



Study of Life Satisfaction among Senior Secondary School Teachers in relation to their Gender and Locality

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Abstract

Life satisfaction is one of the crucial dimensions of psychological well-being and it directly affects the professional effectiveness and job satisfaction of teachers. The purpose of this study was to determine the life satisfaction of senior secondary school teachers with respect to gender and locality. Specifically, it was to ascertain whether there were significant differences in life satisfaction among male and female teachers, rural and urban teachers. The study approach was descriptive survey. The population of the study included all the senior secondary school teachers of Rohtak district of Haryana. A stratified sample of 200 teachers were selected with equal and proportionate representation of gender and locality. The research tool used was the Life Satisfaction Scale by Alam and Srivastava (2001). Data were analyzed using statistical methods such as mean, SD and t-test. Results showed a significant difference between male and female teachers regarding satisfaction with life, and male teachers reported greater satisfaction. Nonetheless, rural and urban teachers had similar levels of life satisfaction, supporting that locality has minimal effect on life satisfaction. These findings suggest that gender-related issues such as role conflict and achieving work-family balance affect teachers' well-being. The findings of the study emphasise the importance of schools taking into consideration of gender-sensitive strategies, such as flexible working, mental health support and leadership, to support female teacher retention. Even though locality was not found to be a discriminator in this study, the efforts to keep the balance of infrastructure and support equitable between rural and urban schools are still valuable. The insights of this study can help to inform such policy action to enhance satisfaction, retention and quality of education practiced by the teacher.

Keywords: Life Satisfaction, Gender, Locality, Senior Secondary Teachers, Well-being

Introduction

Life satisfaction is a global measure of an individual's well-being including physical, emotional, social and psychological dimensions of life. In terms of the college level with respect to secondary-secondary level

teachers – who are not only knowledge transferors, but also role models and emotional mentors, both for the quality of the educational process and for the development, life satisfaction should not only be a personal problem but also an essential component of the educational and student-educational life environment. It is important to understand and measure life satisfaction in this population, as it has clear implications for teaching effectiveness, institutional retention, the learning environment, and the educational system overall. Teaching, in India or wherever else, is always romanticised as a noble profession. But in work life, it is often associated with stress, work load, role ambiguity, low salaries, poor infrastructure and lack of growth opportunity (Singh, 2024). These factors result in different degrees of life satisfaction in teachers of secondary schools, which influences not only their mental health status, but also their professional commitment.

Worldwide, life satisfaction among teachers has been impacted by different psycho-social and job-related components. Abou Assali (2025) in Higher education settings concluded that the satisfaction of teachers is strongly associated with self-care practices, emotional regulation and support from the institution. These findings were consistent with work by Jamieson (2025) who focused on mindfulness and interventions on subjective well-being in educators. These results highlight the role of well-being practices and the school climate in determining the level of fulfillment that teachers perceive in the workplace and in their life. In the Indian scenario, new education policy and its assimilation with new technology have changed the scenario of traditional teaching. While the new National Education Policy (NEP) 2020 ensures more autonomy and training for teachers, the on-ground reality at both government and private setups is that it has not been adequately implemented and falls short of systemic change. Sharma (2022) in Haryana and Reddy (2021) in Andhra Pradesh have found that teachers having intellectual engagement but dissatisfied because of administrative over load and no work- life balance.

Intrinsic and extrinsic motivations are significant contributors in terms of teachers' life satisfaction. Intrinsic factors include such variables as self-efficacy, emotional resilience, and personal growth, whereas extrinsic variables are salary, job security, organisational climate, and peer relationship (Zamralita, Fahlevi, & Sanjaya, 2025). However, when job stressors are unaddressed, teachers may experience burnout, high rates of absenteeism, and mental health deterioration.

In addition, gender and age are important demographics variables related to life satisfaction. Aja, Odhine, Muhammad, & Lubega, (2025) female teachers in urban Indian schools play dual roles and this poses negative psychological stress {Patel, 2023}. Age, too, is a factor, with midcareer teachers more disillusioned than their early or latecareer counterparts. The COVID-19 pandemic made matters worse still. The implications of teaching Online, digital illiteracy, lack of students' involvement and the breaking of professional and personal life boundaries caused the level of job discontent markers (Malik, Walker, Weeks & Bafna, 2025). Some teachers adapted better, but many suffered anxiety and weariness, and their overall life satisfaction was influenced.

Cultural influences also affect the way life satisfaction is experienced and reported. In collectivist cultures like India, societal recognition, job status, and perception in family have a substantial impact on teacher's life

satisfaction. Chapouto: Where is the balance? “Southern Europe places more emphasis on the family group as an indicator of feeling good,” Tormos says, where “Western culture focuses on well-being in terms of the individual, personal success or career progression. Urban school educators in U.S. reported low life satisfaction because of high attrition rates, lack of mentoring, and administrative support (Robins 2025) and these issues find resonance across Delhi and Mumbai. Any push to increase teacher satisfaction has to be multi-faceted. Those are establishing mental health support programs, addressing the workload policy, establishing equitable pay and creating community. Chittranun and Seehakul (2025) contend that happiness-oriented school management on the concepts of autonomy and democratic leadership may substantially increase teachers satisfaction and overall life happiness.

With India’s heterogeneous educational system that includes different types of schools: urban and rural, private and public, such one-size-fits-all approaches would not work. For example, life satisfaction of rural teachers is typically hampered by the lack of infrastructure, inadequate professional development and isolation (Rani, 2022). Conversely, teachers working in high fee private schools in an elite private sector may have to confront high level of performance pressures and context of competitiveness, lead to layering stress (Kumar, 2023). The implication that can be drawn is that life satisfaction of secondary school teachers is a multidimensional concept influenced by individual characteristics, school-based factors, socio-cultural mediators, and policies. For example, acknowledging the emotional labour and structural difficulties faced by teachers is crucial if we are to build a teaching workforce that’s robust and anything less than demoralised. It’s not just an issue of professional decency to do so — it’s a strategic necessity for enhancing the quality of education and for developing society at large.

Review of Literature

Reddy (2021) explored satisfaction with life of private and government school teachers in Andhra Pradesh. Life satisfaction was also higher among private school teachers as they had better support from management and infrastructure. Rani (2022) studied the rural school teachers from rural Northern India and concluded that infrastructural limitations as well as social isolation were primary reasons for decline in life satisfaction. The report also underscored the role of policy interventions and professional development. Patel (2023) further argued that gender is a significant factor in teacher life satisfaction. In urban areas, more domestic responsibilities and workplace discrimination brought the life satisfaction of female teachers down. Satisfaction Level of Urban Private School Teachers Kumar (2023) found urban private school teachers had mixed satisfaction level. The pay was better, the facilities were better, but there was significant pressure to perform and constant evaluation, which took its toll on emotional well-being.

Chowdhury, Maiti, & Biswas (2024) studied the relationship between life satisfaction and mental health among secondary teachers of West Bengal. Consequently, they concluded that the mental health of employees exerts a direct influence on both job performance and life satisfaction, and that anxiety and emotional exhaustion are negative predictors. Jamieson (2025) highlighted mindfulness among educators and found that teachers engaging in mindfulness had more well-being, resilience, and life satisfaction, particularly in high stress school contexts. Robins (2025) took care of teacher dropouts and found that better

mentoring and work-life balance could enhance teacher retention and life satisfaction, especially in US urban schools. Abou Assali (2025) drew a comprehensive sketch that combines teacher well-being, school care, and professional self-concept. The findings emphasized the value of emotional and environmental support in developing sustained teacher life satisfaction. Manocha (2025) did research on bilingual and multilingual female senior secondary school teachers and concluded that language adaptability had a positive influence on life satisfaction. The authors emphasized the value of communicative ease and school culture as factors leading to greater satisfaction among teachers. Ramachandran and Rajendran (2025) examined the psychological well-being of the higher secondary teachers and reported that emotional stability, workplace recognition, and supportive leadership are significantly contributing to life satisfaction in public and private institutions.

The presented studies consistently indicate that the life satisfaction of senior secondary school teachers is influenced by a set of institutional, psychological, and socio-demographic factors. Private school teachers have reported higher levels of satisfaction as a result of more resources and support, while rural or female teachers face added problems. Wellness correlates with factors such as mental health, mindfulness, leadership style and work-life balance. The findings raise the question of urgent requirement for equity policies, mental health support, and administration reformation for a healthy, satisfying environment to teach.

Need and Importance of the Study

The role of the teaching profession is indeed a major determining factor in the human capital development of a country. Regarding different educational levels, senior secondary school teachers play a key role; indeed, they help students through a particularly challenging and transitional period of their academic studies. Notwithstanding their power, however, teachers frequently struggle with different levels of life satisfaction, which is an important index of psychological well-being and working life balance. One's life satisfaction is not only important for his/her self-growth and emotional stability but also plays a crucial role in professional performance, interpersonal relationships in classroom, and long-term dedication to teaching profession.

The contrasting socio-cultural and economic profiles of different teacher populations along with other compounding factors makes the study of life satisfaction a particularly pertinent issue in the Indian context. Gender and location (urban-rural) constitute two powerful variables which significantly influence the life experiences of teachers. Female teachers often bear a double responsibility professional and domestic causing greater strain and less personal satisfaction. Similarly, rural teachers have their own country-specific and international country specific socioeconomic and working conditions that could negatively affect their well-being such as poor infrastructure at working place, few facilities, little opportunity for professional development, being socially isolated and fewer facilities mean worse well-being. Despite these aspects, there is very little focused research which attends to the intersection of gender and locality and life satisfaction among senior secondary teachers in India. Although there have been limited fragmented studies, none have generalized their findings to teachers as a whole, nor included diversity in demographic factors that could indicate trends between and disparities among teachers. It is important for policymakers, education planners,

and school managers to know how gender roles and places of habitation have an impact on life satisfaction, in order to develop appropriate targeted and fair interventions.

The goal of the current study is to fill this gap in the literature through examining the interplay between districts and gender on life satisfaction among senior secondary school teachers. The results of this study will contribute to the adaptation of mental health programs, gender-sensitive workplace policies and rural development interventions to the educational sector. Also, to have an accurate idea of this can generate more inclusive teacher training, more effective retention strategies and better student-teacher relationships that will finally contribute to better educational quality.

All in all, this is a timely and relevant study which will help to content the urgent need to better understand an important, albeit underspecified area of teacher well-being, and which carries implications of broader significance for educational policy and society more generally.

Objectives of the Study

1. To study and compare life satisfaction among male and female senior secondary school teachers.
2. To study and compare life satisfaction among rural and urban senior secondary school teachers.

Hypotheses

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

Research Method

In alignment with the objectives of the present study, the descriptive survey method was employed.

Population

The population of the study was senior secondary school female teachers of Rohtak district of Haryana state. This population was selected for being accessed by both gender representation and geography (urban and rural schools), which were main variables of the study.

Sample

Stratified sampling has been used to take a sample of 200 senior secondary school teachers from the district Rohtak. Strata were defined by two main demographic variables (sex male, female; locality urban, and rural); in order to have an equal sample representation for each subgroup. This process allowed for balanced data collection, and comparisons of meanings between the strata could be made.

Tool Used

To measure the level of life satisfaction among the teachers, the Life Satisfaction Scale developed by Alam and Srivastava (2001) was utilized.

Statistical Techniques Used

The data were processed by means of descriptive as well as inferential statistics. Measures of central tendency and scatter of life satisfaction scores within the sample were estimated by means and standard deviations. The t-test was also used to evaluate the significance of differences between means by gender and locality. This facilitated the evaluation of whether differences in life satisfaction were statistically significant.

Data Analysis

The first objective of the study is “to study and compare life satisfaction among male and female senior secondary school teachers”. Mean, SD and ‘t’ test were used to analyze the data given in table 1 below:

Table 1: Comparison of Life Satisfaction in relation to gender among senior secondary school teachers

Variables	Gender	N	Mean	Std. Deviation	‘t’ test
Life Satisfaction	Male teachers	100	80.55	13.960	4.854**
	Female teachers	100	73.48	12.391	

**Significant at 0.01 level

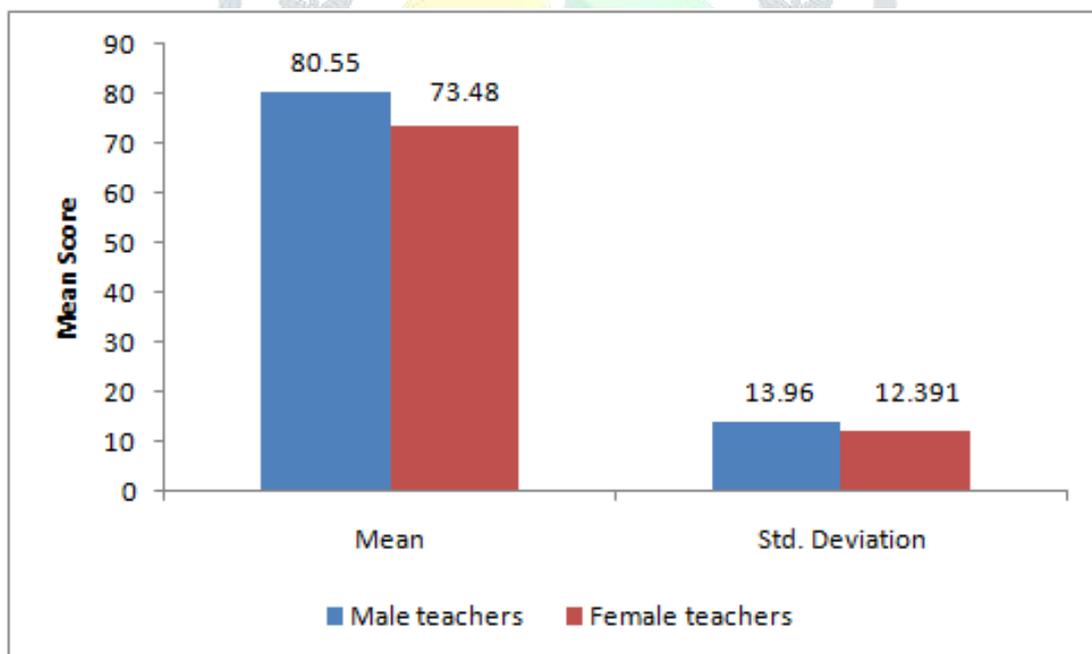


Fig. 1: Mean and SD scores of life satisfaction of teachers in relation to gender

Table 1 provides a comparative assessment of life satisfaction levels among male and female senior secondary teachers. The analysis reveals a statistically significant difference between the two groups at the 0.01 significance level, supported by a t-value of 4.854. Teachers male teachers exhibited a higher average life satisfaction score (M = 80.55, SD = 13.960) in contrast to their counterparts female teachers, who

recorded a lower mean score of 73.48 (SD = 13.391). The substantial t-value indicates that this variation is not attributable to chance, but rather reflects a genuine difference in perceived well-being linked to gender. Hence the null hypotheses “There exists no significant difference in life satisfaction among male and female senior secondary school teacher” is not retained.

The second objective of the study is “There exists no significant difference in life satisfaction among rural and urban senior secondary school teachers”. Mean, SD and ‘t’ test were used to analyze the data given in table 2 below:

Table 2: Comparison of life satisfaction in relation to locality among senior secondary school teachers

Variables	Locality	N	Mean	Std. Deviation	‘t’ test
Life Satisfaction	Rural school teachers	100	77.45	13.461	0.452 ^{NS}
	Urban school teachers	100	76.58	12.890	

NS=Not Significant

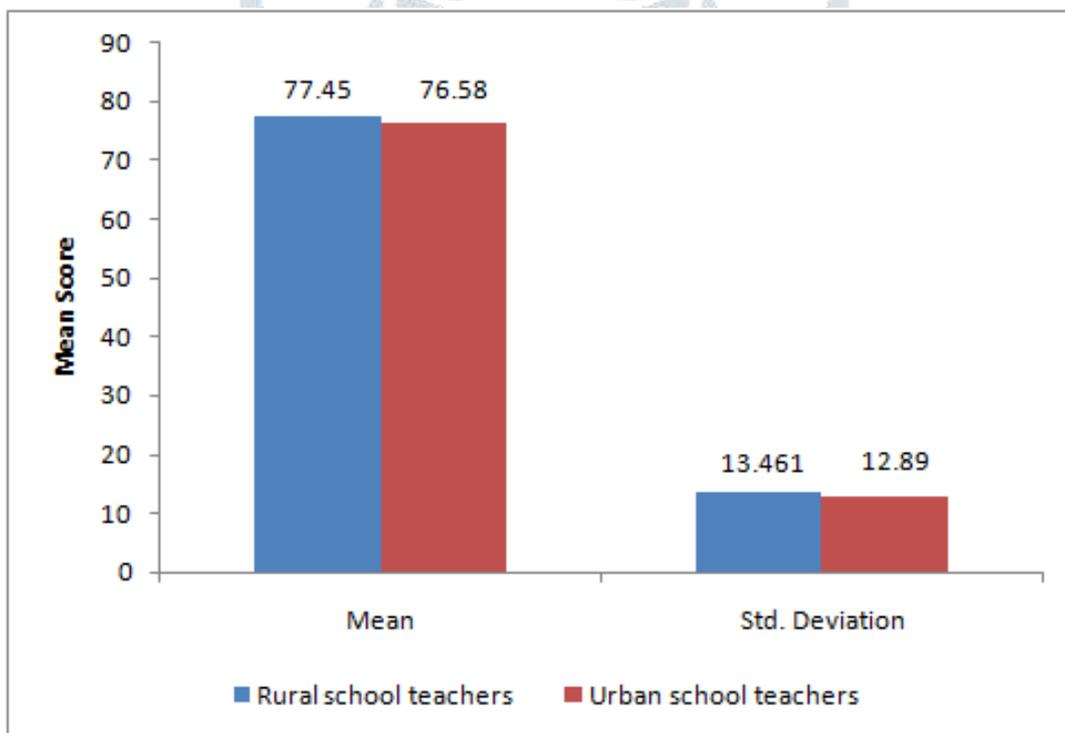


Fig. 2: Mean and SD scores of life satisfaction of teachers in relation to locality

Table 2 presents a comparison of Life Satisfaction between senior secondary teachers working in rural and urban schools. The findings reveal that the difference in life satisfaction between these two groups is not statistically significant, as indicated by the t-value of 0.452. The mean life satisfaction score for rural school teachers is 77.45 (SD = 13.461), while urban school teachers have a slightly lower mean score of 76.58 (SD = 12.890). Despite the marginal difference in the average scores, the lack of statistical significance suggests that this variation is likely due to chance and does not reflect a meaningful difference in overall life satisfaction based on locality. Thus, locality does not appear to be a differentiating factor in the life

satisfaction levels of senior secondary school teachers according to this data. Hence, the null hypotheses “There exists no significant difference in life satisfaction among rural and urban senior secondary school teachers” is retained.

Findings of the Study

The result of the study is that there is a great difference between male and female senior secondary school teachers concerning their life satisfaction with men reporting high satisfaction. This indication that it really does matter, the gender of the teachers, is interesting. But there was no remarkable difference between the life satisfactions of teachers according to their place of residence. Both rural and urban teachers’ reported being equally satisfied, suggesting that one's location may not significantly influence their overall life satisfaction.

Implications and Suggestions

The results highlight the importance of gender-responsive interventions at the education level for enhancing the life satisfaction of teachers. The findings in this study indicate that the educators' life satisfaction was significantly low, I could be through the combined role of at home and at work and so, in HR policies and training efforts to improving mental health services, should be specifically designed for educators based on flexible working hours, HR training and mental. Institutions should create an enabling environment for female teachers where there unique problems are addressed and support mechanisms are put in place. Furthermore, although location (rural/urban) was not a major factor in the participants’ overall life satisfaction in this study, ongoing provision and equalities of service provision and resources across rural and urban schools should continue to be upheld. Furthermore, other influencing factors, including marital status, age, work load and management style of school might be considered in future studies to understand these mechanisms in more detail for teachers' satisfaction with life. Such understanding may help promote teacher retention, performance and quality of education.

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