

Study the Relationship Between Life Orientation and Male and Female Teachers, Inferiority and Happiness Feelings from the First Region of Education System at Zahedan City

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Abstract: The aim of this research is comparative study of life orientation and male and female teachers, inferiority and happiness feelings from the first region of education system at Zahedan City. This study in terms of research objectives is considered as fundamental study and in terms of research methodology is considered as descriptive correlative study. Statistical community of this research includes all male and female teachers of the secondary and guidance schools in education systems first region of Zahedan City and 150 questionnaires were distributed among them. Variables were measured by using three Chang life orientation and Oxfords happiness and inferiority questionnaires. Results of hypotheses analysis showed that life orientation and inferiority feeling affect on happiness feeling of the male and female teachers at education systems first region of Zahedan City. Also, life orientation affects on male and female teachers, happiness feeling. Additionally, inferiority feeling does not affect on male and female teachers, happiness feeling. Finally, life orientation affects on male and female teachers, inferiority feeling in this research.

Key words: Life orientation, inferiority feeling, happiness, teachers, hypotheses

INTRODUCTION

A desirable life style requires two types of orientations: acceptable and unacceptable norms at life, implementation methods and materialize them. The first orientation is based on values and ethics. The second orientation is based on practical values. Ethics guide general life orientations and human science especially psychology and methods to achieve them ahead of the individuals. Life style is an interdisciplinary subject. Ethics and psychology pay attention to both mental and physical aspects of life style (Sharifi, 2013).

The life style means: a person's general approach to achieve her/his goals and overcoming on the problems and difficulties. But, the deep of the emotions, individual attitudes and his/her beliefs are not measured in Islamic life style while it measures individual behaviors. However, each behavior that has Islamic base, it must be used a minimum Islamic emotions and sentiments. One of the effective factors on life style is that Islam and Islamic life style are considered as a big continuum that they include low, medium and high levels. Some of faith degrees and characteristics of the believers have been so known that if they were not in traditions, it is clear that they were desirable. Continuum of the Islam and Islamic life style is clear from different verses and traditions.

Accordingly, it is clear that Islamic life style has continuum state. So that, each Muslim person has certain place in this continuum structure. In the last decade, the concept of life orientation is considered as important and significant theories empirically. This concept is often defined to know positive and negative expectations about future. The human is thinker creature that his/her mental and physical health is affected by problems and events which he/she faces them and his/her attitudes towards problems and difficulties. Also, the orientation and type of attitudes that human has taken in his life lead to decreasing or increasing depression, anxiety and stress in himself. Optimism and pessimism form two ends of a continuum. So that, high optimism and pessimism correspond with high health and serve disorders, respectively (Kubzansky *et al.*, 2004).

Optimism and pessimism are as comprehensive positive and negative results, respectively. Also, they are important corresponding factors (Mousavi Nasab and Taghavi, 2007). Optimism is expectation for a lot of desirable and pleasant events and few unpleasant events in future. This belief is related to this fact that future will have desirable and pleasant consequences. The opposite point of optimism is pessimism. Pessimism or generalized negative experiences are inevitable negative and unpleasant events and events often do not

go well. Optimists are individuals who tend to interpret events positively and when they face with problems believe that they will achieve pleasant and positive results (Peterson, 2000).

Pessimists have negative attitude toward different events and people around themselves. For example, they believe that others cheat them and events will lead to damage and negative consequences. Optimists has numerous advantages, this characteristic helps a person can resist against depression that leads to failure and unpleasant events. Optimism leads to increasing the activity of immune system that it prevents from infected diseases. While, pessimism leads to increasing depression and anxiety and decreasing expectation of development and unsuitable physical conditions. The opposite point of life orientation is inferiority feeling that it is one of feelings that all people experienced it. This feeling is feeling that forces human to think about his success and way to achieve it in his life as the most valuable motivation. On the other hand, this feeling can be destructive that instead of guidance people to achieve their goals, leads to undesirable and destructive behaviors. Inferiority feeling is like as coin with two faces. One face of it associates with honor and other face of this coin associates with failure. Success and failure depend on the way of facing with the inferiority feeling. But, since all people have not high self-esteem in facing with the inferiority feeling attempt to false or misleading compensation. The mechanism of escape from reality and turn to fantasy, escape from responsibility, ostentation and hypocrisy, catch ones attention, character assassination, destruction others and speak about others when they do not present, accusation and ridicule, turn to temporary pleasures and using drugs, affectation to intelligence and loss of identity, confusion and dissension and iconoclasm and presidential ambition are considered as examples of false compensation. Regarding to this fact that life orientation and optimism and pessimism feelings are two main effective factors on happiness feeling. Optimism feeling will help to improve happiness feeling among teachers who communicate with students and it helps students to understand materials better. Thus, their optimism and life orientation will lead to improve quality of education and teacherss attention to this important point (Zandayar, 2014).

Therefore, the main question of this research is whether life orientation and inferiority feeling affect on happiness feeling of male and female teachers from the first region of education system at Zahedan City?

MATERIALS AND METHODS

Present research is an applied research. Also, its methodology is descriptive-survey research. Also, this research is correlative research. Statistical community of this research includes all male and female teachers from secondary and guidance schools in the first region of education system at Zahedan City. The sample consisted of 150 people who were selected by using random cluster sampling. It was used two Chang life orientation (optimism and pessimism) questionnaires, Oxford happiness questionnaire and a developed questionnaire by researcher to collect needed data and information for this research.

RESULTS AND DISCUSSION

Main hypothesis: life orientation and inferiority feeling affect on male and female teachers' happiness feeling from first region of education system at Zahedan City.

Since, the variable of inferiority feeling is considered as overlapping factor between life orientation and happiness, then it acts as independent variable. Thus, the results of the test are four outputs, the first output as dependent variable is teachers, happiness feeling Table 1 Shows the inserted and removed variables and used method to determine regression.

Table 2 shows output shows multi-correlation coefficient, adjusted coefficient and standard error of determination. There is difference between determination coefficient and adjusted determination coefficient in the sample and numbers of the variables. Here, these two coefficient are close because the sample is big.

In the third output it was used variance analysis of regression to ensure the linear relationship between variables:

- H_0 : there is no linear relationship between variables
- H_1 : there is linear relationship between variables

As the Table 3 output shows, significant level is $<5\%$, then hypothesis that states this model is linear is confirmed. Thus, the first main hypothesis is confirmed. Therefore, there is significant relationship between life orientation, inferiority feeling and teachers, happiness feeling in two groups.

The final output shows consistent value and coefficient of the independent variable in the regression equation at B column. Regression equation in the first step is defined as:

$$Y = 0.475 + (0.362) \times 1$$

Table 1: Inserted removed variables and used method to determine regression

Model	Independent variables	Removed variables	Used method to determine regression
1	Life orientation and inferiority feeling	-	Stepwise

Table 2: Correlation coefficient, determination coefficient of the life orientation and teachers' inferiority and happiness feelings

Model	Multi and linear correlation coefficient	Determination coefficient	Adjusted determination coefficient	Standard error of the determination
After inserting interventional variable of the inferiority feeling	0.489	0.239	0.229	0.61288

Table 3: Variance analysis of regression of the life orientation and teachers, happiness and inferiority feelings

Models	Sum of squares	Freedom degree	The mean of second power	Statistic	Significant level
Changes rate dependent variables	17.336	2	8.668	23.077	0.000
Reminder	55.216	148	0.376		
Sum	72.552	150			

Table 4: The coefficients of regression equation of life orientation and teachers, happiness and inferiority feeling

Models	Non-standard coefficients	Coefficients of standard error	Standardized coefficient value	Test statistic	Significant level
Input variable	0.475	0.075	6.350	-	0/0.00
independent variable					
Life orientation	0.362	0.059	0.447	6.087	0/0.00
After inserting	0.564	0.080	-	7.040	0/0.00
interventional variable					
Inferiority feeling	0.419	0.062	0.519	6.778	0/0.00
Teachers, happiness feeling	-0.182	0.067	-0.209	-2.738	0/0.00

And regression equation after inserting interventional variable is defined as:

$$Y = 0.564 + (0.419)x_1 + (-0.182)x_2$$

The value of significant level related to equity test of the regression coefficients and consistent value show the error level <0.05 that at first it is not need to exit variables from regression equation. On the other hand, the result of the tests shows that there is relationship between independent and dependent variables. After inserting interventional variable in the equation and according to output of Table 4, the reminder columns of this table include standard coefficients of B column, t statistic and sig that they are used in equity test of each coefficient of the B column. If β , α be constant value and gradient of the regression line, respectively then the test of the hypotheses can be wrote as:

$$\begin{cases} H_0: \beta = 0, H_0: \alpha = 0 \\ H_1: \beta \neq 0, H_1: \alpha \neq 0 \end{cases}$$

Since, in this output, sig is equal to regression coefficient and constant value is $<5\%$. Thus, the hypothesis of equity these two coefficients is rejected and these two coefficients should not be removed from regression equation.

First secondary hypothesis: life orientation affects on male and female teachers' happiness feeling in the first region of the education system of the Zahedan City.

It was used correlation coefficient test to test above statistical hypothesis. If correlation coefficient between life orientation (optimism and pessimism) and teachers' happiness feeling be significant at the minimum confidence level of 95%, then H_0 hypothesis is rejected and H_1 hypothesis is confirmed at thr confidence level 95%.

According to Table 5 correlation coefficient between life orientation (optimism and pessimism) and teachers, happiness feeling is equal to 0.281. This value shows significant relationship between two variables; life orientation and teachers, happiness feeling at error level of 5%. Also, calculated determination coefficient shows 0.079.

Table 6 shows variance analysis between variable of life orientation as independent variable and teachers' happiness feeling as dependent variable. Regarding to that Sig. = 0.000 is $<5\%$, hypothesis based on linear relationship between two variables is confirmed. Thus, the first secondary hypothesis is confirmed. Therefore, there is significant relationship between life orientation (optimism and pessimism) and male and female teachers, happiness feeling.

The second secondary hypothesis: inferiority feeling affects on male and female teachers, happiness feeling from the first region of education system at Zahedan City. It was used correlation coefficient test to test above statistical hypothesis. If correlation coefficient between inferiority feeling and teachers, happiness feeling be

Table 5: Correlation coefficient, determination coefficient of the life orientation and teachers' happiness feeling

Model	Coefficient			
	Correlation	Determination	Adjusted determination	SE of the determination
1	0.281	0.079	0.073	0.6101

Table 6: Variance analysis of the regression between life orientation and teachers happiness feeling

Models	Sum of squares	Freedom degree	The mean of second power	t-statistic	Significant level
Regression	0.064	1	0.064	0.172	0.000
The sum of error squares	0.745	2	0.372		
Sum	0.808	3			

Table 7: Correlation coefficient, determination coefficient between age difference and incompatibility between couples

Model	Coefficient			
	Correlation	Determination	Adjusted determination	SE of the determination
1	0.91	0.83	0.043	1.3702

Table 8: Variance analysis of regression between inferiority feeling and teachers happiness feeling

Model 1	Sum of squares	Freedom degree	The mean of second power	t-statistic	Significant level
Changes rate	0.016	1	0.016	0.008	0.06
Dependent variables					
Reminder	3.755	149	1.878		
Sum	3.771	150			

confirmed at the minimum confidence level of 95%

Table 9: Correlation coefficient, determination coefficient of life orientation and teachers' inferiority feeling

Model	Coefficient			
	Correlation	Determination	Adjusted determination	SE of the determination
1	0.89	0.792	0.00752	0.5483

significant at the minimum confidence level with 95%, then statistical hypothesis H_0 is rejected and hypothesis H_1 is confirmed at the minimum confidence level 95%.

According to Table 7 correlation coefficient between inferiority feeling and teachers, happiness feeling is equal to 0.91. This value does not show significant relationship between two variables; inferiority feeling and teachers' happiness feeling at the error level of 5%. Also, calculated determination coefficient dose not show a proper fit between changes of inferiority feeling variable on teachers, happiness feeling variable.

Table 8 shows variance analysis between inferiority feeling as independent variable and teachers, happiness feeling as dependent variable. According this output, the general significant of regression model is test by using this table and below statistical hypotheses:

- H_0 : there is no linear relationship between variables
- H_1 : there is linear relationship between variables

Regarding to Sig. = 0.06 is >5%, hypothesis based on linear relationship between two variables is rejected. Thus, the second secondary hypothesis is rejected. Therefore, there is no significant relationship between variable in two groups.

The third secondary hypothesis: life orientation affects on male and female teachers' inferiority feeling in the first region of the education system at Zahedan City. It was used correlation coefficient test to test above statistical hypothesis. If correlation coefficient of the life orientation and inferiority feeling be significant at the minimum confidence level of 95%, then statistical hypothesis H_0 is rejected and hypothesis H_1 is confirmed at the minimum confidence level of 95%.

According to Table 9 correlation coefficient of life orientation and teachers, inferiority feeling is equal to 0.089. This value shows significant relationship between two variables; life orientation and teachers' inferiority feeling at error level of 5%. Also, calculated determination coefficient shows 0.792. It shows proper fit of changes between teachers, inferiority feeling is affected by life orientation.

Table 10 and 11 shows variance analysis between teachers' inferiority feeling as independent variable and life orientation as dependent variable. According this output, general significance of regression model is test by using this table and below statistical hypotheses:

- H_0 : there is no linear relationship between variables
- H_1 : there is linear relationship between variables

Table 10: Variance analysis of regression between life orientation and teachers' inferiority feeling

Model 1	Sum of squares	Freedom degree	The mean of second power	t-statistic	Significant level
Changes rate	0.005	2	0.005	0.016	0.000
Dependent variables					
Reminder	0.601	148	0.0601		
Sum	0.606	150			

Table 11: The coefficient of the regression equation between life orientation and teachers' inferiority feeling

Model 1	Non-standard coefficients	Coefficients of standard error	Standardized coefficient value	Test statistic	Significant level
Teachers'	93.221	0.370	-	251.796	0.000
inferiority feeling	0.046	0.362	0.089	0.126	0.000

Regarding to Sig. = 0.000 is <5%, the hypothesis based on linear relationship between two variables is confirmed. Thus, the third secondary hypothesis is confirmed. Therefore, there is significant relationship between two mentioned variables in two male and female groups. The men have more optimism than women.

CONCLUSION

This research has tried to conduct comparative study about life orientation and male and female teachers, inferiority and happiness feelings from the first region of education system at Zahedan City. The results of hypotheses test show that life orientation and inferiority feeling affect on male and female teachers, happiness feeling from the first region of education system at Zahedan City. If people have positive orientation in their life and job, they will be more optimistic toward their social environment and their inferiority feeling will be decreased and their self-esteem will be increased and it will be led to increasing happiness feeling among them specially among women who have weaker emotions than men. The results of analyzing the question and first secondary hypothesis research show that life orientation (optimism, pessimism) affects on male and female teachers, happiness feeling from the first region of education system at Zahedan City. The results of statistical community analysis show that the positive life orientation among female teachers not only increases their happiness feeling but also increases their job commitment and satisfaction. This orientation has affected on decreasing their negative life orientation. Therefore, today life orientation and optimism lead to more activity of immune system and it decreases infected diseases. While pessimism increases depression, anxiety and decreases development and desirable physical conditions.

Also, the results of question and the second secondary hypothesis analysis show that inferiority feeling dose not affect on male and female teachers, happiness feeling from the first region of the education system at Zahedan City. On the other hand, there is no significant relationship between these two variables.

Obtained results show that inferiority feeling among teachers decreases their happiness feeling. Since, all of people have experienced inferiority feeling, on the one hand, this feeling is the most valuable motivation that forces human to think about his/her success and ways to achieve success and on the other hand, this feeling can be destructive and it can lead to undesirable and abnormal behaviors. Inferiority feeling is like as a coin with two faces. One face of it associates with honor and other its face associates with failure. Therefore, success and failure of the human depend on how human faces with inferiority feeling. The results of question research and the third secondary hypothesis analysis show that life orientation affects on male and female teachers' inferiority feeling from the first region of education system at Zahedan City. Life orientation, optimism and pessimism feeling are two main effective elements and factors on decreasing inferiority feeling and optimism affects on decreasing inferiority feeling. If people have positive feeling and optimistic view toward their life and around environment and society, this inferiority will be changed in to honor feeling, gradually. The results of hypotheses test show that female teachers in respect to their role in training and education believe that they can perform their tasks as teacher at their workplace and as mother at their family environment, well by reliance on themselves and weakening the inferiority feeling. Optimism and positive life orientation help them to improve quality of education and increase their attention to this important point for better education and understanding educational material.

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