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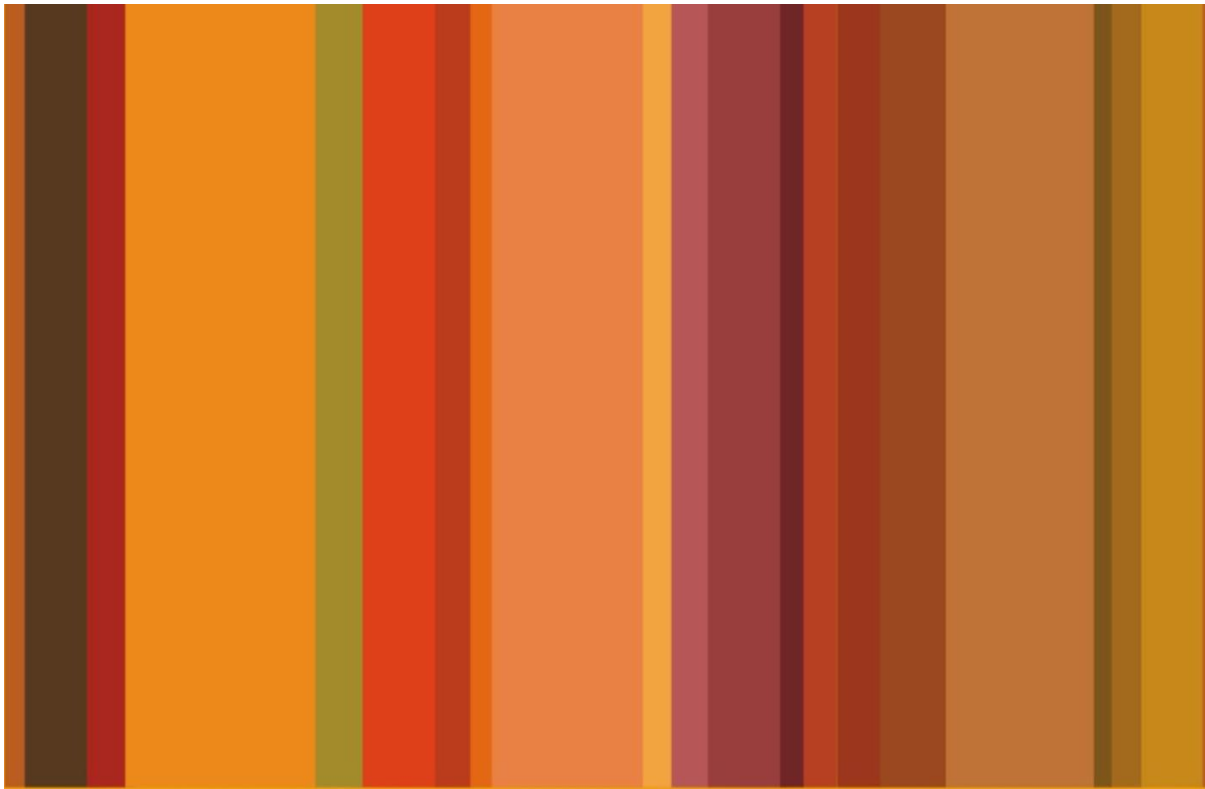
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## IMPACT OF GENDER AND SOCIO-ECONOMIC STATUS ON LIFE SATISFACTION AMONG SENIOR SECONDARY SCHOOL TEACHERS

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### **ABSTRACT**

*This study was carried out using the survey method in order to find out the Impact of gender and socio-economic status on life satisfaction among senior secondary school teachers. A sample consisted of 100 (50 male and 50 female) senior secondary school teachers from different schools of Hisar city. Life satisfaction scale developed by Alam and Srivastava and Socio-Economic Status Scale developed by Kalia and Sahoo were used to collect the data. Mean, SD and 't' test have been used to analyse the data. The findings of this study determined: (i) Female senior secondary school teachers are more satisfied in their life than their counterpart male senior secondary school teachers; and (ii) Senior secondary school teachers having high socio-economic status are more satisfied in their life than their counterpart senior secondary school teachers having low socio-economic status.*

**Key Words:** *Life satisfaction, socio-economic status, senior secondary school teachers*

### **INTRODUCTION**

The endeavour for happiness has been considered one of the primary human drives. It is the most essential inspiration source of human behaviour. If we are happy only than we feel satisfy with our life. Thus satisfaction with life is one of the fundamentals goal people try to achieve. Life satisfaction is subordinate construct of subjective well-being. Researchers have argued that traditional conceptualization of well-being, which focus only on the absence of disease, may not provide a full picture of a person's well-being (Diner, 1994). Life satisfaction, which is an individual's cognitive appraisal of his or her life, is one aspect of positive subjective well-being (Diner & Diner, 1995) Wilson who was the primary researcher of the subject of defining

happiness to concentrate on concepts such as physiological well-being, individual well-being and life satisfaction that depict the happiness of individual (Dost, 2007:133).

Subjective well-beings generally considered to be comprised of three interrelated but distinct factors, namely the relative presence of positive affect, absence of negative affect and perceived quality of life, or life satisfaction (Huebner et al 2004) while positive and negative affect define the emotional part of individual well-being, life satisfaction (that has a more specific position than others) includes constitutes that people evaluate their lives cognitively (Diener, Oishi and Lucas, 2003:403; Diener, Emmons, Larsen and Griffin, 1985:71; Diener, 1984). Life



satisfaction is defined as one's evaluating his own life positively according to his own criteria (Diener et al 1984:71). In conclusion we can say life satisfaction shows one's satisfaction that is the result of his/her decisions about life quality and cognitive part of individual well-being.

Life satisfaction plays a great role in human development. Research has documented many benefits for individuals with high life satisfaction. High life satisfaction function as a buffer against impact of stressful life events on developing psychopathology (Suldo & Huebner, 2004) and for a 'Teacher' this is very necessary to satisfy in his/her life. As we know the whole advancement of the education system, the aims, processes and evaluation of education are primarily associated with teachers. They can discharge their duty effectively only when they are satisfied with their life. Because they are the role models for adolescents, who are often undergoing profound shifts in their sense of self and are struggling to negotiate changing relationship with their parents and peers. Improving life satisfaction (that teacher feel in their life) will play an important role on teacher's performances during adolescents period. Especially in teaching profession they need face-to-face communication, interaction, support and sharing; psychological well-being and harmony (coherence). (Keser, 2005:80, Sahin, 2008:1) So analysis of life satisfaction of senior secondary school teachers is very important. That's why in this study investigator examined the Impact of gender and socio-economic status on life

satisfaction among senior secondary school teachers.

## REVIEW OF LITERATURE

### Gender and Life Satisfaction

Gender-related differences have been found in a number of studies. Diener (1984), provided findings from a review of 13 studies that compared men and women on the level of subjective well-being and found that there was a mean difference between genders. Similarly, differences between males and females regarding their satisfaction with life have also been reported by (Dost, 2007); however, a significant number of studies have reported higher female satisfaction (Okun, Draver and Weir, 1990). Fogle et al. (2002) showed that females get higher scores than men in some aspect of life satisfaction. Similarly, the findings reported by Eroglu et al., (2009) related to gender among Turkish students found that life satisfaction levels of the females adolescents are higher in the friend's and 'school' sub-dimensions than the male adolescents. While there is no significant differences between genders in the 'family' and 'self-sub dimensions'. Didem et al., (2013) studied the life satisfaction of pre school prospective teachers and results showed that female pre school prospective teachers life satisfaction scale points change according to gender and 'females points are higher than males'. Mohanty and Mishra (2015) conducted a study on 'self-esteem and life satisfaction among University students. Study concluded that male and females significantly differed when it came self esteem and life satisfaction. Result suggested the females



are having more self esteem than males and they were more satisfied with their lives in compared to male.

On the other hand study conducted by Ng et al. (2009) showed that there was not any significant difference on life satisfaction between men or women. Study by Kumar Lal (2016) related to Higher Secondary School Teachers revealed that there was no significant difference between female and male Higher Secondary School Teachers with regard to their life satisfaction. In addition to this some studies have reported higher male satisfaction (Goldbeck, Schmitz, Besier, Herschbach, & Henrich, 2007).

Nonetheless, such studies have been largely inconsistent because of the different instruments that are used in the field and the different age groups that are represented in the samplings.

### **Socio-Economic Status and Life Satisfaction**

A number of studies have shown that the subjective well-being (SWB) of individual in developed societies is positively correlated with their socio-economic status (Diener, Sandvik, Seidlity and Diener (1993) Seligron et al., (2003) studied on adolescents and adults in related to life satisfaction in comparative way and reported that lower Socio Economic Status adolescents had lower Life Satisfaction levels than upper socio economic status adolescents. A study by Pinqart and Sorensen (2000) investigated the association between income and happiness is quite small. The strength of the relationship between these variables may

be limited by the fact that older adults often adjust their needs and desires to their financial situation. Wallace (2008) analyzing a survey of 793 elderly Americans found that retired individuals received much higher physical component and mental component life satisfaction scores ... than did individuals who are not retired. Ramachandran and Radhika (2012) revealed the better socioeconomic status of Japanese elderly compared to the Indians. However, the level of life satisfaction was higher among the Indian elderly than their Japanese counterpart. Turkoglu, Ozbey, and Buyuktanir (2014) understood that choosing department willingly, educational status of parents, number of siblings and socio economic status are effective variables predicting the life satisfaction of preschool prospective teachers. Serin and Ozvas (2010) conducted a study on university students. The results revealed that the students' level of life satisfaction could be significantly predicted by their anxiety, depression, satisfaction with their department and socio-economic level. "Anxiety, depression and socio-economic level were found to be the most important predictors of their life satisfaction of students. Nettle (2005) examined the relationship between socio-economic status and subjective well-being and reported that higher socio-economic groups were more satisfied with the life and have fewer psychosomatic symptoms. They also have higher incomes and higher levels of perceived personal control of their lives.

On the basis of above literature we can conclude the gender and Socio-Economic



status has a meaningful effects on life satisfaction. Keeping in view the importance of life satisfaction, attempt has been made to know the impact of gender and socio-economic status on senior secondary school teachers.

2. There exists no significant difference in life satisfaction among male and female senior secondary school teachers having low and high socio-economic status.

**Statement of the problem**

Impact of gender and socio-economic status on life satisfaction among senior secondary school teachers

**Tool Used**

- (i) Life satisfaction scale developed by Alam and Srivastava
- (ii) Socio-Economic Status Scale developed by Kalia and Sahoo

**OBJECTIVES**

1. To compare the life satisfaction among male and female senior secondary school teachers
2. To compare the life satisfaction among senior secondary school teachers having low and high socio-economic status.

**Statistical Techniques Used**

Mean, Standard Deviation and ‘t’ test have been used to analyze the data.

**Hypotheses**

1. There exists no significant difference in life satisfaction among male and female senior secondary school teachers

**Analysis of Data**

To assess the significant difference among male and female senior secondary school teachers, mean, standard deviation and ‘t’ test have been used given in table below:

**Table 1**

**Mean, SD and ‘t’ scores of life satisfaction among male and female senior secondary school teachers**

Variable	Gender	N	Mean	S.D	S.ED	‘t’ value	Inference
Life Satisfaction	Male	50	39.88	4.9	0.706	3.56	Significant at 0.01 level
	Female	50	42.74	2.88			

Table shows that the mean scores of life satisfaction among male and female senior secondary school teachers are 39.88 and 42.74 respectively. The 't' value comes out to be 3.56 which is significant at 0.01 level of significance. It shows that male and female senior secondary school teachers differ significantly on life satisfaction. Hence the null hypothesis,

“There exists no significant difference in life satisfaction among male and female senior secondary school teachers” is not retained. The higher mean score of female senior secondary school teachers shows that they are more satisfied in their life than their counterpart male senior secondary school teachers.

**Table 2**

**Mean, SD and 't' scores of life satisfaction among senior secondary school teachers having low and high socio-economic status**

Variable	Socio-Economic Status	N	Mean	S.D	S.ED	't' value	Inference
Life Satisfaction	Low SES	27	31.83	3.41	0.501	11.59	Significant at 0.01 level
	High SES	73	50.79	4.37			

Table shows that the mean scores of life satisfaction among senior secondary school teachers having low and high socio-economic status are 31.83 and 50.79 respectively. The 't' value comes out to be 11.59 which is significant at 0.01 level of significance. It shows that senior secondary school teachers having low and high socio-economic status differ significantly on life satisfaction. Hence the null hypothesis, “There exists no significant difference in life satisfaction among male and female senior secondary school teachers having low and high socio-economic status” is not retained. The higher mean score of senior secondary school teachers having high socio-economic status shows that they are more satisfied in their life than their counterpart

senior secondary school teachers having low socio-economic status.

### FINDINGS OF THE STUDY

1. Female senior secondary school teachers are more satisfied in their life than their counterpart male senior secondary school teachers.
2. Senior secondary school teachers having high socio-economic status are more satisfied in their life than their counterpart senior secondary school teachers having low socio-economic status.

### DISCUSSION OF THE RESULT

Findings of the study show that female senior secondary school teachers are more



satisfied in their life than their counterpart male senior secondary school teachers. The finding is supported by the study of Dikmen (1995), who found that female workers have higher levels of life satisfaction compared to the male workers. Similarly Tuzol Dost's (2007) results showed that female participants' life satisfaction levels were remarkably higher than the males. These findings also support the findings of other studies like Koker's (1991) on teenagers, Cenkeseven & Akbas's (2007) on university students, Didem et al (2013) on pre school perspective teachers, Mohanty et al (2015) among university students. The result may be due to that 'Teaching is said to be a woman's "Mission" in her 'God-given nature' as stated by (Kelleher 2011) and the another reason may be due to that female teachers are more committed and positive attitudes in regard to teaching profession. Guarino et al., (2006) stated that commitment and positive attitude towards teaching profession were found to be higher among female teachers compare to male teachers. In the light of the above statement we can say indirectly female teachers are more committed to teaching profession and that's why they are more satisfied with their occupation as well as life. It can also be said that females are biologically strong in relation to their personality traits. They are more socialized into values, attitudes and behaviors as compare to male so that they are more satisfied in their present lives.

From the analysis of the result it was also found that teachers from different socio-economic status have different level of satisfaction. Those having high socio-

economic status are more satisfied in their life than their counterpart senior secondary school teachers having low socio-economic status. These findings are inconsistent with the findings of Mohanty and Mishra (2015) they stated that an individual from a low socio-economic status has lesser access over the resources which are very much essential for maintaining a normal life. for example, an individual from low socio-economic status gets least amount of social support, education, poor medical facilities and a minimal family income this leads an individual to negatively self evaluate or experience low self esteem, which further leads to lower life satisfaction. An individual from a moderate socio-economic status background shows a mixed result of self esteem and life satisfaction. Limited availability of resources may lead to underdevelopment of both internal and external potentials such as, inadequate positive self perception, self confidence, self esteem, self efficacy etc. Another reason for the result is that higher socio-economic groups have greater control over the circumstances and direction of their work than lower ones.

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