

Motivation Level, Self-Esteem and Life Satisfaction among Lecturers and Subject Specialists

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ABSTRACT

The study was aimed at investigating the relationship between the motivation level, self-esteem and life satisfaction among the subject specialists and lecturers. The study also aimed at investigating the relationship of these psychological constructs along with the demographic variable (i.e. Gender, job status,) among the subject specialists and lecturers. The present study is based on cross-sectional survey research design. The sample of the study consisted of teachers (N = 200) including subject specialists (n = 100) and lecturers (n = 100) respectively. Both male subject specialists and lecturers (n = 100) and female subject specialists and lecturers (n = 100) were included in the sample. Data was collected from rural and urban areas of Faisalabad Division especially from District Jhang and its Tehsils. The instruments "Achievement Oriented Attitude Scale" (Moghni, 1969), Self-Esteem Scale (Rifai, 1999) and Life Satisfaction Ladder Scale (Cantril, 1965) respectively were used in the current research. Data analysis

revealed positive correlation between motivation level and self-esteem among subject specialists and lecturers. Furthermore it indicates positive relationship between motivation level and life satisfaction among lecturers and among the subject specialists. Gender differences revealed that male and female subject specialists and lecturers have significant difference on the scores of motivation level, self-esteem and life satisfaction

Key Words: Motivation Level, Self-Esteem, Life Satisfaction Lecturers and Subject Specialists

INTRODUCTION

Education is a very important aspect and pillar in Nations' development, the people who belong to this profession also have the same importance. Discussions of the education world will always refer to discussion of teacher's roles in education. Education is a man making process; its specific role is to accelerate the whole development of body, mind, intellect and

emotions. Education is broadly viewed as the intellectual and the moral training of individuals through which their potentialities are developed, the character traits are (To teach) in them, and the culture of the people is transmitted to the coming generations. Education is indeed a vital component of the life of a nation and cannot be considered in absolute isolation or viewed in a vacuity. If we are able to see the history of those nations who are today a developed and strong nations are only due to the Education. Nations consume their maximum budget on the development of Education and there are still many reforms to be tested for the welfare of educational system as well as both teachers and students. Teacher is a key to the education process. The strength of an educational system largely depends upon the quality of its teachers. It is the teacher who is instrumental in transforming an individual into a person of imagination, wisdom, human love and enlightenment, and institutions into lampposts of posterity, and the country into a learning society (Shaughnessy & Haladyana, 1985).

Teacher is a professional qualified person who had undergone training and is assumed to have specific skills and competencies to develop student's knowledge and skills. Therefore, it is not surprising if society hopes that teachers educate their children and develop their potentials in line with the education and curriculum objectives. Students will give good cooperation to the teacher if he/she shows seriousness, teaching ethics and initiative-making to improve his/her

students, patiently and highly-committed. Nowadays, most teachers do not fully aware of the challenges in the education world. There is a lot of detail analysis on teaching methods and activities managed by teachers in their classroom (Schulz, 2007).

Teachers also need to have high motivation as well as knowledge and expertise. Moreover, there is a parable (a simple story to tell a moral lesson) stated that the higher teachers' motivation, the higher their work performance is. Motivation is a complex and dynamic construct that is a function of the past, present and future and is dependent on both the whole group and the individual (Hardr et al., 2002). That is why for the better outcome or results and for quality education the teachers should be highly motivated.

It is generally believed that there are many benefits of having a positive view of the self. Those who have high self-esteem are presumed to be psychologically happy and healthy whereas those with low self-esteem are believed to be psychologically distressed and perhaps even depressed (Tennen& Affleck, 1993).

Having high self-esteem apparently provides benefits to those who possess it. They feel good about themselves, they are able to cope effectively with challenges and negative feedback, and they live in a social world in which they believe that people value and respect them. Most people with high self-esteem appear to lead happy and productive lives. By contrast, people with low self-esteem see the world through a more negative filter, and their general

dislikes for themselves colors their perceptions of everything around them. Substantial evidence shows a link between self-esteem and depression, shyness, loneliness, and alienation low self-esteem is aversive for those who have it. Thus, self-esteem affects the enjoyment of life even if it does not have a substantial impact on career success, productivity, or other objective outcome measures. Given the choice, however, most people would prefer to have high self-esteem.

In Pakistan the self-esteem in teachers can be analyzed by a number of educational researches conducted on the teacher's self-esteem have proved strong positive correlation between self-esteem, past satisfactions, and future aspirations. There are many other factors that have impacted on individual's self-esteem in the society such as moral development and goal oriented thinking towards their occupation. Partington & Kimberly (2004) have conducted their research under the title "The impact of self-esteem on academic achievement and aspirations of urban minority adolescents".

In past, the formal education revolved around the teacher. Teacher was considered as the center of education. Corporal punishment, verbal scolding, strict discipline in terms of maintaining death silence within a classroom, one way lectures were the hall marks of teacher centered education. However, teaching and learning through discourse or dialogue was introduced by Socrates and Plato for 2500 years in the history (Khalid, 1990).

Pakistan is a developing country and education always plays a vital role in the development of any country if we see the history of world and history of developed nations we will come to know that all these developed nations make progress due to the education and literacy rate. Unfortunately in Pakistan the literacy rate is not so much high as compared to other countries. Now in Pakistan like other developed countries education is making progress and many researches have been conducted on education like'

Mubbsher (2013) conducted a research on the topic of "Motivation Crisis among Primary School Teachers" A Descriptive Study. And the findings showed the six following reasons of being not so well motivated were Reward & Punishment System, Low Salary, Poor Supervisory Feedback, Low social status, Lack of professional commitment, and Lack of content knowledge and pedagogy skills.

Din et al., (2012) conducted a research on the "factor affecting teacher motivation at secondary school level in Kohat city" and this research was published in February 2012 in "interdisciplinary journal of contemporary research in business". On the basis of analysis it was concluded that rewards and incentives, self-confidence, economic status of teacher and financial incentive more affect the performance of teachers, while socio- status of the teacher, examination stress and teaching as first Choice of the teacher less affect the performance of teachers.

Life satisfaction can reflect experiences that have affected a person in a

positive way. These experiences have the ability to motivate people to pursue and reach their goals (Bailey, Eng, Frisch, & Snyder, 2007). There are two emotions that may affect how people perceive their lives. Hope and optimism both consist of cognitive processes that are usually oriented towards the reaching of goals and the perception of those goals. The Satisfaction with Life Scale (SWLS) is a single scale that is used by UNESCO, the CIA, the New Economics Foundation, the WHO, the Veenhoven Database, the Latinbarometer, the Afrobarometer, and the UNHDR to measure how one views his or her self-esteem, well-being and overall happiness with life (Diener, 1999). Previous modeling showed that positive views and life satisfaction were completely mediated by the concept of self-esteem, and the different way ideas and events are perceived by people. Several studies found that self-esteem plays a definite role in influencing life satisfaction.

Vimala et al.,(2005). These people conducted a research on “Teachers Motivation in India” they discovered in villages no correlation between motivation levels and teacher qualification, training, residence, gender and pay scale. They throw some light on the some serious issues that teachers said they were motivated.

Rode, (2004) conducted a research on the topic “The Relationship of Life and Job Satisfaction to Emerging Attitudes”. This Research has established the relationship between job and life satisfaction as being significant and positive

(Pearson product moments ranging from 0.31 to 0.44). Three perspectives are often suggested to explain the significant job-life satisfaction correlation. The first assumes that job and life satisfaction are the same construct, with job satisfaction serving as an underlying dimension of overall life satisfaction.

Rationale of the Study

The present study has been designed to explore the motivation level, self-esteem and life satisfaction among the lecturer and subject specialists. Teaching can be defined as a method through which teachers try to teach the children and provide them correct information. A good teaching method is directly associated with the attributes of a teacher. Among these attributes motivation, self-esteem and life satisfaction play a pivotal role for good teaching and have deep effect in learning process which create a permanent change in the behavior of students. So it is the need of time to understand these elements. In educational setting for the development of motivational level, providing strengthen to the self-esteem of the teachers and try to the probe the role satisfaction level in the life of teachers.

This research will provide a base to higher authority to find out the best way for the promotion of quality education. It will assess the high ups that what type of strategies should be launched for boosting motivational level, self-esteem and life satisfaction among teachers, lecturers to obtained the quality education. This

research also aims to determine gender differences and geographical status (rural/urban) and its impacts on the motivation, self-esteem and life satisfaction in the present scenario among college lecturers and the subject specialists of Pakistan especially in Jhang (Punjab).

Hypotheses

Keeping in view the above mentioned objectives following hypotheses are formulated.

- 1- There will be a significant relationship between motivation level and self-esteem among lecturers and subject specialists.
- 2- There will be a significant relationship between Motivation level and life satisfaction among lecturers and subject specialists.
- 3- There will be a significant relationship between self-esteem and life satisfaction among lecturers and subject specialists.
- 4- There will be a significant difference among men and women subject specialists and lecturers on scores of motivation level.
- 5- There will be a significant difference among men and women subject specialists and lecturers on scores of self-esteem.
- 6- There will be a significant difference among men and

women subject specialists and lecturers on scores of life satisfaction.

MATERIALS AND METHOD

Sample

The present study is based on cross-sectional survey research design. The sample of the present study consisted of teachers ($N = 200$), including subject specialists ($n = 100$) and lecturers ($n = 100$) respectively. Both male subject specialists and lecturers ($n = 100$) and female subject specialists and lecturers ($n = 100$) were included in the sample during the research. Data was collected from rural and urban areas of Faisalabad Division. Purposive sampling technique was used to collect the information from the participants. The age range of the participants was 25 years to onward and the qualification would be of Master level and they must represent the residential of Faisalabad Division.

The participants were Lecturers and Subject Specialists, The Lecturers both male and female were the representative of the colleges whereas the Subject Specialists were the representative of the Higher Secondary Schools.

Instruments

Achievement Oriented Attitude Scale

Achievement Oriented Attitude Scale which is subscale of MP 3 Moghni Scale developed by Moghni (1969) was used to measure motivation level. This scale

consists of ten items including positive and negative statements. It is five point likert scale. Response categories ranges from 1 to 5 with giving the score of 5 to 'strongly agree', 4 to 'agree', 3 to 'neutral', 2 to 'disagree', and 1 to 'strongly disagree'. The alpha reliability of the scale is .80.

Self Esteem Scale

The Self-Esteem Scale developed by Rifai (1999) was used to access the self-esteem of the participants. There are 29 items with five response categories and is 5 point Likert type scale. Response categories ranges from 1 to 5 with giving the score of 5 to 'strongly agree', 4 to 'agree', 3 to 'neutral', 2 to 'disagree', and 1 to 'strongly disagree'. Reverse items are 1, 5, 7, 8,11,13,16,19,21,25 & 28 and positive items 2, 3, 4, 6,9,10, 12, 14, 15, 17, 18, 20, 22, 23, 24, 26, 27, 29. The alpha coefficient reliability is .83.

Life Satisfaction Ladder Scale

Life Satisfaction Ladder Scale developed by Cantril (1965) and is used to measure life satisfaction among participants. It consisted of one item. This scale is drawn as ladder with nine range from 1 to 'most dissatisfaction' and 9 to 'most satisfaction'. Due to simplicity it is used to measure life satisfaction, happiness and well-being. Test retest reliability of the scale is .70. Naheed also used Life Satisfaction Ladder Scale to measure wellbeing and job satisfaction among teachers.

Procedure

The present study intended to examine the relationship between the motivation level, self-esteem and life satisfaction among the subject specialists and lecturers. Informed consent in oral form was obtained from the respondents or research participants. The researcher introduced himself and also told the nature and importance of this particular research. Participants were instructed regarding the nature, objectives and importance of the research. The researcher handled the quarries of the participants before, during and after the form completion. In the end, the research participants were thanked for their valuable contribution regarding the study. All ethical issues were handled during and after the research work by the researcher.

Statistics

After data collection the data was rearranged and put in to the S.P.S.S for analysis and different Statistical procedure were used to analyze the data and for results.

RESULTS

The present study intended to examine the relationship between the motivation level, self-esteem and life satisfaction among the subject specialists and lecturers. Different statistical procedures were used to analyze the data. Correlation method was used to determine the relationships between variables of the study. Independent sample *t*-test was used to find the difference in participants with

respect to demographic variables like gender and job status of the participants.

Table: 1

Frequency and Percentage in Demographic Variables among subject specialists and lecturers (N = 200)

Variables	F	%age
1. Gender		
Male	100	50
Female	100	50
2. Job Status		
Lecturer	100	50
Subject Specialists	100	50

Note. F = Frequency, %age = Percentage

Table 1 shows Frequency and Percentage in all Demographic Variables among subject specialists and lecturers.

Table 2:

Correlations between motivation level and self-esteem among lecturers(n=100) and Subject Specialists(n=100)

	Variable	Self-esteem	P
<i>Lecturers</i>	Motivation level	.226*	.024
<i>Subject Specialists</i>	Motivation level	.321**	.001

$P^* < 0.05$, $P^{**} < 0.01$

Table 2 shows that there is a positive correlation ($r=.226^*$) between motivation level and self-esteem among lecturers $p < 0.05$ and a positive correlation ($r=.321^{**}$) between motivation level and self-esteem among subject specialists $p < 0.01$. The hypothesis is accepted.

Table 3:

Correlations between Motivation level and life satisfaction among lecturers (n=100) and subject Specialist (n=100)

	Variable	Motivation Level	P
<i>Lecturers</i>	Life satisfaction	.205*	.041
<i>Subject Specialists</i>	Life satisfaction	.244 *	.032

$P^* < 0.05$,

Table 3 shows a significant positive correlation ($r=.205^*$) between Motivation level and life satisfaction among lecturers $p < 0.05$ and significant positive correlation ($r = .244^*$) between Motivation level and life satisfaction among subject specialists $p > 0.05$. This hypothesis is accepted.

Table 4

Correlations between self-esteem and life satisfaction among lecturers (n=100) and subject specialists (n=100)

	Variable	Self Esteem	P
Lecturers	Life satisfaction	.241*	.043
Subject Specialists	Life satisfaction	.214 *	.043

$P^* < 0.05$,

Table 4 shows a significant positive correlation ($r = .241^*$) between life satisfaction and self-esteem among lecturers $p < 0.05$ and significant positive correlation ($r = .214^*$) between life satisfaction and self-esteem among subject specialists $p > 0.05$. This hypothesis is accepted.

Table 5

Difference on Motivation level among men and women subject specialists and lecturers N=(200)

	SS	Df	MS	F	Sig.
Between Groups	218.68	3	72.89	4.31	.006
Within Groups	3317.40	196	16.92		
Total	3536.08	199			

Multiple Comparisons

		MD	Sig.
Lecturer male	SS female	2.44000*	.003
SS male	SS female	2.54000*	.002
SS female	Lecturer male	2.44000*	.003
SS female	SS male	2.54000*	.002

*. The mean difference is significant at the 0.05 level.

The one way ANOVA was conducted to compare the Motivation level among lecturer male, lecturer female, SS male and SS female. It was observed, $F(3,196)=4.31, p=.006$ which indicates there is a significance difference between four groups in the level of satisfaction. A post hoc comparison using the (LSD) test indicates that there is significance difference in the motivation level between lecturer male and SS female $p=.003$, SS male and SS female $p=.002$, SS female and lecturer male $p=.003$, SS female and SS male $p=.002$.

Table 6

Difference on Self Esteem level among men and women subject specialists and lecturers N=(200)

	SS	df	MS	F	Sig.
Between Groups	517.095	3	172.365	3.309	.021
Within Groups	10209.860	196	52.091		
Total	10726.955	199			

Multiple Comparisons

		MD	Sig.
Lecturer female	SS male	3.72000*	.011
Lecturer female	SS female	3.72000*	.011
SS male	Lecturer female	3.72000*	.011
SS female	Lecturer female	3.72000*	.011

*. The mean difference is significant at the 0.05 level.

The one way ANOVA was conducted to compare the level of self-esteem in lecturer male, lecturer female, SS male and SS female. It was observed, $F(3,196)=3.309, p=.021$ which indicates there is a significant difference between four groups in the level of self-esteem. A post hoc comparison using the (LSD) test indicates that there is a significance difference in Self-esteem between lecturer female and SS male $p=.011$, lecturer female and SS female $p=.011$, SS male and lecturer female $p=.011$, SS female and lecturer female $p=.011$.

Table7

Difference on life satisfaction among men and women subject specialists and lecturers N=(200)

	SS	Df	MS	F	Sig.
Between Groups	13.080	3	4.360	2.803	.041
Within Groups	304.840	196	1.555		
Total	317.920	199			

Multiple Comparisons

		MD	Sig.
Lecturer male	SS male	.54000*	.032
Lecturer female	SS female	.60000*	.017
SS male	Lecturer male	.54000*	.032
SS Female	Lecturer female	.60000*	.017

*. The mean difference is significant at the 0.05 level.

The one way ANOVA was conducted to compare the level of life satisfaction in lecturer male, lecturer female, SS male and SS female. It was observed $(3,196)=2.803, p=.041$ which indicates that there is a significance difference between four groups in the level of life satisfaction. A post hoc comparison using the (LSD) test indicates that there is significance difference in the level of life satisfaction between lecturer male and SS male $p=.032$, lecturer

female and SS male $p = .017$, SS male and lecturer male $p = .032$, SS male and lecturer female $p = .017$.

DISCUSSION

The present study is conducted to explore the level of motivation, self-esteem and life satisfaction among the lecturers and subject specialists. The sample of $N=200$ lecturers and subject specialists ($n=50$ male lecturers, $n=50$ female lecturers, $n=50$ male subject specialists and $n=50$ female subject specialists) selected.

The Pearson product moment correlation was used to test the stated hypothesis. The results of this hypothesis revealed a significant relationship between motivation level and self-esteem among lecturers and subject specialists on achievement oriented attitude scale and self-esteem scale.

The 1st hypothesis is supported in the current research. The current results are according to the past research's evidence which suggests that there is a positive association between motivation level and self-esteem among teachers (Stevens & White, 1987; Sylvia & Hutchinson, 1985).

The link of motivation with self-esteem can be seen or noticed as if a person either a teacher or any person who is well motivated to obtain any goal and his self-esteem will high because he will perceive himself as a productive person and he or she has a positive view about him or herself then automatically his or her level of motivation

The 2nd hypothesis is supported by the current research. Motivation directly and indirectly effects on college teachers life satisfaction. Highly motivated teachers results in high life satisfaction which further effects on their performance (Beer & Beer, 1992). Many factors promote motivation as well as life satisfaction in teachers. Pay incentives have found to be a strong factor in producing motivation and life satisfaction. Sylvia and Hutchinson (1985) studied 167 teachers and found contributing factors in promoting teacher's motivation which further positively effects on their life satisfaction. These factors included achievement of goals, pay incentives, freedom of implementing new ideas, and some other factors like good physical and mental health, work family facilitation etc.

Din, Tufail, Shereen, Nawaz & Shahbaz (2012) conducted a research on the "factor affecting teacher motivation at secondary school level in Kohat city". The sample of 40 teachers was selected for the study. On the basis of analysis it was concluded that rewards and incentives, self-confidence, economic status of teacher and financial incentive more affect the performance of teachers, while socio- status of the teacher, examination stress and teaching as first Choice of the teacher less affect the performance of teachers.

Alam (2010) conducted a research on the topic of "the factors affecting teacher's motivation". The target population was consisted of the teachers who were teaching in the secondary schools in

Rawalpindi Pakistan. The conclusion was consisted of the findings that the teachers were not satisfied from their social economic status, choice of profession, student's behavior and examination stress.

It also remembers that "Job satisfaction and Life satisfaction" are highly correlated as the evidence sees the researches done on this topic. Rice, Smith, Near and Hunt, (1983) conducted a research on the relationship between "Job Satisfaction and Life Satisfaction" For more than 90% of the cases, the direction of this relationship is positive; and none of the scattered negative relationships is statistically reliable.

The 3rd hypothesis is supported in the current research. Although in the past researches the link between self-esteem and life satisfaction is weak and in some studies negative. Because in collectivistic culture individuals think more about his friends and family and give comparatively less importance to himself compared to individualistic culture so in collectivistic culture self-esteem have low or no effect on life satisfaction (Diener & Diener, 1995; Heine & Lehman, 1995). According to Rosenberg (1965) self-esteem is the positive or negative alignment towards a person's self and it reflects self-worth, self-acceptance, self-competence of a person and self-regard and is linked with successful life, happiness and life satisfaction

It has been seen that "self-esteem is merely related with life satisfaction" because if a person either he or she is a teacher or not is not fully satisfied with his

or her life then there are less chances of his or her high self-esteem.

The 4th hypothesis is supported in the current research. In psychological and educational research, the role of gender has always great impact on motivation level.

Judith (1986) conducted research and found four modern theories in explaining gender differences in motivation. These contemporary four theories included including attribution, achievement motivation, achievement goal perspectives and expectancy-value. In all these theories the researchers found that male and female motivation, motivational belief and behavior more in males than in female. Male reported stronger belief and behavior in learning and reading as well as in teaching. Effect of gender can also be moderated by college environment, ability, ethnicity and socioeconomic status (Martin, 2004).

A study conducted by Zareh (1994) on seeing the relationship between achievement of motivation, self-esteem, and gender in between self-esteem and gender found that there was significant relationship in between self-esteem and gender. Most of the studies indicated that the girls have tendency of having low self-esteem then the boys. As the society in which they live that pays more attention to the physical appearance of the girls then their intelligence.

A study is supporting 5th hypothesis by measuring the gender differences in adolescent self-esteem. With a relatively

large ($n = 545$) sample of adolescents, gender differences as well as the relative contributions to self-esteem was measured. As predicted, boys attained slightly higher self-esteem scores than girls. In terms of relative contribution of self-esteem for the 2 genders, self-esteem in boys and girls is predicted in very similar strengths and in the same order of magnitude (Quatman & Watson, 2001).

Another study aimed at assessing the level of self-esteem in teachers' in Lagos metropolis, Nigeria. A descriptive survey design was adopted for the study and a simple random sampling technique was used to select 200 participants (M=94; F=106) from ten public and ten private secondary schools in Lagos metropolis. Data collected using Index of self-esteem (ISE) was analyzed by independent t-test. It was revealed that there were significant differences between the levels of self-esteem in teachers' (Tunde & Oladipo, 2013).

A research addressed self-esteem and gender in western culture. Approximately 500 youth, one-third of whom were African American and the remaining two-thirds were Caucasian American, completed self-esteem scale. Findings indicated that gender differences were significant on self-esteem (Jackson et al., 2010).

6th hypothesis indicates that Gender differences in life satisfaction also existed in previous research work. Previous research work is evident that male were

found to be high on life satisfaction compared to female (Gerontol, 1996).

In most of the researches no significant difference in life satisfaction and different level of well-being were found among male and female (Haring, Stock, & Okun, 1984).

However, gender differences in life satisfaction and found more life and job satisfaction in men as compared to women. The researcher found household satisfaction more in women but overall satisfaction and well-being in men. Another study proved gender differences in well-being and life satisfaction and also found significant effect of gender in life satisfaction and well-being among adolescents.

In the current research the results revealed that lecturers significantly scored high on motivation level, self-esteem and life satisfaction as compared to subject specialists. Although there is little literature is available which tells the differences between subject specialist and college lecturers on motivation level, self-esteem and life satisfaction. The reason behind is that in Pakistan we can see that subject specialists attend and teach their classes whole the year except summer vacations but on the other hand lecturers only teach F.A, B.A and M. A. in colleges only for a semester in one year. Also it can be seen that promotion of lecturers is very slow compared to subject specialist. Subject specialists easily reach to scale 19 within ten to fifteen years whereas a college lecturer reaches in these years not more than scale 18. That is why their motivation level,

self-esteem as well as life satisfaction of subject specialists is more than lecturers.

Conclusion

The present study was sought to examine the relationship between the motivation level, self-esteem and life satisfaction among the subject specialists and lecturers. The study also aimed at investigating the effect of demographic variables i.e. gender, experience, nature and type of subjects etc. On study variables i.e. motivation level, self-esteem and life satisfaction among the subject specialists and lecturers. All the hypotheses are supported in the present study. The findings indicate that motivation level has significant positive correlation with self-esteem and life satisfaction among the subject specialists and lecturers. Gender difference revealed that Male subject specialists and lecturers significantly scored high on motivation level, self-esteem and life satisfaction than that of female teachers. On residential status it was found that subject specialists and lecturers of urban area significantly scored high on motivation level, self-esteem and life satisfaction than rural area. On job experience the results revealed that more experienced subject specialists and lecturers significantly scored high on life satisfaction than less experience teachers. Socio economic differences revealed that high socio economic subject specialists and lecturers significantly scored high on motivation level, self-esteem and life satisfaction. Moreover results revealed that subject specialists significantly scored high on motivation level, self-esteem and

life satisfaction as compared to college lecturers.

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