

Comparison between Male and Female Teachers on Life Satisfaction

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Abstract

The study investigated the comparison between male and female teachers on life satisfaction. A total of 109 participants comprising 34 male and 75 female teachers were selected from the population of secondary school tutors in Nkanu West Local Government Area of Enugu State. The participants were selected making use of available sampling technique from four secondary schools in Nkanu West, namely; Ozalla High School Ozalla, 43 teachers (11 male and 32 female); Technical College Obe, 20 teachers (6 male and 14 female); Obe Girls Secondary School Obe, 24 teachers (7 male and 17 female); and Community Secondary School Umueze, 22 teachers (10 male and 12 female). They were within ages of 26-53 years with a mean age of 36.3 and standard deviation of 2.2. An 18 item life satisfaction inventory developed by (Neugarten, Harighust & Tobin, 1961; Erinoso, 1996) was used for the study. Cross sectional design was adopted and one-way analysis of variance F-test was used to analyze the participant's scores. The result revealed significant difference between male and female teachers on life satisfaction, with female teachers expressing high life satisfaction than male teachers $F(1,108) = 4.67$; $P < .05$. The findings were discussed in relation to literatures reviewed and suggestions made.

Keywords: gender, teachers, life satisfaction, education, motivation

Introduction

Life satisfaction is the way in which people show their emotions, feelings (moods) and how they feel about their directions and options for the [future](#) (Anand, 2016). It is a measure of [well-being](#) assessed in terms of mood, satisfaction with relationships, achieved goals, [self-concepts](#), and self-perceived ability to cope with one's daily life. Life satisfaction involves a favorable [attitude](#) towards one's life rather than an assessment of current feelings. Life satisfaction has been measured in relation to economic standing, degree of [education](#), experiences, residence, among many other topics. Life satisfaction is a key part of [subjective wellbeing](#). In every society, it has been observed that work as its name and context entails is an essential part of man's life. It seems not only as a means of obtaining livelihood. Besides, it gives us such status and binds us to the society. It is considered that people spend their best years of their living at work in organization to earn a living turn influence on the conversation of the input of human energy, materials and information of the system which manifold output of wealth, goods services and satisfaction in the organization.

Exploring individual preferences on working attitudes via revealed preferences in a market setting gives a due, but it is not always a reliable indicator. There is involuntary unemployment and there are working people, who long for the status not working. Obviously, the income difference between both statuses is important, but it is not the only determinant.

Alternatively, one can study individual preferences towards the working status by using direct instruments. Psychologist and sociologist have been posing subjective questions on health satisfaction, job satisfaction, or satisfaction with income as a matter of routine in large scale surveys for various decades. The analysis of such questions has yield very interesting and plausible results. This strong evidence implies that answers to subjective satisfaction questions are meaningful that individuals are able and willingly to answer such questions those responses are interpersonally comparable. Thus, subjective questions can be used to study, what are the factors that determine satisfaction (Clark, 1997; Clark and Oswald, 1994; Di Tella, McCulloch and Oswald, 2001).

Life satisfaction is the way a person perceives how his or her life has been and how they feel about where it is going in the future. It is a measure of well-being and maybe accessed in terms of mood, satisfaction with relations with others and with achieved goals, self-concepts and self-perceived ability to cope with daily life. It is having a favorable attitude of one's life as a whole rather than those current feelings.

Besides, life satisfaction is an overall assessment of feelings and attitudes about one's life at a particular point in time ranging from negative to positive. It is one of three major indicators of well-being: life satisfaction, positive affect, and negative affect (Diener, 1984; Diener & Diener, 1995; Diener, 2000; Diener & Fujita, 2005). Although life satisfaction with current life circumstance is often accessed in research studies, Diener and Lucas (1999) also include the following under life satisfaction: desire to change one's life, satisfaction with the past, satisfaction with future and significant others view of one's life (Diener, Suh, Lucas, & Smith, 1999). Therefore, life satisfaction is more complex concept than the attainment of goals or the feeling good about oneself. It has the following variables. Neuganten, Henighurst and Tobin's (1961) theoretical framework provided an operational definition of the latent variables of life satisfaction, which consists of the five following variables.

Statement of the Problem

Life satisfaction depends on how a person perceives his life circumstances in terms of the positive and negative experiences he or she may have encountered. Some people tend to be more satisfied with life based on the achievements or goals they have accomplished in life. In other words, some may be satisfied in relation to the kind of work they do or what they benefit by a given career or occupation from where they earn a living. To adjust in life individuals need to have a means of livelihood which could make them experience satisfaction in life. But the overall satisfaction will emanate when a person compared self with his or her contemporaries and perceives equilibrium whereby he or she is maintaining the same pace with others. In view of this, the focus will center on comparing male and female teachers on life satisfaction.

Thus, the study will focus attention on the problem stated below:

Will there be a significant difference between male and female teachers on life satisfaction?

Purpose of the Study

The aim of the study is stated below:

To examine whether there will be a significant difference between male and female teachers on life satisfaction.

Theoretical Background

According to the popular whole life satisfaction theories of happiness, an agent is happy when she judges that her life fulfills her life plan. Fred Feldman has recently argued that such views cannot accommodate the happiness of spontaneous or preoccupied agents who do not consider how well their lives are going.

First, there is Hedonism in all its variants; it holds that happiness is a matter of raw subjective feelings. A happy life maximizes feelings of pleasure and minimizes pain. A happy person smiles a lot, is ebullient, bright eyed and bushy tailed, her pleasures are intense and many, her pains are few and far between. This theory has its modern conceptual roots in Bentham's utilitarianism (Bentham, 1978), its contagion Hollywood entertainment, its grossest manifestation in American consumerism, and one of its most sophisticated incarnations in the views of our fellow positive psychologist, Danny Kalineman, who recently won the noble prize in economics. His theory must wrestle with an important question; whole life is it any wary, the experience or the retrospective judge of pleasure? With this in mind, authentic happiness principal challenge to hedonism is with Gerstein's last words. Tell them it was wonderful, uttered even after a life of negative emotion and even down right misery. Hedonism cannot handle this type of retrospective summary without tagging it as gross misjudgment (he must have been delirious).

Desire theories of life satisfaction hold that happiness is a matter of getting what you want (Griffin, Fuliser, Stansfeld, & Marmot, 2002), with the content of the want left up to the person who does the wanting. Desire theory subsumes hedonism when what we want is lots of pleasure and little pain; desire theory can explain why our ice-cream cone is preferable to a poke in the eye. However, hedonism and desire theory often part company. Hedonism holds that the preponderance of pleasure over pain is the recipe for happiness even if this is not what one desires most.

Besides, desire theory holds that fulfillment of a desire contribute to one's happiness regardless of the amount of pleasure or displeasure. One obvious advantage of desire theory is that it can make sense of Wittgenstein. He wanted truth and illumination and struggle and purity and he did not much desire pleasure. His life was "wonderful" according to desire theory because he achieved more of truth and illumination than most mortals, even though as a "negative affective" he experienced less pleasure and more pain than most people.

Therefore, Nozick's (1974) experience machine (your life time is a tank with your brain wired up to yield any experience you want) is turned down because we desire to earn those pleasures and achievements. We want them to come about as a result of right action and good character not as an illusion of brain chemistry. So desire criterion for happiness moves from hedonism's amount of pleasure felt to the somewhat less subjective state of how well one's desires are satisfied.

The major objection to desire theory is that one might desire only to collect china tea cups or orgasm or only to listen to country and western music or to count fallen leaves all day long. The world's largest collection of tea cups, no matter how "satisfying" does not seem to add up to much of a happy life. One more to deflect this objection is to limit the scope of desire theory to the fulfillment of only those desires that one would have if one aimed at an objective list of what is truly worthwhile in life.

According to the authentic happiness (Seligman, 2003) theory stand with respect to these three (3) theoretical traditions namely:

- The pleasant life (Pleasures)
- The good life (engagement) and
- The meaningful life.

Besides, the first two are subjective, but the third is at least partly objective and lodges in belonging to and serving what is longer and more worthwhile than the just self's pleasures and desires. In this way, authentic happiness synthesizes all three traditions. The pleasant life is about happiness in hedonism sense, the good life is about happiness in desires sense, and the meaningful life is about happiness in objectives lists sense. To top it off, authentic happiness further allows for the "full life" a life that satisfies all three criteria of happiness.

Kang, Sharer, Sue, Min and Jing (2003) in their study, life satisfaction differences between workers and non-workers, found that unemployed women were high on anxiety level with poorly satisfied with their lives, and employed women were found to be more satisfied with life.

Chaudhry (1995) in his study reflects motivations and confidence which in terms is indicator of low life satisfaction playing multiple roles also provides cognitive cushioning and alternative sources of self-esteem and gratification when things go poorly in one life domain.

Lennon (1994) found that full time house work involves more autonomy, more interruptions, greater physical efforts, more routine, fewer time pressures and less responsibility for matters outside ones control than paid work. Frank Andrew and Stephen (1976) found that there were major differences in satisfaction among different socio economic groups.

Lane, (1994) in his study, quality of life studies tend to divide sources of well-being into two categories; external circumstances such as available community services or family life and internal disposition such as self-esteem or the sense that one controls one's own fate. It was found that the number of friends a person had was a better predictor of happiness than was income (Lane, 1994).

Hypothesis

There will be a significant difference between male and female teachers on life satisfaction.

Method

Participants

A total of 109 participants comprising 34 male and 75 female teachers were selected from the population of secondary school tutors in Nkanu West Local Government Area of Enugu State. The participants were selected making use of available sampling technique from four secondary schools in Nkanu West, namely; Ozalla High School Ozalla, 43 teachers (11 male and 32 female); Technical College Obe, 20 teachers (6 male and 14female); Obe Girls Secondary School Obe, 24 teachers (7 male and 17 female); and Community Secondary School Umueze, 22 teachers (10 male and 12 female). They were within ages of 26-53 years with a mean age of 36.3 and standard deviation of 2.2.

Instrument

An 18-item life satisfaction index developed by Neugarten, Harighust and Tobin (1961) was used for the study. Life satisfaction index was designed to measure the psychological well-being of people in general and of elderly person's perception of the degree of emotional and social satisfaction derived from life, especially the joy of living. **Scoring:** Add together the values of the numbers shaded in all the items to obtain the clients total score.

Procedure

A total of 120 copies of the research instrument were distributed across the target population within a period of four weeks after establishing rapport with them, the administration of the questionnaire took a form of individual / group testing. Thus, 45 copies were distributed in Ozalla High School Ozalla, while 25 each were distributed across the other three schools namely, Technical College Obe, Obe Girls Secondary School Obe, and Community Secondary School Umeeze. Thus, 113 copies were returned out of the number distributed, 109 that are correctly filled were scored and tabulated for analysis.

Design/ Statistics

A cross sectional design was adopted to sample the participant's opinions on life satisfaction while one-way analysis of variance F-test was used to analyze the data in order to test the hypothesis.

Results

Table 1: Summary table of means and standard deviation on male and female teachers on Life Satisfaction

Life Satisfaction					95% Confidence Interval Mean			
	N	Mean	Std Deviation	Std Error	Lower Bound	Upper Bound	Minimum	Maximum
Male teachers	34	28.3889	4.35854	-.59312	27.1992	29.5785	20.00	39.00
Female teachers	75	29.9579	4.20970	-.43191	29.1003	30.8155	19.00	41.00
Total	109	29.3893	4.31639	-.35361	28.6905	30.0880	19.00	41.00

The table above (Table 1) shows that male teachers (N=34) obtained a total mean of 28.39 (SD=4.36) on life satisfaction while female teachers (N=75) obtained a total mean of 29.96 (SD=4.21) on life satisfaction. A one way ANOVA statistics was employed to test the significance of these mean differences.

Table II: Summary table of one way ANOVA on male and female teachers on life satisfaction

	Sum of Squares	DF	Mean Square	F	SIG
Between Groups	84.758	1	84.758	4.662	.032
Within Groups	2672.665	108	18.181		
Total	2757.423	109			

Table II above indicates a statistically significant influence of work status on life satisfaction. $F(1,108) = 4.67$, $P < .05$. This means that there is statistically difference between male and female teachers on life satisfaction. Thus, the hypothesis tested which stated that “there will be no significant difference between male and female teachers on life satisfaction” was rejected.

Discussion

The outcome of the study revealed that the hypothesis tested which stated that “there will be no significant difference between male and female teachers on life satisfaction” was disconfirmed. This means that, there is a statistically significant difference between working adults on life satisfaction. The outcome of the study is found to be congruent with the findings of Bernard and Carbonell (2001), who found in their Study titled; life satisfaction, difference between workers and non-workers; that there was a remarkable difference between workers and non-workers. Also, the outcome of this study is in line with Kang, Sharer, Sue, Min and Jing (2003), who found in their study that unemployed women were high on anxiety level with poorly satisfied with their lives, and employed women on the other hand were found to be more satisfied with their lives.

Implication of the findings

The implication of the study is that those who are more satisfied with life (female teachers) than those less satisfied with life (male teachers), are likely to react differently to life situations. Thus, when such situations are not properly taken care of, it may result to some psychological problem like depression, anxiety, or even neuroticism.

Limitations of the Study

One major shortcoming of this study was that the researcher found it difficult to initially convince the teachers who were selected as participants towards understanding the essence of the investigation. The researcher established rapport and generated confidentiality which enhanced the objective completion of the copies of the research instrument.

Suggestions for Further Study

Future researchers should include more variables like personality, length of services; locality and mental status which will help to cross validate the outcome of this study. The researcher hereby suggests that both the state and federal government should try as much as possible to create more incentives, allowances and bonus for teachers.

The researcher hereby advise people not to always depend on government or wait for white collar job, but should be creative enough, acquire their own personal skills which will help them engage in something doing, thereby providing for their own personal needs.

Summary and Conclusion

Everyone needs a good life. This can only be achieved when individuals engage in one thing or the other so as to be able to provide for their personal needs and that of the people around him or her. Thus, a remarkable difference was observed between male and female teachers, with female teachers expressing high life satisfaction than male teachers. The study hereby concludes that female teachers enjoy life satisfaction more than male teachers.

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