



Effect of Gender and Area on Life Satisfaction of Teachers

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Abstract

The present study was design to study of life satisfaction among male and female school teachers and the study to find out the difference of life satisfaction among rural and urban school teachers. Total 100 school teachers were included in the study 50 male and 50 female school teachers. Purpose of the study Life satisfaction scale by Alam and Srivastva (1993) and was used to collect requisite data for the present investigation. The two way analysis of variance is used for compare the group of gender and area of residency. The result shows that there is a significant difference among male and female school teachers on life satisfaction. There is no significant difference among rural and urban school teachers on life satisfaction.

Keywords: *Life satisfaction, Gender, Teachers.*

Introduction:

Life satisfaction is the vital goal that we as human beings are motivated to achieve our entire lives. The term “satisfaction” is mean many different things to different individuals. Life satisfaction is one of the primogenital and most obstinately examined issues in the study of women. In this context it is normally referenced as “an assessment of the overall conditions of existence as derived from a comparison of one’s aspirations to one’s actual achievements.” According to George (1979) life satisfaction refers to an assessment of individuals, overall conditions of existence as derived from a comparison of one’s aspirations to one’s actual achievements.

Life satisfaction and age these two concepts are relatively associated. Life satisfaction differs with age under the influence of some other factors like stress, workload and income. The effect of education on life satisfaction across various countries shows that life satisfaction is higher in countries where people have more education. There are



various features related as with employment that resolve whether an individual feels satisfied and happy. These factors are employment nature, job status and the type of employment an individual is engaged in. Individual's employment status, regardless of income, appears to predict life satisfaction, such that the unemployed reports significantly diminished satisfaction compared with employed. There is a strong theoretical case that work and paid employment are generally beneficial for physical and mental health, as well as for the well-being. Employment is generally the most important means of obtaining adequate economic resources, which are essential for material well-being.

Research generally indicates that women tend to report slightly higher levels of life satisfaction compared to men, although findings can vary depending on cultural, social, and economic contexts (Diener, Suh, Lucas, & Smith, 1999). These differences are influenced by various factors, including social roles, emotional expression, health status, and societal expectations.

Many studies suggest women report marginally higher life satisfaction than men across different countries and age groups. Women often report greater satisfaction with social relationships and family life, whereas men may report higher satisfaction related to career and financial achievement (Zhang & Howell, 2010).

Many studies find women tend to report slightly higher life satisfaction than men, possibly due to differences in emotional expression, social support, or life experiences. Women often report higher satisfaction with social relationships and family life, whereas men might report higher satisfaction related to work or financial stability.

Objectives:

1. To study the life satisfaction male and female school teachers.
2. To study the life satisfaction rural and urban school teachers.

Hypotheses of the Study:

1. There will be significant differences among male and female school teachers on life satisfaction.
2. There will be significant differences among rural and urban school teachers on life satisfaction.



METHDOLOGY

Participants:

In this study, a simple random sampling technique was employed. The sample comprised a total of 100 subjects, divided into two groups: gender (50 males and 50 females) and area of residency (50 rural and 50 urban school teachers). The researchers controlled for age, educational status, and nativity to some extent, ensuring that participants were aged between 21 and 40 years.

Variable:

Independent variable

1. Gender
2. Area of residency

Dependent variable

1. Life Satisfaction

Research Design

In this study 2x2 factorial research design is use.

2 X 2 Factorial Design

Area of residency (B)	Gender (A)	
	Male (A1)	Female (A2)
Employed (B1)	A1B1	A2B1
Unemployed (B2)	A1B2	A2B2

Tools:

1. Life Satisfaction scale:

This scale is prepared by Alam and Srivastva (1993) and was used to collect requisite data for the present investigation. The present scale is constructed by Alam and Shrivastava. It comprises of sixty items related to six areas of life i.e., Health, personal, Economic, Marital, Social and Job. Initially, the scale featured a two-point response format (yes/no) and was administered to a sample of 875 adults, both male and female, from urban and rural areas of Azamgarh district in Uttar Pradesh. The participants were aged between 18 and 40 years.



The scale consists of 60 items covering six areas: Health, Personal, Economic, Marital, Social, and Job. Respondents indicate their satisfaction with "Yes," "Undecided," or "No" responses. While there is no strict time limit, it typically takes about 20 minutes to complete the questionnaire.

Reliability: Test-retest reliability was assessed after a six-week interval with a sample of 100 adult males and females, yielding a reliability coefficient of 0.84, which is significant at the 0.01 level.

Validity: The validity of the scale was established through two methods: by correlating it with two similar tools, Saxena's Adjustment Inventory and Srivastava's Adjustment Inventory. The results obtained were as follows: The correlation obtained was 0.74 and 0.84 respectively. It also possesses content validity.

The booklet of the test is handed over to the testee. Above instructions were given. He / she were also asked to read the instructions printed on the front page of the test booklet. After getting confirmed that the testee has understood the instruction, the actual administration of the test was carried out. The testee read each statement carefully and put a tick (✓) in the appropriate box of the selected answer. When he/she completed test, administrator requested to the testee, return the test-booklet.

Results and Interpretations:

Table No. 1
Summary of ANOVA for Life satisfaction of Teachers.

Source of variance	Type III Sum of Squares	df	Mean Square	F	Sig.
Gender	2016.01	1	2016.01	11.04	0.01
Area of residency	320.41	1	320.41	1.75	N.S.
Gender X Area of residency	992.25	1	992.25	5.43	0.05
Error	17520.08	96	182.50		
Total	609905.00	100			



Table No. 2
Mean and SD for Life satisfaction of Teachers

Parameters / Gender	Male	Female	Rural	Urban
Mean	72.26	81.24	74.96	78.50
SD	13.72	13.99	14.90	13.84
N	50	50	50	50

Table No. 1 shows that the analysis of variance of factor A (Gender) F value is ($F = 11.04$) are significant for $p < 0.01$ for df 1 and 96. The results related to the hypothesis have been recorded. Male school teachers (Main effect of A1) mean score on the stress is 72.26 and SD is 13.72 and Female school teachers (Main effect of A2) mean is 81.24 and SD is 13.99. The difference between the two mean is highly significant ($F = 13.42$, $df = 1$, 116 , $P < 0.01$) Its mean male and female school teachers Differ Significantly From each other from the mean scores. It concluded that the female school teacher's level of life satisfaction is lower than the male school teachers. That's way hypothesis No. 1 is, there will be significant difference between male and female school teachers on life satisfaction is accepted. study conducted by Dar Shafat Ahmad, Qadir Mehmooda, and Fava Salvatore (2025), significant differences in life satisfaction among primary school teachers were found based on gender, age group, and years of teaching experience. Second independent variable in this study is an area of residency. Rural school teachers (Main effect of B1) mean is 74.96 and SD is 14.90 and urban school teachers (Main effect of b2) mean is 78.50 and SD is 13.84. The difference between the two mean is not significant ($F = 1.75$, $df = 1$, 96 , $P > 0.05$) Its mean rural and urban school teachers not differ significantly From each other from the f ratio and mean score of life satisfaction. It concluded that the rural and urban school teachers significantly differ on each other on the stress. That's way hypothesis No. 2 is, there will be significant difference between rural and urban school teachers on the life satisfaction, is rejected.

Previous study by Sudha, S., Verma, S., and Sharma, A. (2023), researchers surveyed male and female high school teachers from both rural and urban areas to investigate



differences in work satisfaction. The results indicated that high school teachers in rural areas reported higher levels of work satisfaction compared to their urban counterparts. This finding suggests that the work environment in rural settings may positively influence teachers' overall job satisfaction. While some previous studies have indicated no significant difference in life satisfaction between rural and urban teachers, other research suggests that rural teachers may experience greater job satisfaction due to factors such as stronger community ties and reduced administrative burdens.

Interaction effect of independent variable Gender x Area of residency on life satisfaction F value is ($F = 5.43$) is significant at the 0.05 level of confidence. The reported F-value of 5.43 indicates that the interaction effect between Gender and Area of Residency on Life Satisfaction among school teachers is statistically significant at the 0.05 level. It suggests that the combined influence of gender (male/female) and residency area (urban/rural) on teachers' life satisfaction is not simply additive but interdependent. In other words, the effect of one variable (say, area of residency) on life satisfaction differs depending on the gender of the teacher, and vice versa. The significant interaction indicates that to understand or improve teachers' life satisfaction, one must consider both factors together rather than separately.

Conclusion:

1. There is a significant difference among male and female school teachers on life satisfaction. Female school teacher's level of the life satisfaction is higher than the male school teachers.
2. There is no significant difference among rural and urban school teachers on life satisfaction.
3. There is a significant interaction effect of the gender and area of residency on life satisfaction among school teachers.



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