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THE RELATIONSHIP BETWEEN JOB SITUATION AND LIFESTYLE OF TEACHERS IN TWO REGION OF AHWAZ

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ABSTRACT
The purpose of our research was to identify the relationship between job situation and lifestyle of teachers in two regions of Ahwaz. The method of research was a descriptive-correlative. The sample size was teachers in two region of Ahwaz (n=329). A five-point Likert-type scale was used as the instrument to gather data in order to measure the job situation and lifestyle. Data were analyzed using the Statistical Package for the Social Sciences (SPSS). This questionnaire was set in 3 subscales including: job situation, lifestyle and characteristics of teachers. Questionnaire validity was determined by panel of experts and reliability was estimated by calculating Cronbach's alpha and it was appropriate for this study. The results of research showed, the correlation between lifestyle with job status, job security and salary at the level of 0.01 was significant. Therefore, the null hypothesis is rejected. It means that with 99% of confidence, we can conclude that teacher with high job status; job security and suitable salary had high lifestyle.

Keywords: Job Situation, Lifestyle, Teachers

INTRODUCTION
Lifestyle is the term that is given for a mode of living adopted by an individual, a group, a nation or a commonwealth of nations. Lifestyles depend on the characteristics of a civilization or a culture within a given space and time.
A lifestyle takes shape within the specific interweaving of economic, political, cultural and religious frameworks, patterns and discourses. Under the conditions of globalization, it is also greatly influenced by demography and technology (Miles, 2000; Zhang, 2009).
A lifestyle typically reflects an individual's attitudes, way of life, values or world view. Therefore, a lifestyle is a means of forging a sense of self and to create cultural symbols that resonate with personal identity. Not all aspects of a lifestyle are voluntary. Surrounding social and technical systems can constrain the lifestyle choices available to the individual and the symbols she/he is able to project to others and the self (Spaargaren and VanVliet, 2000).
Term "lifestyle" is a relatively common theory that often is used to refer to the way people live and is the full range reflection of social values, attitudes and activities (Baghiani and Ehrampoush, 2003). Lifestyle includes behaviors such as food habits, sleeping and resting, physical activity and exercising, weight controlling, smoking and alcohol consumption, immunization against disease, coping with stress and ability to use family and society supports (Monahan *et al.,* 2003). Studies have indicated that there is a strong correlation and relationship between health and lifestyle. American Heart Association in 2001 introduced lifestyle as an important susceptible cause of mortality in the U.S. and stated that approximately 70 percent of all the physical and mental diseases are related to the lifestyle (Heart and stroke facts, 2001). There is a belief in our society that people should work hard for their entire lives, sacrifice themselves in order to earn a living, and then, when they have stored up enough money, they can live the life they want. This belief is the cause for much of our unhappiness, dissatisfaction, and pain. The truth is that people, who design their career around their wanted lifestyle, rather than the other way around, actually work harder, make more money, have more opportunity, are more well-liked, and have more fulfilling careers. When you build your career around your lifestyle, you will not only be happier, but also more successful (Moran, 2013).

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Te purpose of research was identifying the relationship between job situation and lifestyle of teachers in two region of Ahwaz. Based on the literature review and purpose of research multiple hypotheses are explained:

Hypotheses of the Study:

There is a significant relationship between job status and lifestyle of teachers.

There is a significant relationship between job security and lifestyle of teachers.

There is a significant relationship between salary and lifestyle of teachers.

There is a significant relationship between workplace relations and lifestyle of teachers.

There is a significant relationship between working hours and lifestyle of teachers.

There is a significant relationship between level of education and lifestyle of teachers.

There is a significant relationship between age and lifestyle of teachers.

There is a significant relationship between gender and lifestyle of teachers.

There is a significant relationship between marital status and lifestyle of teachers.

MATERIALS AND METHODS

Te purpose of research was identifying the relationship between job situation and lifestyle of teachers in two region of Ahwaz. The method of research was a descriptive-correlative. The sample size was teachers in two region of Ahwaz (n=329). A five-point Likert-type scale was used as the instrument to gather data in order to measure the job situation and lifestyle. Data were analyzed using the Statistical Package for the Social Sciences (SPSS). This questionnaire was set in 3 subscales including: job situation, lifestyle and characteristics of teachers. Questionnaire validity was determined by panel of experts and reliability was estimated by calculating Cronbach's alpha and it was appropriate for this study.

RESULTS AND DISCUSSION

Demographic Profile

Table 1 shows the demographic profile and the descriptive statistics for some characteristics of teachers.

Table 1: Demographic profile of teachers

Variables	F	P	CP
Gender			
Male	170	51.68	51.68
Female	159	48.32	100
Age			
20-30	59	17.93	17.93
30-40	139	42.24	60.17
40-50	122	38.08	98.25
50-60	9	2.75	100
Educational level			
Diploma	30	9.11	9.11
Technician	65	19.75	28.86
BSc	129	39.22	68.08
MSc	90	27.35	95.43
PhD	15	4.57	100
Income(Million rial)			
10>	11	3.34	3.34
10-15	215	65.35	68.69
15-20	72	21.88	90.57
20-25	24	7.30	97.87
25<	7	2.12	99.99

F: Frequency, P: Percentage, CP: Cumulative Percentage

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The results of the demographic information and the descriptive statistics of the participant indicated that 51.68% of participants were men. Based on classification of years old, 42.24% placed on 30-40 years old strata. The most frequency of teachers (65.35%) were in the group with 10-15 Million Rial in month.

Items of Job Situation

The results of table 2 showed the frequency of job situation items. Based on the results, most frequency of teachers about job status, job security, salary and workplace relations respectively were moderate (30.69%, 30.40%, 42.58% and 35.52%).

Table 2: Describe job situation items

Items of Job Situation	Very low		Low		Moderate		High		Very High	
	F	P	F	P	F	P	F	P	F	P
Job Status	32	9.73	25	7.6	101	30.69	80	24.31	91	26.75
Job Security	22	6.68	20	60.7	100	30.40	90	27.35	97	29.48
Salary	35	10.63	30	9.12	141	42.85	71	21.58	52	15.8
Workplace Relations	29	8.81	30	9.12	107	32.52	96	29.18	67	20.36

F: Frequency, P: Percentage

Items of Lifestyle

The results of table 3 showed the frequency of lifestyle items. Based on the results, most frequency of teachers about
body management, interpersonal relation, consumption pattern and the use of mass media respectively were moderate (37.69%, 34.65%, 36.78% and 38.60%).

Table 3: Describe lifestyle items

Items of Lifestyle	Very low		Low		Moderate		High		Very High	
	F	P	F	P	F	P	F	P	F	P
Body Management	15	4.56	54	16.41	124	37.69	91	27.66	45	13.67
Interpersonal relation	13	3.95	56	17.02	114	34.65	106	32.21	40	12.15
Consumption pattern	21	6.38	50	15.20	121	36.78	64	19.45	73	22.19
The use of mass media	10	3.04	8	2.43	127	38.60	76	23.10	108	32.83

F: Frequency, P: Percentage

Correlation Study

Test the first hypothesis: There is a significant relationship between job status and lifestyle of teachers. The results of table 4 showed, the correlation (r=0.251) between lifestyle and job status at the level of 0.01 was significant. Therefore, the null hypothesis is rejected. It means that with 99% of confidence, we can conclude that teacher with high lifestyle had high job status.

Table 4: Relationship between lifestyle and job status

Variable 1	Variable 2	Correlation Coefficient	Level of Significant
Lifestyle	Job Status	0.251***	0.000

: $\leq$0.05, *: $\leq$0.01

Test the second hypothesis: There is a significant relationship between job security and lifestyle of teachers.

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The results of table 5 showed, the correlation (r=0.330) between lifestyle and job security at the level of 0.01 was significant. Therefore, the null hypothesis is rejected. It means that with 99% of confidence, we can conclude that teacher with high lifestyle had high job security.

Table 5: Relationship between lifestyle and job security

Variable 1	Variable 2	Correlation Coefficient	Level of Significant
Lifestyle	Job Security	0.330***	0.000

:$\leq$0.05, *:$\leq$0.01

Test the third hypothesis: There is a significant relationship between salary and lifestyle of teachers.
The results of table 6 showed, the correlation (r=0.450) between lifestyle and salary at the level of 0.01 was significant. Therefore, the null hypothesis is rejected. It means that with 99% of confidence, we can conclude that teacher with high salary had high lifestyle.

Table 6: Relationship between lifestyle and salary

Variable 1	Variable 2	Correlation Coefficient	Level of Significant
Lifestyle	Salary	0.450***	0.000

:$\leq$0.05, *:$\leq$0.01

Test the fourth hypothesis: There is a significant relationship between workplace relations and lifestyle of teachers.
The results of table 7 showed, the correlation (r=0.450) between lifestyle and workplace relations at the level of 0.01 was significant. Therefore, the null hypothesis is rejected. It means that with 99% of confidence, we can conclude that teacher with high workplace relations had high lifestyle.

Table 7: Relationship between lifestyle and workplace relations

Variable 1	Variable 2	Correlation Coefficient	Level of Significant
Lifestyle	workplace relations	0.240***	0.000

:$\leq$0.05, *:$\leq$0.01

Test the fifth hypothesis: There is a significant relationship between working hours and lifestyle of teachers.
The results of table 8 showed, the correlation (r=0.170) between lifestyle and working hours was not significant. Therefore, the null hypothesis is accepted.

Table 8: Relationship between lifestyle and working hours

Variable 1	Variable 2	Correlation Coefficient	Level of Significant
Lifestyle	working hours	0.17	0.073

:$\leq$0.05, *:$\leq$0.01

Test the Sixth hypothesis: There is a significant relationship between level of education and lifestyle of teachers.
The results of table 9 showed, the correlation (F=1.68) between lifestyle and level of education was not significant. Therefore, the null hypothesis is accepted.

Table 9: One way ANOVA for analyzing different between groups about lifestyle based on level of education

Variable 1	SS	df	MS	F	Sig
Between	0.886	4	0.312	1.68	0.092
Within	65.43	324	0.103		
Total	66.316	328	---		

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Test the Seventh hypothesis: There is a significant relationship between age and lifestyle of teachers.
The results of table 10 showed, the correlation (r=0.190) between lifestyle and age at the level of 0.01 was significant. Therefore, the null hypothesis is rejected. It means that with 99% of confidence, we can conclude that teacher with high age had high lifestyle.

Table 10: Relationship between lifestyle and age

Variable 1	Variable 2	Correlation Coefficient	Level of Significant
Lifestyle	Age	0.190***	0.003

:$\leq$0.05, *:$\leq$0.01

Test the Eighth hypothesis: There is a significant relationship between gender and lifestyle of teachers.
The results of table 11 showed, the correlation (t=5.390) between lifestyle and gender at the level of 0.05 was significant. Therefore, the null hypothesis is rejected. It means that with 95% of confidence, we can conclude that female teacher had high lifestyle.

Table 11: t-test for analyzing different between group about lifestyle based on gender

Lifestyle		t	df	Sig	SE	F	Sig
	Equal variance	5.39	328	0.000	0.19	9.98	0.038
	Un Equal variance	5.39	328.12	0.000	0.23		

Test the Ninth hypothesis: There is a significant relationship between marital status and lifestyle of teachers.
The results of table 12 showed, the correlation (t=4.450) between lifestyle and marital status at the level of 0.01 was significant. Therefore, the null hypothesis is rejected. It means that with 99% of confidence, we can conclude that married teacher had high lifestyle.

Table 12: t-test for analyzing different between group about lifestyle based on gender

Lifestyle		t	df	Sig	SE	F	Sig
	Equal variance	4.45	327	0.000	0.21	9.21	0.003
	Un Equal variance	4.45	327.12	0.000	0.48		

Conclusion
The results of the demographic information and the descriptive statistics of the participant indicated that 51.68% of participants were men. Based on classification of years old, 42.24% placed on 30-40 years old strata. The most frequency of teachers (65.35%) was in the group with 10-15 Million Rial in month. Based on the results, most frequency of teachers about job status, job security, salary and workplace relations respectively were moderate (30.69%, 30.40%, 42.58% and 35.52%). Also, based on the results, most frequency of teachers about body management, interpersonal relation, consumption pattern and the use of mass media respectively were moderate (37.69%, 34.65%, 36.78% and 38.60%). The results of research showed, the correlation (r=0.251) between lifestyle and job status at the level of 0.01 was significant. Therefore, the null hypothesis is rejected. It means that with 99% of confidence, we can conclude that teacher with high lifestyle had high job status. Also the results of research showed, the correlation (r=0.330) between lifestyle and job security at the level of 0.01 was significant. Therefore, the null hypothesis is rejected. It means that with 99% of confidence, we can conclude that teacher with high lifestyle had high job security. In addition, the results of research showed, the correlation (r=0.450) between lifestyle and salary at the level of 0.01 was significant. Therefore, the null hypothesis is rejected. It means that with 99% of confidence, we can conclude that teacher with high salary had high lifestyle. Also, the results of research showed, the correlation (r=0.450) between lifestyle and workplace at the

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level of 0.01 was significant. Therefore, the null hypothesis is rejected. It means that with 99% of confidence, we can conclude that teacher with high workplace had high lifestyle. Based on the results, the correlation (F=1.68) between lifestyle and level of education was not significant. Therefore, the null hypothesis is accepted.

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