 0.188.

The table further shows that mean scores of mental health of male and female primary school teachers with average level of life satisfaction were 16.85 and 17.07 respectively. Their respective standard deviation of scores were 5.06 and 5.34. The t-value calculated with respect to mental health of male and female primary school teachers with average level of life satisfaction was 0.463. The mean scores of mental health primary school teachers with low level of life satisfaction were 17.54 and 17.07 respectively. Their respective standard deviation of scores were 4.05 and 5.34. The t-value calculated with respect to mental health of male and female primary school teachers with low level of life satisfaction was 0.525.
DISCUSSION OF RESULTS

The entries made in Table 5.4.3 show the t-values with regard to mental health of male and female primary school teachers with high, average and low levels of life satisfaction are statistically not significant. This suggests that there exists no significant difference in mental health of male and female primary school teachers at different levels of life satisfaction.

Hence, the hypothesis 4(c), namely, “Significant mean differences would be there among the male and female primary schools teachers at three levels of Life Satisfaction (LS\textsubscript{h}, LS\textsubscript{a}, LS\textsubscript{i}) with respect to mental health”, stands rejected.

HYPOTHESIS 5 (a)

Hypothesis 5 (a) states, “Significant mean differences would be there among the male and female government primary school teachers at three levels of Life Satisfaction (LS\textsubscript{h}, LS\textsubscript{a}, LS\textsubscript{i}) with respect to personality”.

In order to test this hypothesis Table 5.5.1.1 and 5.1.1.2 were prepared. Pictorial forms of these table have been given in Figure 5.5.1.1 and 5.1.1.2.

RESULTS

Table 5.5.1.1
Mean differentials in neuroticism dimension of personality of male and female government primary school teachers at three levels of life satisfaction

<table>
<thead>
<tr>
<th>Level of life satisfaction</th>
<th>M\textsubscript{1}</th>
<th>M\textsubscript{2}</th>
<th>SD\textsubscript{1}</th>
<th>SD\textsubscript{2}</th>
<th>t-value</th>
<th>Level of significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>47.37</td>
<td>49.09</td>
<td>8.10</td>
<td>8.66</td>
<td>0.889</td>
<td>NS</td>
</tr>
<tr>
<td>Average</td>
<td>46.98</td>
<td>49.79</td>
<td>8.97</td>
<td>9.38</td>
<td>1.538</td>
<td>NS</td>
</tr>
<tr>
<td>Low</td>
<td>48.61</td>
<td>50.16</td>
<td>10.00</td>
<td>10.12</td>
<td>0.877</td>
<td>NS</td>
</tr>
</tbody>
</table>

M\textsubscript{1} = Mean scores of neuroticism dimension of personality of male primary school teachers  
M\textsubscript{2} = Mean scores of neuroticism dimension of personality of female primary school teachers  
SD\textsubscript{1} = Standard deviation of scores of neuroticism dimension of personality of male primary school teachers  
SD\textsubscript{2} = Standard deviation of scores of neuroticism dimension of personality of female primary school teachers
Table 5.5.1.1 represents mean differentials in neuroticism dimension of personality of male and female government primary school teachers at different levels of life satisfaction. Entries made in this table show that the mean scores of neuroticism dimension of personality of male and female primary school teachers with high level of life satisfaction were 47.37 and 49.09 respectively. Their standard deviation of scores were 8.10 and 8.66 respectively. The t-value calculated with respect to neuroticism dimension of personality of female government primary school teachers with high level of life satisfaction was 0.889 respectively. This table further shows that mean scores of male and female government primary school teachers with average level of life satisfaction were 46.98 and 49.88 respectively. Their respective standard deviation of scores were 8.97 and 9.81. The t-value calculated with respect to neuroticism dimension of personality of male and female government primary school teachers with average level of life satisfaction was 1.538. The mean scores of male and female government primary school teachers with low level of life satisfaction were 48.61 and 50.16 respectively. Their respective standard deviation of scores were 10.00 and 10.12. The t-value calculated with respect to neuroticism dimension of personality of male and female government primary school teachers with low level of life satisfaction was 1.538.
female government primary school teachers with low level of life satisfaction 0.877.

RESULTS

Table 5.5.1.2
Mean differentials in extraversion dimension of personality of male and female government primary school teachers at three levels of life satisfaction

<table>
<thead>
<tr>
<th>Level of life satisfaction</th>
<th>M₁</th>
<th>M₂</th>
<th>SD₁</th>
<th>SD₂</th>
<th>t-value</th>
<th>Lev signi</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>48.55</td>
<td>51.97</td>
<td>8.83</td>
<td>7.79</td>
<td>2.057</td>
<td>0.</td>
</tr>
<tr>
<td>Average</td>
<td>46.86</td>
<td>47.61</td>
<td>8.97</td>
<td>9.04</td>
<td>0.595</td>
<td>N</td>
</tr>
<tr>
<td>Low</td>
<td>45.00</td>
<td>48.54</td>
<td>11.33</td>
<td>8.52</td>
<td>3.212</td>
<td>0.</td>
</tr>
</tbody>
</table>

M₁ = Mean scores of extraversion dimension of personality of male primary school teachers

M₂ = Mean scores of extraversion dimension of personality of female primary school teachers

SD₁ = Standard deviation of scores of extraversion dimension of personality male primary school teachers

SD₂ = Standard deviation of scores of extraversion dimension of personality female primary school teachers

Figure 5.5.1.2: Mean scores of extraversion dimension of personality of male and female government primary school teachers at three levels of life satisfaction
Table 5.5.1.2 represents mean differentials of extraversion dimension of personality of male and female government primary school teachers at three levels of life satisfaction. Entries made in this table show that the mean scores in extraversion dimension of personality of male and female government primary school teachers with high level of life satisfaction were 48.05 and 51.97 respectively. Their standard deviation of scores were 8.83 and 7.79 respectively. The t-value calculated with respect to extraversion dimension of personality of male and female government primary school teachers with high level of life satisfaction was 2.057. This table further shows that mean scores of extraversion dimension of personality government male and female primary school teachers with average level of life satisfaction were 46.86 and 47.61 respectively. Their respective standard deviation of scores were 8.97 and 9.04. The t-value calculated with regard to extraversion dimension of personality of male and female government primary school teachers with average level of life satisfaction was 0.595. The mean scores of this dimension of male and female government primary school teachers with low level of life satisfaction were 45.00 and 48.54 respectively. Their respective standard deviation of scores were 11.33 and 8.52. The t-value calculated with respect to extraversion dimension of personality of male and female government primary school teachers with low level of life satisfaction was 3.212.

DISCUSSION OF RESULTS

The entries made in Table 5.5.1.1 show that t-values with regard to neuroticism dimension of personality of male and female government primary school teachers with high, average and low level of life satisfaction were statistically not significant. This suggests that the neuroticism dimension of personality does differ in male and female teachers with high, average and low level of life satisfaction.

The entries made in this Table 5.5.1.2 show that t-value with regard to extraversion dimension of personality of government primary school teachers with average level of life satisfaction was statistically not significant. But the t-values with regard to this extraversion dimension of male and female government primary school teachers with high as well as low level of life satisfaction are
statistically significant. Since the mean scores of female government primary school teachers in extraversion dimension are higher than male teachers, this suggests that female teachers with high level as well as low level of life satisfaction have higher extraversion than male teachers. This indicates that female teachers with high level as well low level of life satisfaction are more extraverts than their male counterparts.

Hence, hypotheses 5(a), namely “Significant mean differences would be there among male and female government primary school teachers at three levels of Life Satisfaction (LSh, LSa, LS|) with respect to personality” stands partially accepted.

HYPOTHESIS 5 (b)

Hypothesis 5(b) which states, “Significant mean differences would be there among male and female government primary school teachers at three levels of Life Satisfaction (LSh, LSa, LS|) with respect to intelligence.”

In order to test this hypothesis, Table 5.5.2 was prepared. Its Pictorial form of this table has been given in Figure 5.5.2.

RESULTS

Table 5.5.2

<table>
<thead>
<tr>
<th>Level of life satisfaction</th>
<th>M₁</th>
<th>M₂</th>
<th>SD₁</th>
<th>SD₂</th>
<th>t-value</th>
<th>Level of significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>106.45</td>
<td>102.54</td>
<td>6.78</td>
<td>10.93</td>
<td>1.835</td>
<td>NS</td>
</tr>
<tr>
<td>Average</td>
<td>105.00</td>
<td>104.81</td>
<td>6.25</td>
<td>12.27</td>
<td>0.109</td>
<td>NS</td>
</tr>
<tr>
<td>Low</td>
<td>100.11</td>
<td>105.54</td>
<td>2.73</td>
<td>8.52</td>
<td>3.212</td>
<td>0.01</td>
</tr>
</tbody>
</table>

M₁ = Mean intelligence quotient of male primary school teachers

M₂ = Mean intelligence quotient of female primary school teachers

SD₁ = Standard deviation of intelligence quotients of male primary school teachers

SD₂ = Standard deviation of intelligence quotients of female primary school teachers
Table 5.5.2 represents mean differentials in the intelligence of male and female primary school teachers at three different levels of life satisfaction. Entries made in this table show that the mean intelligence quotients of female primary school teachers with high level of life satisfaction were 106.45 and 102.54 respectively. Their standard deviation of scores were 6.78 respectively. The t-value calculated with respect to intelligence of male and female primary school teachers with high level of life satisfaction was 1.017.

The table further shows that mean intelligence quotients of male and female primary school teachers with average level of life satisfaction were 105.0 and 104.81 respectively. Their standard deviation of scores were 12.27 respectively. The t-value calculated with regard to intelligence of female primary school teachers with average level of life satisfaction was 0.109. The mean intelligence quotients of government male and female primary school teachers with low level of life satisfaction were 100.11 and 105.54 respectively. Their respective standard deviation of scores were 2.73 and 1.77 respectively. The t-value calculated with respect to intelligence of male and female primary school teachers with low level of life satisfaction was 3.212.
DISCUSSION OF RESULTS

Entries made in Table 5.5.2 show that the t-values calculated with regard to intelligence of government male and female primary school teachers with high and average levels of life satisfaction are not statistically significant. However, the t-value calculated with regard to intelligence of primary school teachers with low level of life satisfaction is significant at 0.01 level \( (t = 3.212) \). These results indicate that the intelligence of male and female primary school teachers with high as well as average level of life satisfaction does not differ significantly. Further, significant t-value with regard to intelligence of male and female primary school teachers with low level of life satisfaction indicates that these two groups i.e. male and female government primary school teachers differ significantly in their intelligence. Since the mean intelligence quotient of female primary school teachers with low level of life satisfaction \((M_2 = 105.54)\) is higher than the male teachers \((M_1 = 100.11)\), this suggests that female primary school teachers with low level of life satisfaction possess higher intelligence as compared to their counterparts, i.e. male primary school teachers with low level of life satisfaction.

Hence, hypothesis 5(b), namely, “Significant mean differences would be there among male and female government primary schools teachers at three levels of Life Satisfaction with respect to intelligence”, stands partially accepted.

HYPOTHESIS 5 (c)

Hypothesis 5(c) states, “Significant mean differences would be there among male and female government primary school teachers at three levels of Life Satisfaction \((L_{Sh}, L_{Sa}, L_{Sc})\) with respect to mental health”.

In order to test this hypothesis, Table 5.5.3 was prepared. Its pictorial form has been given in Figure 5.5.3.
RESULTS

Table 5.5.3

Mean differentials in mental health of male and female government primary school teachers at three levels of life satisfaction

<table>
<thead>
<tr>
<th>Level of Life Satisfaction</th>
<th>$M_1$</th>
<th>$M_2$</th>
<th>$SD_1$</th>
<th>$SD_2$</th>
<th>$t$-value</th>
<th>Level signif</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>17.00</td>
<td>15.86</td>
<td>4.00</td>
<td>5.58</td>
<td>1.010</td>
<td>NS</td>
</tr>
<tr>
<td>Average</td>
<td>17.21</td>
<td>16.95</td>
<td>5.19</td>
<td>4.87</td>
<td>0.280</td>
<td>NS</td>
</tr>
<tr>
<td>Low</td>
<td>16.96</td>
<td>17.43</td>
<td>4.00</td>
<td>6.98</td>
<td>0.306</td>
<td>NS</td>
</tr>
</tbody>
</table>

$M_1$ = Mean scores of mental health of male primary school teachers

$M_2$ = Mean scores of mental health of female primary school teachers

$SD_1$ = Standard deviation of scores of mental health of male primary school teachers

$SD_2$ = Standard deviation of scores of mental health of female primary school teachers

Figure 5.5.3: Mean scores of mental health of male and female government primary school teachers at three levels of life satisfaction
Table 5.5.3 represents mean differentials in the mental health of male and female government primary school teachers at three different levels of life satisfaction. Entries made in this table show that the mean scores of mental health of male and female primary school teachers with high level of life satisfaction were 17.00 and 15.86 respectively. Their standard deviation of scores were 4.00 and 5.58 respectively. The t-value calculated with respect to mental health of government male and female primary school teachers with high level of life satisfaction was 1.010. This table further shows that mean scores of mental health of male and female government primary school teachers with average level of life satisfaction were 17.21 and 16.95 respectively. Their respective standard deviation of scores were 5.19 and 4.87. The t-value calculated with regard to mental health of male and female government primary school teachers with average level of life satisfaction was 0.283. The mean scores of mental health of male and female government primary school teachers with low level of life satisfaction were 16.96 and 17.43 respectively. Their respective standard deviation of scores were 4.00 and 6.98. The t-value calculated with respect to mental health of male and female government primary school teachers with low level of life satisfaction was 0.306.

**DISCUSSION OF RESULTS**

The entries made in Table 5.5.3 show the t-values with regard to mental health of male and female primary school teachers at three levels of life satisfaction i.e. high, average and low were statistically not found to be significant. This suggests that there exists no significant differences in mental health of male and female primary school teachers at three levels of life satisfaction.

Hence, hypothesis 5 (c) namely “Significant mean differences would be there among the male and female government primary schools teachers at three different levels of life satisfaction with respect to mental health”, stands rejected.
HYPOTHESIS 6(a)

Hypothesis 6(a) states, “Significant mean differences would be there among male and female primary private school teachers at three levels of life satisfaction (LS_h, LS_m, LS_l) with respect to personality.”

In order to test this hypothesis, Table 5.6.1.1 and 5.6.1.2 were prepared. Their pictorial forms have been given in Figure 5.6.1.1 and 5.6.1.2 respectively.

RESULTS

Table : 5.6.1.1

Mean differentials in neuroticism dimension of personality of male and female private primary school teachers at three levels of life satisfaction

<table>
<thead>
<tr>
<th>Level of life satisfaction</th>
<th>M_1</th>
<th>M_2</th>
<th>SD_1</th>
<th>SD_2</th>
<th>t-value</th>
<th>Level of significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>47.09</td>
<td>47.34</td>
<td>8.59</td>
<td>6.32</td>
<td>0.196</td>
<td>NS</td>
</tr>
<tr>
<td>Average</td>
<td>48.06</td>
<td>48.72</td>
<td>9.53</td>
<td>9.13</td>
<td>0.417</td>
<td>NS</td>
</tr>
<tr>
<td>Low</td>
<td>48.62</td>
<td>50.04</td>
<td>7.51</td>
<td>9.18</td>
<td>0.594</td>
<td>NS</td>
</tr>
</tbody>
</table>

M_1 = Mean scores of neuroticism dimension of personality of male primary school teachers

M_2 = Mean scores of neuroticism dimension of personality of female primary school teachers

SD_1 = Standard deviation of scores of neuroticism dimension of personality of male primary school teachers

SD_2 = Standard deviation of scores of neuroticism dimension of personality of female primary school teachers
Table 5.6.1.1 represents mean differentials in neuroticism dimension of personality of male and female private primary school teachers at three levels of life satisfaction. Entries made in this table show that the mean scores of male and female private primary school teachers in neuroticism dimension of personality with high level of life satisfaction were 47.09 and 47.34 respectively. Their standard deviation of scores were 8.59 and 6.2 respectively. The t-value calculated with respect to neuroticism dimension of personality of male and female private primary school teachers with high level of life satisfaction was 0.196. This table further shows that mean scores of male and female primary school teachers with average level of life satisfaction in neuroticism dimension of personality were 48.06 and 48.72 respectively. Their respective standard deviation of scores were 9.5 and 9.13. The t-value calculated with respect to neuroticism dimension of personality of male and female private primary school teachers with average level of life satisfaction was 0.417. The mean scores of male and female private primary school teachers on this dimension with low level of life satisfaction were 48.62 and 50.04 respectively. Their respective standard deviation of scores were 7.51 and 9.18. The t-value calculated with respect to neuroticism dimension of personality of male and female private primary school teachers with low level of life satisfaction was 0.594.
RESULTS

Table 5.6.1.2
Mean differentials in the extraversion dimension of personality of male and female private primary school teachers at three levels of life satisfaction

<table>
<thead>
<tr>
<th>Level of life satisfaction</th>
<th>M₁</th>
<th>M₂</th>
<th>SD₁</th>
<th>SD₂</th>
<th>t-value</th>
<th>Lev signi</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>44.28</td>
<td>46.83</td>
<td>10.46</td>
<td>8.12</td>
<td>1.077</td>
<td>N</td>
</tr>
<tr>
<td>Average</td>
<td>46.56</td>
<td>45.37</td>
<td>9.78</td>
<td>9.47</td>
<td>0.724</td>
<td>N</td>
</tr>
<tr>
<td>Low</td>
<td>44.48</td>
<td>46.96</td>
<td>11.63</td>
<td>9.83</td>
<td>0.791</td>
<td>N</td>
</tr>
</tbody>
</table>

M₁ = Mean scores of extraversion dimension of personality of male primary school teachers
M₂ = Mean scores of extraversion dimension of personality of female primary school teachers
SD₁ = Standard deviation of scores of extraversion dimension of personality of male primary school teachers
SD₂ = Standard deviation of scores of extraversion dimension of personality of female primary school teachers
Table 5.6.1.2 represents mean differentials in the extraversion dimension of personality of male and female private primary school teachers at three different levels of life satisfaction. Entries made in this table show that the mean scores of male and female private primary school teachers with high level of life satisfaction in extraversion dimension of personality were 44.28 and 46.83 respectively. Their standard deviation of scores were 10.46 and 8.12 respectively. The t-value calculated with respect to extraversion dimension of personality of male and female private primary school teachers with high level of life satisfaction was 1.077 respectively. This table further shows that mean scores of private male and female primary school teachers with average level of life satisfaction in extraversion dimension of personality were 46.56 and 45.37 respectively. Their standard deviation of scores were 9.78 and 9.47 respectively. The t-value calculated with respect to extraversion dimension of personality of male and female private primary school teachers with average level of life satisfaction was 0.724. The mean scores of extraversion dimension of personality of male and female private primary school teachers with low level of life satisfaction were 44.48 and 46.96 respectively. Their respective standard deviation of scores were 11.63 and 9.83. The t-value calculated with respect to extraversion dimension of personality of male and female private primary school teachers with low level of life satisfaction was 0.791.

DISCUSSION OF RESULTS

The entries made in Table 5.6.1.1 and 5.6.1.2 show that t-values with regard to neuroticism and extraversion dimensions of personality of male and female private primary school teachers with high, average and low levels of life satisfaction were statistically not significant at any level of significance. This suggests that male and female private primary school teachers do not differ significantly in neuroticism and extraversion dimensions of personality at different levels of life satisfaction.

It can be concluded from the above discussion of results that male and female private primary school teachers have similar level of neuroticism different levels of life satisfaction.
Hence, hypothesis 6 (a), namely, “Significant mean differences would be there among male and female private primary schools teachers at three levels of Life Satisfaction (LS\textsubscript{H}, LS\textsubscript{A}, LS\textsubscript{L}) with respect to personality”, stands rejected.

**HYPOTHESIS 6 (b)**

Hypothesis 6(b) states, “Significant mean differences would be there among private male and female primary school teachers at three levels of Life Satisfaction (LS\textsubscript{H}, LS\textsubscript{A}, LS\textsubscript{L}) with respect to intelligence”.

In order to test this hypothesis, Table 5.6.2 was prepared. Its pictorial form has been given in Figure 5.6.2.

**RESULTS**

**Table 5.6.2**

Mean differentials in intelligence of male and female private primary school teachers at three levels of life satisfaction

<table>
<thead>
<tr>
<th>Levels of life satisfaction</th>
<th>M\textsubscript{1}</th>
<th>M\textsubscript{2}</th>
<th>SD\textsubscript{1}</th>
<th>SD\textsubscript{2}</th>
<th>t-value</th>
<th>Level of significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>107.46</td>
<td>107.67</td>
<td>7.87</td>
<td>7.00</td>
<td>0.110</td>
<td>NS</td>
</tr>
<tr>
<td>Average</td>
<td>105.78</td>
<td>102.85</td>
<td>6.86</td>
<td>8.34</td>
<td>2.219</td>
<td>0.05</td>
</tr>
<tr>
<td>Low</td>
<td>100.54</td>
<td>105.50</td>
<td>4.15</td>
<td>9.76</td>
<td>2.415</td>
<td>0.05</td>
</tr>
</tbody>
</table>

M\textsubscript{1} = Mean intelligence quotient of male primary school teachers

M\textsubscript{2} = Mean intelligence quotient of female primary school teachers

SD\textsubscript{1} = Standard deviation of intelligence quotients of male primary school teachers

SD\textsubscript{2} = Standard deviation of intelligence quotients of female primary school teachers
Table 5.6.2 represents mean differentials in intelligence of private male and female primary school teachers at three different levels of life satisfaction. Examination of this table shows that the mean intelligence quotients of male and female primary school teachers with high level of life satisfaction were 107.46 and 107.67 respectively. Their standard deviation of scores were 7.87 and 7.00 respectively. The t-value calculated with respect to intelligence of male and female primary school teachers with high level of life satisfaction was 0.110.

Further shows that mean intelligence quotients of male and female private primary school teachers with average level of life satisfaction were 105.78 and 105.85 respectively. Their respective standard deviation of scores were 6.86 and 7.00 respectively. The t-value calculated with respect to intelligence of male and female private primary school teachers with low level of life satisfaction was 2.219.

Intelligence quotients of male and female private primary school teachers with low level of life satisfaction were 100.54 and 105.50 respectively. Their standard deviation of scores were 4.15 and 9.76. The t-value calculated with respect to intelligence of male and female private primary school teachers with low level of life satisfaction was 2.415.
DISCUSSION OF RESULTS

Entries made in Table 5.6.2 show that the t-values calculated with regard to intelligence of male and female private primary school teachers with high level of life satisfaction are not statistically significant. This suggests that male and female private primary school teachers with high level of life satisfaction do not differ with regard to intelligence. However, the t-value calculated with regard to intelligence of male and female private primary school teachers with average level of life satisfaction is significant at 0.05 level (t = 2.219). The t-value calculated with regard to intelligence of male and female private primary school teachers with low level of life satisfaction is also significant at 0.05 level (t = 2.415). These results indicate that the intelligence of both male and female primary school teachers with average and as well as low levels of life satisfaction differ significantly. The mean intelligence quotient of male private primary school teachers with average level of life satisfaction (M1 = 105.78) is higher than that of female private primary school teachers with low level of life satisfaction (M2=102.85). This suggests that male private primary school teachers with average level of life satisfaction possess higher intelligence as compared to their counterparts, i.e., female private primary school teachers with average level of life satisfaction. Further, the mean intelligence quotient of female private primary school teachers with low level of life satisfaction (M2=105.50) is higher than the mean intelligence quotient of male private primary school teachers with low level of life satisfaction. This suggests that male private primary school teachers with average level of life satisfaction possess higher intelligence quotient than female private primary school teachers with average level of life satisfaction and females with low level of intelligence posses higher intelligence quotient than their male counterparts with low level of life satisfaction.

Hence, hypothesis 6 (c), mainly, “Significant mean differences would be there among male and female private primary schools teachers at three levels of Life Satisfaction with (LSH, LS, LS) respect to intelligence”, has been partially accepted.
HYPOTHESIS 6 (c)

Hypothesis 6(c) states, "Significant mean differences would be there among male and female private primary school teachers at three levels of life satisfaction (LS_h, LS_m, LS_l) with respect to mental health".

In order to test this hypothesis, Table 5.6.3 was prepared. Its pictorial form has been given in Figure 5.6.3

RESULTS

Table 5.6.3

<table>
<thead>
<tr>
<th>Level of life satisfaction</th>
<th>M_1</th>
<th>M_2</th>
<th>SD_1</th>
<th>SD_2</th>
<th>t-value</th>
<th>Level of significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>14.50</td>
<td>16.27</td>
<td>3.18</td>
<td>4.04</td>
<td>1.904</td>
<td>NS</td>
</tr>
<tr>
<td>Average</td>
<td>16.38</td>
<td>16.16</td>
<td>4.89</td>
<td>5.12</td>
<td>0.248</td>
<td>NS</td>
</tr>
<tr>
<td>Low</td>
<td>19.14</td>
<td>16.82</td>
<td>3.66</td>
<td>3.08</td>
<td>2.347</td>
<td>0.05</td>
</tr>
</tbody>
</table>

M_1 = Mean scores of mental health of male primary school teachers
M_2 = Mean scores of mental health of female primary school teachers
SD_1 = Standard deviation of scores of mental health of male primary school teachers
SD_2 = Standard deviation of scores of mental health of female primary school teachers
Table 5.6.3 represents mean differentials in mental health of female private primary school teachers at three different levels of life satisfaction. Entries made in this table show that the mean scores of mental health of female private primary school teachers with high level of life satisfaction were 14.50 and 16.27 respectively. Their standard deviation of scores were 4.04 respectively. The t-value calculated with respect to mental health of female private primary school teachers with high level of life satisfaction was 1.904 respectively. This table further shows that mean scores of mental health of male and female private primary school teachers with average level of life satisfaction were 16.38 and 16.16 respectively. Their respective standard deviation of scores were 4.89 and 5.12. The t-value calculated with respect to mental health of male and female private primary school teachers with average level of life satisfaction was 0.248. The mean scores of mental health of male and female private primary school teachers with low level of life satisfaction were 19.1 and 16.82 respectively. Their respective standard deviation of scores were 3.66 and 2.347.

**DISCUSSION OF RESULTS**

The entries made in Table 5.6.3 show that t-values calculated with respect to mental health of male and female private primary school teachers
level and average level of life satisfaction were not significant. This suggests that mental health of male and female private primary school teachers does not differ at high as well as average level of life satisfaction. Further, the t-values with respect of mental health of private primary school teachers with low level of life satisfaction was significant at 0.05 level of significance. The mean scores of mental health of male private primary school teachers is higher ($M_1=19.14$) than the mean scores of female teacher ($M_2=16.82$). This suggests that female private primary school teachers with low level of life satisfaction have better mental health than their male counterparts with low level of life satisfaction as low scores in mental health scale indicate better mental health and high scores indicate poor mental health.

Hence, hypothesis 6 (c), namely, “Significant mean differences would be there among male and female private primary school teachers at three levels of Life Satisfaction ($L_{Sh}, L_{Sa}, L_{Sh}$) with respect to of mental health”, has been partially accepted.

HYPOTHESIS 7 (a)

Hypothesis 7 (a) states, “Significant mean differences would be there among primary school teachers at three levels of Life Satisfaction ($L_{Sh}, L_{Sa}, L_{Sh}$) with respect to socio-economic status”.

In order to test this hypothesis, Table 5.7.1 was prepared. Its pictorial form has been given in Figure 5.7.1.

RESULTS

<table>
<thead>
<tr>
<th>Levels compared</th>
<th>$M_1$</th>
<th>$M_2$</th>
<th>$SD_1$</th>
<th>$SD_2$</th>
<th>t-value</th>
<th>Level of significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-Average</td>
<td>52.57</td>
<td>51.67</td>
<td>8.85</td>
<td>7.95</td>
<td>0.923</td>
<td>NS</td>
</tr>
<tr>
<td>Average-Low</td>
<td>51.67</td>
<td>50.85</td>
<td>7.995</td>
<td>7.36</td>
<td>1.567</td>
<td>NS</td>
</tr>
<tr>
<td>Low-High</td>
<td>50.885</td>
<td>52.57</td>
<td>7.36</td>
<td>8.85</td>
<td>0.974</td>
<td>NS</td>
</tr>
</tbody>
</table>
Table 5.7.1. represents mean differentials in socio-economic status of primary school teachers at three levels of life satisfaction. Entries made in the table show that the mean scores of socio-economic status of primary school teachers with high and average levels of life satisfaction were 52.57 and 51.67 respectively. Their standard deviations were 8.85 and 7.95 respectively. The t-value calculated with respect to socio-economic status of primary school teachers with high and average levels of life satisfaction was 0.923. This table further shows that the mean scores of socio-economic status of primary school teachers with average and low levels of life satisfaction were 51.67 and 50.85 respectively. Their standard deviations were 7.95 and 7.36 respectively. The t-value calculated with respect to socio-economic status of primary school teachers with average and low levels of life satisfaction was 1.567. The mean scores of socio-economic status of primary school teachers with low and high levels of life satisfaction were 50.85 and 52.57 respectively. Their respective standard deviations were 7.95 and 7.36. The t-value calculated with respect to socio-economic status of primary school teachers with low and high levels of life satisfaction was 0.974.
DISCUSSION OF RESULTS

The entries made in Table 5.7.1 show that the calculated t-value with regard to socio-economic status of primary school teachers with high and average, average and low, low and high levels of life satisfaction were statistically not found to be significant at any level of significance. This suggests that socio-economic status of primary school teachers does not differ significantly at different levels of life satisfaction.

Hence, the hypothesis 7 (a), namely, “Significant mean differences would be there among primary school teachers at three levels of Life Satisfaction (LSₜ, LSₚ, LSₜ) with respect to socio-economic status”, stands rejected. The studies by Clark and Murch (2001) have reported a significant negative impact of socio-economic status on life satisfaction which are in contradiction to the results of the present study.

HYPOTHESIS 7 (b)

Hypothesis 7 (b) states, “Significant mean differences would be there among primary school teachers at three levels of Life Satisfaction (LSₜ,LSₚ,LSₜ) with respect to modernization”.

In order to test this hypothesis, Table 5.7.2 was prepared. Its pictorial form has been given in Figure 5.7.2.

Table 5.7.2
Mean differentials in modernization of primary school teachers at three levels of life satisfaction

<table>
<thead>
<tr>
<th>Levels compared</th>
<th>M₁</th>
<th>M₂</th>
<th>SD₁</th>
<th>SD₂</th>
<th>t-value</th>
<th>Level of significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-Average</td>
<td>130.27</td>
<td>134.18</td>
<td>23.65</td>
<td>18.26</td>
<td>1.55</td>
<td>NS</td>
</tr>
<tr>
<td>Average-Low</td>
<td>134.18</td>
<td>131.72</td>
<td>18.26</td>
<td>19.32</td>
<td>1.153</td>
<td>NS</td>
</tr>
<tr>
<td>Low-High</td>
<td>131.72</td>
<td>130.27</td>
<td>19.32</td>
<td>23.65</td>
<td>0.499</td>
<td>NS</td>
</tr>
</tbody>
</table>
Table 5.7.2 represents mean differentials in modernization of primary teachers at three levels of life satisfaction. Entries made in this table show mean scores in modernization of primary school teachers with high and level of life satisfaction were 130.27 and 134.68 respectively. Their deviations were 23.65 and 18.26 respectively. The t-value calculated with to modernization of primary school teachers with high and average level of life satisfaction was 1.55. This table further shows that mean scores in modernization of primary school teachers with average and low level of life satisfaction were 134.18 and 131.72 respectively. Their Standard deviations were 23.65 and 19.32 respectively. The t-value calculated with respect to modernization of primary school teachers with average and low level of life satisfaction was 0.499 respectively. The mean scores in modernization of school teachers with low and high level of life satisfaction in modernization were 131.72 and 130.27 respectively. Their standard deviations were 19.32 and 23.65 respectively. The t-value calculated with respect to modernization of school teachers with low and low level of life satisfaction was 0.499.
DISCUSSION OF RESULTS

The entries made in Table 5.7.2. show that t-value with regard to modernization of primary school teachers with high and average, average and low and low and high levels of life satisfaction were statistically not found to be significant. This suggests that there exists no significant differences in modernization of primary school teachers at three levels of life satisfaction.

Hence, hypothesis 7 (b), namely, “Significant mean differences would be there among male and female primary school teachers at three levels of Life Satisfaction (LSₐ,LSₙ,LSᵥ) with respect to modernization”, stands rejected.

HYPOTHESIS 8(a)

Hypothesis 8 (a) states, “Significant mean differences would be there among primary school teachers at three levels of Life Satisfaction (LSₐ,LSₙ,LSᵥ) with respect to socio economic status”.

In order to test this hypothesis, Table 5.8.1 was prepared. Its pictorial form has been given in Figure 5.8.1.

RESULTS

Table 5.8.1
Mean differentials in socio-economic status of government primary school teachers at three levels of life satisfaction

<table>
<thead>
<tr>
<th>Levels compared</th>
<th>M₁</th>
<th>M₂</th>
<th>SD₁</th>
<th>SD₂</th>
<th>t-value</th>
<th>Level of significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-Average</td>
<td>53.02</td>
<td>52.20</td>
<td>10.64</td>
<td>9.07</td>
<td>0.330</td>
<td>NS</td>
</tr>
<tr>
<td>Average-Low</td>
<td>52.20</td>
<td>50.14</td>
<td>9.07</td>
<td>5.27</td>
<td>2.219</td>
<td>0.05</td>
</tr>
<tr>
<td>Low-High</td>
<td>50.14</td>
<td>53.02</td>
<td>5.27</td>
<td>10.64</td>
<td>1.85</td>
<td>NS</td>
</tr>
</tbody>
</table>
Table 5.8.1 represents mean differentials in the socio economic government primary school teachers at three levels of life satisfaction made in this table show that the mean scores of socio economic government primary school teachers with high and average levels of life satisfaction were 53.02 and 52.20 respectively. Their standard deviations were 10.64 and 9.07 respectively. The t-value calculated with respect to socio-economic status of government primary school teachers with high and average levels of life satisfaction was 0.330. This table further shows that the mean scores of government primary school teachers with average and low levels of life satisfaction were 52.20 and 50.14 respectively. Their standard deviations were 9.07 and 5.27 respectively. The t-value calculated with respect to socio-economic status of government primary school teachers with low and high levels of life satisfaction was 2.219. The mean scores of socio-economic status of government primary school teachers with low and high levels of life satisfaction were 50.14 and 53.02 respectively. Their standard deviations were 5.27 and 10.64 respectively. The t-value calculated with respect to socio-economic status of government primary school teachers with low and high levels of life satisfaction was 1.851.
DISCUSSION OF RESULTS

The entries made in Table 5.8.1 show that the t-values calculated with regard to socio-economic status of government primary school teachers with high and average, low and high levels of life satisfaction were statistically not found to be significant. However, the t-value calculated with regard to socio-economic status of government primary school teachers with average and low level of life satisfaction is significant at 0.05 level (t = 2.219). These results indicate that the socio-economic status of government primary school teachers with high and average as well as low and high level of life satisfaction does not differ significantly. This table further shows mean scores of socio-economic status of government primary school teachers with average level of life satisfaction of (M₁ = 52.20) is higher than that of with low level of life satisfaction of (M₂ = 50.14). This suggests that government primary school teachers with average level of life satisfaction possess higher socio-economic status as compared to their counterparts, i.e., government primary school teachers with low levels of life satisfaction. This implies that government primary school teachers with average level of life satisfaction have higher socio-economic status as compared to teachers with low level of life satisfaction.

Hence, hypotheses 8 (a), namely, “Significant mean differences would be there among government primary school teachers at three levels of Life Satisfaction (LS₁, LS₂, LS₃) with respect to socio-economic status”, stands partially accepted. The findings of this present study are similar to Douthitt et al. (1992), Leelaklethanit and Day (1992), who found a significant influence on economic and non economic domains and personal domains on life satisfaction.

HYPOTHESES 8 (b)

Hypothesis 8 (b) states, “Significant mean differences would be there among government primary school teachers at three different levels of Life Satisfaction (LS₁, LS₂, LS₃) with respect to modernization”.

In order to test this hypothesis Table 5.8.2 was prepared. Its pictorial form has been given in Figure 5.8.2.
RESULTS

Table 5.8.2
Mean differentials in modernization of government primary school teachers at three levels of life satisfaction

<table>
<thead>
<tr>
<th>Levels compared</th>
<th>M₁</th>
<th>M₂</th>
<th>SD₁</th>
<th>SD₂</th>
<th>t-value</th>
<th>Level signific</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-Average</td>
<td>125.08</td>
<td>134.46</td>
<td>24.43</td>
<td>18.96</td>
<td>2.644</td>
<td>0.0</td>
</tr>
<tr>
<td>Average-Low</td>
<td>134.46</td>
<td>132.17</td>
<td>18.96</td>
<td>20.35</td>
<td>0.709</td>
<td>N₁</td>
</tr>
<tr>
<td>Low-High</td>
<td>132.17</td>
<td>125.08</td>
<td>24.43</td>
<td>20.35</td>
<td>1.681</td>
<td>N₁</td>
</tr>
</tbody>
</table>

Figure 5.8.2: Mean scores of modernization of government primary school teachers at three levels of life satisfaction

Table 5.8.2 represents mean differentials in the modernization of government primary school teachers at three levels of life satisfaction. Entries made in the table show that the mean scores of modernization of government primary school teachers with high and average level of life satisfaction were 125.08 and 134.46 respectively. Their standard deviations were 24.43 and 18.96 respectively. t-value calculated with respect to modernization of primary school teachers...
high and average level of life satisfaction was 2.644. This table further shows that the mean scores of modernization of government primary school teachers with average and low level of life satisfaction were 134.46 and 132.18 respectively. Their standard deviations were 18.96 and 20.35 respectively. The t-value calculated with respect to modernization of primary school teachers with average and low level of life satisfaction was 7.09. The mean scores of modernization of government primary school teachers with low and high level of life satisfaction was 132.17 and 125.08. Their standard deviations were 24.43 and 20.35 respectively. The t-value calculated with respect to modernization of government primary school teachers with low and high level of life satisfaction was 1.681.

**DISCUSSION OF RESULTS**

The entries made in Table 5.8.2 and show that the t-values with regard to modernization calculated between average and low as well low and high levels of life satisfaction were statistically not significant. However, the t-value calculated with regard to modernization of government primary school teachers with high and average level of life satisfaction is significant at 0.01 level (t = 2.644). These results indicate that the modernization of government primary school teachers with average as well as low and high level of life satisfaction does not differ significantly. Further, the mean scores of modernization of government primary school teachers with average level life satisfaction ($M_2 = 134.046$) is higher than that of government primary school teachers with high level of life satisfaction ($M_1 = 125.08$). This suggests that government primary school teachers with high, average level of life satisfaction possess higher modernization as compared to there counterparts i.e. primary school teachers with high level of life satisfaction.

Hence, hypothesis 8 (b), amely, “Significant mean differences would be there among government primary school teachers at three different levels of Life Satisfaction (LS, LSa, LSb) with respect to modernization”, stands partially accepted. The studies of *Carnell (1955)*, *Vroom (1964)* and *Arggist (1958)* are in conformity to the present study in which they considered that there are mean differences among the teachers regarding modernization.
HYPOTHESIS 9(a)

Hypothesis 10 (a) states, “Significant mean differences would be among private primary school teachers at three levels of Life Satisfaction (LS_h, LS_a, LS_l) with respect to socio-economic status”.

In order to test this hypothesis, Table 5.9.1 was prepared. Its pictorial has been given in Figure 5.9.1.

RESULTS

Table 5.9.1
Mean differentials in socio-economic status of private primary school teachers at three levels of life satisfaction

<table>
<thead>
<tr>
<th>Levels compared</th>
<th>M_1</th>
<th>M_2</th>
<th>SD_1</th>
<th>SD_2</th>
<th>t-value</th>
<th>Leve signif</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-Average</td>
<td>51.12</td>
<td>51.20</td>
<td>6.00</td>
<td>6.72</td>
<td>0.092</td>
<td>N</td>
</tr>
<tr>
<td>Average-Low</td>
<td>51.20</td>
<td>51.57</td>
<td>6.72</td>
<td>9.38</td>
<td>0.249</td>
<td>N</td>
</tr>
<tr>
<td>Low-High</td>
<td>51.57</td>
<td>51.12</td>
<td>9.38</td>
<td>6.0</td>
<td>0.298</td>
<td>N</td>
</tr>
</tbody>
</table>

Figure 5.9.1: Mean scores of socio-economic status of private primary teachers at three levels of life satisfaction
Table 5.9.1 represents mean differentials in the socio economic status of private primary school teachers at three levels of life satisfaction. Entries made in this table show that the mean scores of socio economic status of private primary school teachers with high and average level of life satisfaction were 51.12 and 51.20 respectively. Their standard deviations were 6.00 and 6.72 respectively. The t-value calculated with respect to socio economic status of private primary school teachers with high and average level of life satisfaction was 0.092. This table further shows that the mean scores of socio economic status of private primary school teachers with average and low level of life satisfaction of life satisfaction in socio economic status were 51.20 and 51.57 respectively. Their standard deviations were 6.72 and 9.38 respectively. The t-value calculated with respect to socio economic status of private primary school teachers with average and low level of life satisfaction was 0.298 respectively. The mean scores of socio-economic status of private primary school teachers with low and high level of life satisfaction were 51.57 and 51.12 respectively. Their respective standard deviations were 9.38 and 6.00. The t-value calculated with respect to socio economic status of private primary school teachers with low and high level of life satisfaction was 0.298.

DISCUSSION OF RESULTS

The entries made in Table 5.9.1 show that the t-values with regard to socio-economic status of private primary school teachers with high and average, high and low, average and low levels of life satisfaction were statistically not found to be significant. This suggests that there exists no significant difference in socio-economic status of private primary school teachers at three levels of life satisfaction.

Hence, the hypothesis 9(a) namely, “Significant mean differences would be there among private primary school teachers at three levels of Life Satisfaction (LSh,LSa,LSl) with respect to socio-economic status”, stands rejected.
HYPOTHESES 9 (b)

Hypothesis 9 (b) states, “Significant mean differences would be the among private primary school teachers at three levels of Life Satisfaction (LS_h, LS_a, LS_l) with respect to modernization”.

In order to test this hypothesis Table 5.9.2 was prepared. Its pictorial for has been given in Figure 5.9.2.

RESULTS

Table 5.9.2
Mean differentials in modernization of private primary school teachers three levels of life satisfaction

<table>
<thead>
<tr>
<th>Levels compared</th>
<th>M_1</th>
<th>M_2</th>
<th>SD_1</th>
<th>SD_2</th>
<th>t-value</th>
<th>Level of significat</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-Average</td>
<td>135.48</td>
<td>134.34</td>
<td>20.58</td>
<td>17.02</td>
<td>0.405</td>
<td>NS</td>
</tr>
<tr>
<td>Average-Low</td>
<td>134.34</td>
<td>129.94</td>
<td>17.02</td>
<td>18.95</td>
<td>1.418</td>
<td>NS</td>
</tr>
<tr>
<td>Low-High</td>
<td>129.94</td>
<td>135.48</td>
<td>18.95</td>
<td>20.58</td>
<td>1.543</td>
<td>NS</td>
</tr>
</tbody>
</table>

Figure 5.9.2: Mean scores of modernization of private primary school teachers at three levels of life satisfaction
Table 5.9.2 represents mean differentials in modernization of private primary school teachers at three levels of life satisfaction. Entries made in this table show that the mean scores of modernization of private primary school teachers with high and average level in modernization were 135.48 and 134.34 respectively. Their standard deviations were 20.58 and 17.02. The t-value calculated with respect to modernization of primary school teachers with high and average level of life satisfaction was 0.405. This table further shows that the mean scores of private primary school teachers with average and low level of life satisfaction in modernization were 134.34 and 129.94 respectively. Their Standard deviations were 17.02 and 18.95 respectively. The t-value calculated with respect to modernization of primary school teachers with high and low level of life satisfaction was 1.543. The mean scores of primary school teachers with low and high level of life satisfaction in modernization was 129.94 and 135.48 respectively. Their Standard deviations were 18.95 and 20.58 respectively. The t-value calculated with respect to modernization of primary school teachers with high and low level of life satisfaction was 1.543.

**DISCUSSION OF RESULTS**

The entries made in Table 5.9.2 show that the t-values with regard to modernization of primary school teachers with high and average, average and low and low and high levels of life satisfaction were statistically not found to be significant. This suggests that there exits no differences with regard to modernization among private primary school teachers at different levels of life satisfaction.

Hence, the hypothesis 9 (b), namely, “Significant mean differences would be there among private primary school teachers at three levels of Life Satisfaction (LS_h, LS_a, LS_l) with respect to modernization”, stands rejected.
HYPOTHESIS 10 (a)

Hypothesis 10 (a) states, “Significant mean differences would be there among male and female primary school teachers at three levels of life satisfaction (LS_H, LS_A, LS_L) with respect to socio-economic status”.

In order to test this hypothesis Table 5.10.1 was prepared. Its pictorial form has been given in Figure 5.10.1.

RESULTS

Table 5.10.1
Mean differentials in socio-economic status of male and female primary school teachers at three levels of life satisfaction

<table>
<thead>
<tr>
<th>Level of life satisfaction</th>
<th>M_1</th>
<th>M_2</th>
<th>SD_1</th>
<th>SD_2</th>
<th>t-value</th>
<th>Level of significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>51.89</td>
<td>52.38</td>
<td>6.99</td>
<td>9.76</td>
<td>2.059</td>
<td>0.05</td>
</tr>
<tr>
<td>Average</td>
<td>52.10</td>
<td>51.56</td>
<td>6.58</td>
<td>9.42</td>
<td>0.526</td>
<td>NS</td>
</tr>
<tr>
<td>Low</td>
<td>51.41</td>
<td>50.37</td>
<td>6.48</td>
<td>8.13</td>
<td>0.777</td>
<td>NS</td>
</tr>
</tbody>
</table>

M_1 = Mean scores of socio-economic status of male primary school teachers
M_2 = Mean scores of socio-economic status of female primary school teachers
SD_1 = Standard deviation of scores of socio-economic status of male primary school teachers
SD_2 = Standard deviation of scores of socio-economic status of female primary school teachers
Table 5.10.1 represents mean differentials in socio-economic status of male and female primary school teachers with high and average levels of life satisfaction. Entries made in this table show that the mean scores of socio-economic status of male primary school teachers with high level of life satisfaction were 51.89 and 52.38 respectively. Their standard deviations were 6.99 and 6.58 respectively. The t-value calculated with respect to socio-economic status and female primary school teachers with high level of life satisfaction was 0.526.

This table further shows that the mean scores of socio-economic status of male and female primary school teachers with average level of life satisfaction were 52.10 and 51.56 respectively. Their standard deviations were 6.58 and 8.13 respectively. The t-value calculated with respect to socio-economic status and female primary school teachers with average level of life satisfaction was 0.236. The mean scores of socio-economic status of male and female primary school teachers with low level of life satisfaction were 51.41 and 50.97 respectively. Their standard deviations were 6.41 and 8.13 respectively.
value calculated with respect to socio-economic status of male and female primary school teachers with low level of life satisfaction was 0.777.

DISCUSSION OF RESULTS

The entries made in Table 5.10.1 show that the t-values with regard to socio-economic status of male and female primary school teachers with average and low levels of life satisfaction are not statistically significant. However, the t-value calculated with regard to socio-economic status of male and female primary school teachers with high level of life satisfaction is significant at 0.05 level (t = 2.059). Since the mean scores of socio-economic status of female primary school teachers with high life satisfactions ($M_2=52.38$) is higher than that of male teachers ($M_1=51.89$). This suggests that female primary school teachers with high level of life satisfaction enjoy better socio-economic status than their male counterparts with high level of life satisfaction.

Hence, hypotheses 10(a) namely, “Significant mean differences would be there among male and female primary school teachers at three levels of Life Satisfaction (LSH,LSa,LSl) with respect to socio-economic status” stands accepted.

HYPOTHESIS 10 (b)

Hypothesis 10 (b) states, “Significant mean differences would be there among the male and female primary school teachers at three levels of Life Satisfaction (LSH,LSa,LSl) with respect to modernization”.

In order to test this hypothesis, Table 5.10.2 was prepared. Its pictorial form has been given in Figure 5.10.2 respectively.
RESULTS

Table 5.10.2
Mean differentials in modernization of male and female primary school teachers at three levels of life satisfaction

<table>
<thead>
<tr>
<th>Level of life satisfaction</th>
<th>$M_1$</th>
<th>$M_2$</th>
<th>$SD_1$</th>
<th>$SD_2$</th>
<th>t-value</th>
<th>Level of significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>134.58</td>
<td>126.86</td>
<td>18.43</td>
<td>24.72</td>
<td>2.059</td>
<td>0.05</td>
</tr>
<tr>
<td>Average</td>
<td>137.59</td>
<td>131.03</td>
<td>17.79</td>
<td>19.18</td>
<td>2.802</td>
<td>0.01</td>
</tr>
<tr>
<td>Low</td>
<td>136.09</td>
<td>127.66</td>
<td>16.97</td>
<td>20.60</td>
<td>2.372</td>
<td>0.05</td>
</tr>
</tbody>
</table>

$M_1 =$ Mean scores of modernization of male primary school teachers

$M_2 =$ Mean scores of modernization of female primary school teachers

$SD_1 =$ Standard deviation of scores of modernization of male primary school teachers

$SD_2 =$ Standard deviation of scores of modernization of female primary school teachers

Table 5.10.2 represents mean differentials in modernization of male and female primary school teachers at three levels of life satisfaction. Entries made in this table show that the mean scores of modernization of male and female of primary school teachers with high level were 134.58 and 126.86 respectively. Their standard deviations were 18.43 and 24.72 respectively. The t-value calculated with respect to modernization of male and female primary school teachers with high
level of life satisfaction was 2.059. This table further shows that the mean scores of modernization of male and female primary school teachers with average level of life satisfaction were 137.59 and 131.03 respectively. Their standard deviations were 17.79 and 19.18 respectively. The t-value calculated with respect to modernization of primary school teachers with average level of life satisfaction was 2.802. The mean scores of modernization of male and female of primary school teachers with low level of life satisfaction were 136.09 and 127.66 respectively Their standard deviations were 16.97 and 20.60 respectively. The t-value calculated with respect to modernization of primary school teachers with low level of life satisfaction was 2.372.

DISCUSSION OF RESULTS

The entries made in Table 5.10.2 show that the t-values with regard to modernization of male and female primary school teachers with high (t=2.059) and low levels (t=2.372) of life satisfaction were statistically significant at 0.05 level. The t-values calculated with regard to modernization of male and female primary school teachers with average level of life satisfaction is significant at 0.01 level (t = 2.802). These results indicate that the modernization of male and female primary school teachers with high level of life satisfaction differs significantly. Since the mean scores of male teachers is higher than female teacher, this suggests that male teacher with high level of life satisfaction are more modern than their female counterparts. Further the t-values with regard to modernization of male and female primary school teachers with average level of life satisfaction also differs significantly. Since the mean scores of modernization of male primary school teachers with average as well as low level life satisfaction are higher than that of female teachers this suggests that the male primary school teachers with average and low levels of with life satisfaction possess higher modernization as compared to their counterparts, i.e., female primary school teachers with average and low levels of life satisfaction.
Hence, hypothesis 10 (b), namely, “Significant mean differences would be there among primary school teachers at three levels of Life Satisfaction (LS$_h$, LS$_m$, LS$_l$) with respect to modernization”, stands accepted. The findings of this study are in contradiction to the findings of Young and Lacy (1969) who concluded that mean differences among males and females did not affect the level of satisfaction of teachers.

**HYPOTHESIS 11 (a)**

Hypothesis 11 (a) states, “Significant mean differences would be there among male and female government primary school teachers at three levels of Life Satisfaction (LS$_h$, LS$_m$, LS$_l$) with respect to socio-economic status.”

In order to test this hypothesis, Table 5.11.1 was prepared. Its pictorial form has been given in Figure 5.11.1.

**RESULTS**

**Table 5.11.1**

Mean differentials in socio-economic status of male and female government primary school teachers at three levels of life satisfaction.

<table>
<thead>
<tr>
<th>Levels of life satisfaction</th>
<th>M$_1$</th>
<th>M$_2$</th>
<th>SD$_1$</th>
<th>SD$_2$</th>
<th>t-value</th>
<th>Level of significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>52.18</td>
<td>53.10</td>
<td>7.61</td>
<td>12.18</td>
<td>0.386</td>
<td>NS</td>
</tr>
<tr>
<td>Average</td>
<td>51.55</td>
<td>54.05</td>
<td>5.66</td>
<td>11.74</td>
<td>1.493</td>
<td>NS</td>
</tr>
<tr>
<td>Low</td>
<td>51.28</td>
<td>48.54</td>
<td>5.13</td>
<td>5.09</td>
<td>2.005</td>
<td>0.05</td>
</tr>
</tbody>
</table>

M$_1$ = Mean scores of socio-economic status of male primary school teachers

M$_2$ = Mean scores of socio-economic status of female primary school teachers

SD$_1$ = Standard deviation of scores of socio-economic status of male primary school teachers

SD$_2$ = Standard deviation of scores of socio-economic status of female primary school teachers
Table 5.11.1 represents mean differentials in socio-economic status of male and female government primary school teachers at different levels of life satisfaction. Entries made in this table show that the mean scores of socio-economic status of male and female government primary school teachers with high level were 51.18 and 53.10 respectively. Their standard deviations were 7.61 and 5.66 respectively. The t-value calculated with respect to socio-economic status of male and female government primary school teachers with high level of life satisfaction was 0.386.

This table further shows that the mean scores of socio-economic status of male and female government primary school teachers with average level of life satisfaction were 51.55 and 54.55 respectively. Their standard deviations were 5.66 and 11.74 respectively. The t-value calculated with respect to socio-economic status of male and female government primary school teachers with average level of life satisfaction was 1.493.

The mean scores of socio-economic status of male and female government primary school teachers with low level of life satisfaction were 51.28 and 48.54 respectively. Their standard deviations were 5.13 and 5.09. The t-value calculated with respect to socio-economic status of male and female government primary school teachers with low level of life satisfaction was 2.005.
DISCUSSION OF RESULTS

The entries made in Table 5.11.1 show that t-value calculated with respect to socio-economic status of male and female government primary school teachers at high as well as average levels of life satisfaction were statistically not significant. This suggests that socio-economic status of male and female government primary school teachers does not differ at high as well as average level of life satisfaction. Further, the t-values with respect to socio-economic statues of government male and female primary school teachers were low level of life satisfaction was significant at 0.05 level (t=2.005) of significance. Since the mean score of socio-economic status of male government primary school teachers is higher (M1=51.28) than of the mean score of female teachers (M2=48.54), this suggests that government primary male teachers with low level of life satisfaction have higher level of socio-economic status than their female counterparts with the same level of life satisfaction.

Hence, the hypothesis 11(a), namely, “Significant mean differences would be there among male and female government primary school teachers at three levels of life satisfaction (LS_h,LS_m,LS_l) with respect to socio economic status”, has been partially accepted.

HYPOTHESIS 11(b)

Hypothesis 11 (b), states, “Significant mean differences would be there among male and female government primary school teachers at three levels of Life Satisfaction (LS_h,LS_m,LS_l) with respect to modernization”.

In order to test this hypothesis, Table 5.11.2 was prepared. Its pictorial form has been given in Figure 5.111.2.

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RESULTS

Table 5.11.2

Mean differentials in modernization of male and female government primary school teachers at three levels of life satisfaction

<table>
<thead>
<tr>
<th>Levels of life satisfaction</th>
<th>$M_1$</th>
<th>$M_2$</th>
<th>SD$_1$</th>
<th>SD$_2$</th>
<th>t-value</th>
<th>Lev signif</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>130.34</td>
<td>122.43</td>
<td>18.38</td>
<td>26.71</td>
<td>1.479</td>
<td>N</td>
</tr>
<tr>
<td>Average</td>
<td>137.45</td>
<td>132.06</td>
<td>17.56</td>
<td>21.29</td>
<td>1.503</td>
<td>N</td>
</tr>
<tr>
<td>Low</td>
<td>137.61</td>
<td>127.29</td>
<td>17.85</td>
<td>21.06</td>
<td>1.979</td>
<td>0.1</td>
</tr>
</tbody>
</table>

$M_1$ = Mean scores of modernization of male primary school teachers
$M_2$ = Mean scores of modernization of female primary school teachers
SD$_1$ = Standard deviation of scores of modernization of male primary school teachers
SD$_2$ = Standard deviation of scores of modernization of female primary school teachers

Figure 5.11.2: Mean scores of modernization of male and female government primary school teachers at three levels of life satisfaction.
Table 5.11.2 represents mean differentials in modernization of male and female government primary school teachers at three different levels of life satisfaction. Entries made in this table show that the mean scores of modernization of male and female primary school teachers with high level of life satisfaction were 130.34 and 122.29 respectively. Their respective standard deviations were 18.38 and 26.71. The t-value calculated with respect to modernization of male and female government primary school teachers with high level of life satisfaction was 1.479. This table further shows that the mean scores of modernization of primary school teachers with average level of life satisfaction were 137.45 and 132.06 respectively. Their respective standard deviations were 17.56 and 21.29. The t-value calculated with respect to modernization of male and female primary school teachers with average level of life satisfaction were 1.503 respectively. The mean scores of modernization of male and female government primary school teachers with low level of life satisfaction were 137.61 and 127.29. Their standard deviations were 17.85 and 21.06 respectively. The t-value calculated with respect to modernization of male and female government primary school teachers with low level of life satisfaction was 1.979.

DISCUSSION OF RESULTS

The entries made in Table 5.11.2 show that t-values calculated with respect to modernization of male and female government primary school teachers at high and average levels of life satisfaction were statistically not significant. This suggests that male and female government primary school teachers with high as well as average level of life satisfaction do not differ with respect to modernization. Further, the t-value with respect to modernization of male and female government primary school teachers with low level of life satisfaction was significant at 0.05 level (t=1.979) of significance. Since the mean scores of modernization of male government primary school teachers is higher ($M_1=137.61$) than of the mean score of female teachers ($M_2=127.29$), this suggests that male teachers with low level of life satisfaction possess higher modernization than their female counterparts with low level of life satisfaction.
Hence, hypothesis 11 (b), namely, “Significant mean differences would be there among male and female government primary school teachers at three levels of Life Satisfaction (LS_1, LS_2, LS_3) with respect to modernization”, stands partially accepted. The present findings are contradictory to the findings of Toshiwal (1991) who reported that female college students are more modernized than male students.

**HYPOTHESIS 12(a)**

Hypothesis 12 (a) states, “Significant mean differences would be there among male and female private primary school teachers at three levels of Life Satisfaction (LS_1, LS_2, LS_3) with respect to socio-economic status”.

In order to test this hypothesis, Table 5.12.1 was prepared. Its pictorial form has been given in Figure 5.12.1.

**RESULTS**

**Table 5.12.1**

Mean differentials in socio-economic status of male and female private primary teachers at three levels of life satisfaction

<table>
<thead>
<tr>
<th>Level of life satisfaction</th>
<th>M_1</th>
<th>M_2</th>
<th>SD_1</th>
<th>SD_2</th>
<th>t-value</th>
<th>Level of significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>51.51</td>
<td>51.54</td>
<td>6.21</td>
<td>5.90</td>
<td>0.023</td>
<td>NS</td>
</tr>
<tr>
<td>Average</td>
<td>52.66</td>
<td>49.26</td>
<td>7.22</td>
<td>5.49</td>
<td>3.139</td>
<td>0.01</td>
</tr>
<tr>
<td>Low</td>
<td>52.03</td>
<td>50.95</td>
<td>10.41</td>
<td>8.01</td>
<td>0.410</td>
<td>NS</td>
</tr>
</tbody>
</table>

M_1 = Mean scores of socio-economic status of male primary school teachers
M_2 = Mean scores of socio-economic status of female primary school teachers
SD_1 = Standard deviation of scores of socio-economic status of male primary school teachers
SD_2 = Standard deviation of scores of socio-economic status of female primary school teachers
Table 5.12.1 represents mean differentials in socio-economic status of female private primary school teachers at three levels of life satisfaction. Made in this table show that the mean scores of socio-economic status of female private primary school teachers with high level of life satisfaction were 51.51 and 51.54 respectively. Their standard deviations were 6.21 respectively. The t-value calculated with respect to socio-economic status and female private primary school teachers with high level of life satisfaction was 0.023. This table further shows that the mean scores of socio-economic status of male and female private primary school teachers with average level of life satisfaction were 52.66 and 49.26 respectively. Their respective standard deviations were 7.22 and 5.49. The t-value calculated with respect to socio-economic status of male and female private primary school teachers with low level of life satisfaction was 3.139. The mean scores of socio-economic status of male and female private primary school teachers with low level of life satisfaction were 52.03 and 50.95 respectively. Their respective standard deviations were 10.41 and 8.01. The t-value calculated with respect to socio-economic status of male and female private primary school teachers with low level of life satisfaction was 0.410.
DISCUSSION OF RESULTS

The entries made in Table 5.12.1 show that t-values with regard to socio-economic status of private primary school male and female teachers of high and low levels of life satisfaction were statistically not significant. This suggests that socio-economic status of private primary school teachers with high and low levels of life satisfaction does not differ significantly. However, the t-values calculated with regard to average level of life satisfaction is significant at 0.01 level \( (t=3.139) \) of satisfaction. The mean scores of socio-economic status of male private primary school teachers with average level of life satisfaction \( (M=52.66, 49.26) \) is higher than that of female teachers with the same level of life satisfaction. It further shows that male private primary school teachers with average level of life satisfaction have higher socio-economic status than female private primary school teachers with average level of life satisfaction.

Hence, the hypothesis 12 (a), namely, “Significant mean differences would be there among private primary school teachers at three levels of life satisfaction \( (L_{Sh}, L_{Sa}, L_{S}) \) with respect to socio-economic status”, stands partially accepted. These results are contrary to the findings of Cooper (1991), Floyd et al. (1992), Dorfman (1992) who found a positive relationship of life satisfaction with socio-economic status.

HYPOTHESIS 12(b)

Hypothesis 12 (b) states, “Significant mean differences would be there among private primary school teachers at three levels of Life Satisfaction \( (L_{Sh}, L_{Sa}, L_{S}) \) with respect to modernization”.

In order to test this hypothesis Table 5.12.2 was prepared. Its pictorial form has been given in Figure 5.12.2.
RESULTS

Table 5.12.2
Mean differentials in modernization of male and female private primary school teachers at three levels of life satisfaction

<table>
<thead>
<tr>
<th>Level of life satisfaction</th>
<th>( M_1 )</th>
<th>( M_2 )</th>
<th>SD(_1)</th>
<th>SD(_2)</th>
<th>t-value</th>
<th>Levene's signi</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>140.02</td>
<td>132.03</td>
<td>17.28</td>
<td>21.48</td>
<td>1.606</td>
<td>?</td>
</tr>
<tr>
<td>Average</td>
<td>138.03</td>
<td>130.00</td>
<td>17.87</td>
<td>16.99</td>
<td>2.715</td>
<td>0</td>
</tr>
<tr>
<td>Low</td>
<td>132.57</td>
<td>127.96</td>
<td>16.18</td>
<td>20.86</td>
<td>0.870</td>
<td>?</td>
</tr>
</tbody>
</table>

M\(_1\) = Mean scores of modernization of male primary school teachers
M\(_2\) = Mean scores of modernization of female primary school teachers
SD\(_1\) = Standard deviation of scores of modernization of male primary school teachers
SD\(_2\) = Standard deviation of scores of modernization of female primary school teachers

Figure 5.12.2: Mean scores of modernization of male and female private primary school teachers at three levels of life satisfaction
Table 5.12.2 represents mean differentials in modernization of male and female private primary school teachers at three levels of life satisfaction. Entries made in this table show that the mean scores of modernization of male and female private primary school teachers with high level of life satisfaction were 140.02 and 132.03 respectively. Their standard deviations were 17.28 and 21.48 respectively. The t-value calculated with respect to modernization of male and female private primary school teachers with high level of life satisfaction was 1.606. This table further shows that the mean scores of modernization of male and female private primary school teachers with average level of life satisfaction were 138.03 and 130.00 respectively. Their standard deviations were 17.87 and 16.99 respectively. The t-value calculated with respect to modernization of male and female private primary school teachers with average level of life satisfaction was 2.715. The mean scores of modernization of male and female private primary school teachers with low level of life satisfaction were 132.57 and 127.96 respectively. Their standard deviations were 16.18 and 20.86 respectively. The t-value calculated with respect to modernization of male and female private primary school teachers with low level of life satisfaction was 0.870.

**DISCUSSION OF RESULTS**

The entries made in Table 5.12.2 show that t-values with regard to modernization of male and female private primary school teachers at low levels of life satisfaction were statistically not found to be significant. This suggests that male and female private primary school teachers with high and low level of life satisfaction do not differ on the variable of modernization. However the t-value calculated with regard to modernization of male and female private primary school teachers with average level of life satisfaction is significant at 0.01 level ($t=2.715$) of life satisfaction. Since the mean scores of modernization of male private primary school teachers with average level of life satisfaction ($M=138.03$) is higher than that of female teachers with average level of life satisfaction, this indicates that the male private primary school teachers are more modern than female teachers average level of life satisfaction. Hence, from the above discussion it can be concluded that male and female private primary school teachers with average life satisfaction differ in modernization.
Hence, hypotheses 12 (b), namely, “Significant mean differences would be there among private primary school teachers at three levels of Life Satisfaction (LS_h, LS_m, LS_l) with respect to socio-economic status”, stands partially accepted.

CONCLUSIONS

- There exist no significant mean differences in the personality (neuroticism, and extraversion dimensions) of primary school teachers at three levels of life satisfaction.

- There exists significant difference in the intelligence of primary school teachers at high and low levels of life satisfaction. Primary school teachers with high level of life satisfaction possess higher intelligence as compared to those with low level of life satisfaction. These results indicate that the intelligence of primary school teachers with high and average as well as average and low level of life satisfaction does not differ significantly.

- There exist no significant mean differences in the mental health of primary school teachers at three levels of life satisfaction.

- There exist no significant mean differences in neuroticism dimension of personality of government primary school teachers at different levels of life satisfaction. The extraversion dimension of personality of primary school teachers with high and low level of life satisfaction differs significantly. It implies that government primary school teachers with high level of life satisfaction have more extraversion than those of with low level of life satisfaction.

- There exist no significant mean difference in intelligence of primary school teachers with high and average as well as high and low levels of life satisfaction. The intelligence of primary school teachers with high and average as well as average and low levels of life satisfaction does not differ significantly. The intelligence of government primary school teacher with average and low level of life satisfaction differs significantly. Government primary school teachers with average level of satisfaction possess higher intelligence than those with low level of life satisfaction.
• There exist no significant mean differences in the mental health of Government primary school teachers at three different levels of life satisfaction.

• There exist no significant mean differences in the neuroticism and extraversion dimensions of personality of private school teachers at three levels of life satisfaction.

• There exists significant mean difference in the intelligence of private primary school teachers at low and high levels of life satisfaction but there is no significant mean difference between high and average as well as average and the low level of life satisfaction of private primary school teachers. Intelligence of private primary school teachers with high level of life satisfaction is higher than those of with low level of life satisfaction.

• There exist significant mean differences in the mental health of private primary school teachers at average and low as well as low and high level of life satisfaction but there is no significant mean difference in the mental health of teachers with high and average level of life satisfaction.

• There exist no significant gender differences in the neuroticism dimension of personality at the three levels of life satisfaction. The extraversion of male and female teachers differ significantly. The female teachers with high level of life satisfaction are more extraverts than male teachers.

• There exists no significant mean difference in intelligence of male and female primary school teachers at high and average levels of life satisfaction. Further, the mean intelligence quotients of female primary school teachers with low level of life satisfaction is higher that of male teachers with the same level of satisfaction.

• There exists no significant mean differences in the mental health of male and female primary school teachers at three levels of life satisfaction.

• There exist no significant mean difference in the neuroticism dimension of personality of male and female government primary school teachers with high, average and low levels of life satisfaction. There exist significant mean differences extraversion dimension of personality of male and female
government primary school teacher at high and low levels of life satisfaction. This indicates that female teachers with high level as well as low level of life satisfaction are more extraverts than their male counterparts.

- There exists significant mean difference in the intelligence of government male and female primary school teachers with low level of life satisfaction. The intelligence of female teachers with low level of life satisfaction is higher than the male teachers i.e. female teachers of government primary schools with low levels of life satisfaction possess higher intelligence as compared to the male primary school teachers but the intelligence of government male and female primary school teachers at high and average levels of life satisfaction does not differ significantly.

- There exists no significant mean difference in intelligence of male and female government primary school teachers at three levels of life satisfaction.

- There exists no significant mean difference in personality of male and female private primary school teachers at three levels of life satisfaction. The male and female private primary school teachers have similar level of neuroticism and extraversion at different levels of life satisfaction.

- There exist significant mean differences in intelligence quotients of male and female private primary school teachers with low and average levels of life satisfaction. The intelligence of male teacher with average level of life satisfaction is higher than that of female private primary school teachers with average level of life satisfaction. Further, the intelligence of female primary school teachers with low levels of life satisfaction is higher than male teachers with low level of life satisfaction.

- There exist no significant mean differences in mental health of male and female private primary school teachers with high and average levels of life satisfaction. Further, female teachers with low level of life satisfaction possess good mental health as compared to their male counterparts.
• There exist no significant mean differences in socio-economic status of primary school teachers at three levels of life satisfaction.

• There exist no significant mean differences in modernization of primary school teachers at three levels of life satisfaction.

• There exist no significant mean differences in socio-economic status of government primary school teachers with high and average as well as, low and high level of life satisfaction. But the socio-economic status of government primary school teachers with average and low level of Life satisfaction differs significantly. The government primary school teachers with average level of life satisfaction have higher socio-economic status as compared to government primary school teachers with low level of life satisfaction.

• There exist no significant mean differences in modernization of government primary school teacher between average and low as well as low and high level of life satisfaction. But, the modernization of government primary school teachers with average level of life satisfaction is higher than that of government primary school teachers with low level of life satisfaction.

• There exists no significant mean difference in socio-economic status of private primary school teachers at three levels of life satisfaction.

• There exist no significant mean differences in modernization of private primary school teachers at high and average, average and low, low and high level of life satisfaction.

• There exist no significant mean differences in socio-economic status of male and female primary school teachers at low as well as average levels of life satisfaction. The socio-economic status of female primary school teachers is higher than of male teachers with high level of life satisfaction.

• There exist significant mean differences in the modernization male and female primary school teachers at three levels of life satisfaction. Male primary school teachers with high, average and low levels of life satisfaction are more modern than their female counterparts.
There exist no significant mean differences in socio-economic status of male and female government primary school teachers at high as well as average level of life satisfaction. But there exist significant mean differences in the socio-economic status of male and female government primary school teachers with low level of life satisfaction. The socio-economic status of male government primary school teachers with low level of life satisfaction is higher than female teachers with the same level of life satisfaction.

There exist no significant mean differences in modernization of male and female government primary school teachers at high and average levels of life satisfaction. But modernization of male and female teachers with low level of life satisfaction differs significantly. The modernization of male government primary school teachers is higher than female teachers.

There exist no significant mean differences in socio-economic status of male and female private primary school teachers at high and low levels of life satisfaction. But significant mean differences are there between male and female private primary school teachers at average level of life satisfaction. Socio-economic status of private primary school teachers with average level of life satisfaction is higher than that of female teachers with the same level of life satisfaction.

There exist no significant mean differences in modernization of male and female private primary school teachers at high and low levels of life satisfaction. Significant mean difference is there between male and female private primary school teachers with average level of life satisfaction with regard to modernization. Private primary school male teachers with average level of life satisfaction are more modern than female private primary school teachers with average level of life satisfaction.