



**Full Length Research Article**

**IMPACT OF SOCIO-DEMOGRAPHICS ON SUBJECTIVE WELL BEING - A STUDY ON FEMALE  
TEACHERS OF PUBLIC SECTOR UNIVERSITIES OF KARACHI –PAKISTAN**

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**ABSTRACT**

Teachers are seen as generation builders. Their academic knowledge serves as their tool to better guide their students. For this tool to be successfully utilized it is frequently observed that demographic factors are appeared to be one of those influential factors that have vital impacts on their life; especially, the performance of a person. This key aspect of human life is impacted by subjective well-being. This study is undertaken to assess the subjective well-being of female teachers of universities of public sector. It is hypothesized that different socio demographics factors will produce varying effect on subjective well-being and life satisfaction of public universities' female teachers. 101 female university teachers from different public universities of Karachi-Pakistan are surveyed through simple random sampling by means of The ICP Subjective Well-being Scale as the tools of quantitative data research. Data analysis tools including descriptive statistics, correlation, ANOVA and t-test with subjective wellbeing as the dependent variable and socio demographics factors as the independent variables are used. Analysis shows that the designation, numbers of children and income are playing important role subjective well-being and life satisfaction of public universities' female teachers. Findings of the study are supported with theoretical and cultural framework and avenues for the further researches are also suggested.

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**INTRODUCTION**

Teachers are an extremely important facet of any society and their role in society is both significant and valuable. Teachers are the people who educate the youth of society who in turn become the leaders of the next generation of people. Teaching job is a great responsibility than a mere job. It has impact on the growth and well-being of the nation. This is the reason teacher's own well-being is highly important specially the teachers who are teaching at higher level. Subjective wellbeing (Khramtsova, Sarrnio, Gordeeva, and Williams, 2007; Salami, 2008) have been demonstrated to foresee teachers' state of mind and execution in higher instructive organizations. In this study, the degree to which Subjective wellbeing and life satisfaction are mutually as well as independently add to the anticipation of teachers' practices and state of mind is investigated. Subjective wellbeing is characterized as expression of feeling of satisfaction with one's interpersonal connections and with one's occupation and budgetary circumstance (Bar-On, 2005); though life satisfaction addresses more worldwide cognitive considerations of one's life (Compton, 2005; Khramtsova *et al.*, 2007).

Many researchers (e.g., Bar-On, 1997; Ciarrochi, Chan, and Caputi, 2000; Martinez-Pons, 1997, 1999; Mayer, Caruso, and Salovey, 2000) have explored the relationship between satisfaction with life and well-being. Findings suggest a positive relationship. Subjective well-being (SWB) is characterized as 'people's psychological and emotional assessments of their life' (Snyder and Lopez, 2002, p. 63). As per Diener (1984) well-being is a multidimensional build that incorporates psychological and full of feeling segments. According to Adams, Bezner and Steinhardt (1997) apparent wellbeing is a multidimensional state of feeling, salutogenic develop and their Wellness Model comprises of six measurements.

Witmer and Sweeney (1992) suggest a model of health and counteractive action over the life compass that incorporates hypothetical observations from brain research, human sciences, human science, religion and instruction. The joining of various systems of positive working serves as the hypothetical establishment that created a multidimensional model of wellbeing (Ryff 1989; Ryff and Keyes, 1995). This model comprises of six unmistakable measurements of positive mental working which envelops a broadness of wellbeing. Evers, Tomic and Brouwers (2004) report, teachers

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assume a beneficial part in helping kids develop. Keeping in mind the end goal to do this they must remain physically and rationally well. At the point when teacher achievement was inspected by Scott and Dinham (2003), they found that it was affected by understudy accomplishment and individual competence. As far as the life satisfaction is concern, it is defined according to Diener and Lucas (1999), life satisfaction covers satisfaction with current life, satisfaction with future life and the views of individuals' relatives about the lives of those individuals. In other words, life satisfaction is the degree of the positive emotions experienced (Frish, 2006; as cited in Simsek, 2011).

Many researchers (e.g., Bradburn, 1969; Diener, 1984; Wilson, 1967; Costa and McCrae, 1980, 1984; Schwartz and Strack, 1991; Heady and Wearing, 1992) have explored the importance and different components of life satisfaction. Balachandran (1981) in his study "Teaching effectiveness and student evaluation of teaching found that as good as the output of the students was after evaluation as greater as the spirit of teachers to be more effective. Lunenburg (1989) Defined quality of life in schools as the students' satisfaction with school, commitment to class-work and students' reactions to teachers. Other researchers (e.g., Bhagoliwal .S ,1982; Kaur, Balbir, 1983; Hussein, I.L.A,1985; Khanna,P,1985; Pazak and blaze,1989) highlight the life satisfaction as an vital component among teachers.

According to Cosio-Zavala (1999) demography is the scientific study of characteristics and dynamics pertaining to the human population. Demographics requires the study of specific information that may be gathered from a population census or vital statistic records. Previously, Larsson and Kallenberg (1996) found that educational level was unrelated to sense of coherence. Van Schalkwyk and Rothmann (2008), however, found significant differences in sense of coherence level for qualification and job level, but none for age, gender and language in an organization context.

They found stress level to increase with job level and qualification level; similar to the study by Liukkonen *et al.* (2010) in which level of sense of coherence was related to upward career movement. Liukkonen *et al.* (2010) lay at the door of this effect of career movement on sense of coherence to an improved financial position. Contrary to Grayson (2008), Barnard *et al.* (2010) empirically confirm a positive relationship between demographics and financial health variables, in particular level of income (as also in studies by Larsson and Kallenberg, 1996; Lundberg and Nyström, 1994; Volanen *et al.*, 2004), debt management and financial planning.

In their study, differences in the demographic level were also linked to marital status (Barnard *et al.*, 2010). Volanen *et al.* (2004) found strong links between demographics level and marital status, having children, unemployment and level of education. This study highlight the lack of studies exploring the mutual effect of socio-demographic variables and propose the importance of basic demographic variables such as age and education, work-life variables such as employment, as well as family life variables such as marital status and number of dependents.

## Statement of the problem

It has been observed in various researches that well-being have been ignored by the researchers as well as policy makers in the study of organizational behavior. The workplace is considered to be a rational environment (Anari, 2012). This vision is quite common in educational institute of Pakistan as well (Sahdat, 2011). Thus this area need more exploration to fill the gaps found in literature. If the above stated problem is explored exhaustively, numerous effective educational policies can be introduced to improve higher education in Pakistan.

## Objective of the study

Literature reveals that very few researches have focused on university teachers especially in public universities of Pakistan therefore the objective of the present study is to explore the relationship and differences of subjective well-being and life satisfaction with socio demographic factors of teachers working in government Universities of Karachi, Pakistan.

## Hypotheses

Different socio-demographics factors will produce varying effect on subjective well-being of public universities' female teachers. Different socio-demographics factors will produce varying effect on life satisfaction of public universities' female teachers.

## MATERIALS AND METHODS

**Sample:** The data collected for this study consists of 101 female university teachers who teaching different courses to the undergraduate and post-graduate students. The age range of the participants is between 25- 55 years ( $\bar{x}=2.90, SD=1.65$ ) with minimum one years of teaching experience in public university. Participants belong to joint or nuclear family system. Married and unmarried, both females participated in the study. The above stated sample data is drawn through simple random sampling from public universities of Karachi, Pakistan.

**Measures:** The measures used in this study are: Demographic form, life satisfaction of ICP Subjective Wellbeing Scale (Moghal and Khanam, 2013). ICP Subjective Wellbeing Scale is developed by Moghal and Khanam in 2013. This scale is comprised of three sub scales measuring life satisfaction, positive and negative effect. In the research conducted by Moghal and Khanam the value of cronbach's alpha and the split half reliability is up to the required standards.

**Procedure:** Official permissions were taken from the relevant universities. Only female teachers of different public universities were approached for data collection. Questionnaires were filled through individual administration. Informed consent was signed by participants. Anonymity, confidentiality, and right to withdraw from the survey were explained to the participants.

## RESULTS

Scoring of the questionnaires was done according to the given criteria of the scoring keys. SPSS version 20 was used for

statistical analysis. Descriptive data was used for getting a better statistical view of characteristics of sample. Data analysis tools including descriptive statistics, Pearson correlation coefficient, ANOVA and t-test with subjective well-being as the dependent variable and socio demographics factors as the independent variables are used.

Table 1 showing socio-demographic factors like age, duration of marriage, number of children, duration of service, duration as working as a teacher and income significantly correlated with life satisfaction at ( $p < .05$ ) whereas number of children at ( $p < .01$ ) and income at ( $p < .05$ ) significantly correlates with subjective well-being.

**Table 1. Correlation of socio demographics variables with life satisfaction and well-being (N=101)**

Variables	Age	Duration of marriage	No. of children	Duration of service	Duration as teacher	Income
Life satisfaction	.221*	.203*	.242*	.206*	.215*	.236*
Subjective well being	.026	.041	.015	.031	.031	.081
	.076	.145	.265**	.108	.158	.208*
	.449	.149	.007	.281	.116	.037

\*\* $p < .01$  \*  $p < .05$

**Table 2. T Test showing the difference between married and unmarried females teachers on life satisfaction and subjective well being**

Variable	Groups	N	Mean	SD	t	df	p
Subjective well being	married	64	90.91	6.34	.639	99	.391
	unmarried	37	89.59	7.90			
Life satisfaction	married	64	18.19	4.08	.861	99	.526
	unmarried	37	17.68	3.53			

**Table 3. T Test showing the difference between family structures of females teachers on life satisfaction and subjective well being**

Variable	Groups	N	Mean	SD	T	df	p
Subjective well being	Nuclear	46	91.00	8.37	.715	99	.476
	Joint	55	89.95	6.43			
Life satisfaction	Nuclear	46	18.17	4.04	.410	99	.683
	Joint	55	17.85	3.77			

**Table 4. ANOVA of Well-being score among different designations of teachers**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	522.898	3	174.299	3.451	.020
Within Groups	4899.795	97	50.513		
Total	5422.693	100			

**Table 5. Post Hoc tukey's HSD analysis among various designations and their well being**

	designation	Mean Difference (I-J)	Std. Error	Sig.
Lecturer	Assistant professor	-1.101	1.631	.906
	Associate professor	1.819	2.187	.839
	Full professor	-7.095*	2.495	.027
Assistant professor	Associate professor	2.920	2.257	.569
	Full professor	-5.994	2.557	.095
Associate professor	Full professor	-8.914*	2.943	.016

\*\* $p < .01$  \*  $p < .05$

**Table 6. ANOVA of life satisfaction score among different designations of teachers**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	132.585	3	44.195	3.117	.030
Within Groups	1375.415	97	14.180		
Total	1508.000	100			

**Table 7. Post Hoc tukey's HSD analysis among various designations and their life satisfaction**

	designation	Mean Difference (I-J)	Std. Error	Sig.
Lecturer	Assistant professor	-1.320	.864	.425
	Associate professor	.138	1.159	.999
	Full professor	-3.691*	1.322	.032
Assistant professor	Associate professor	1.458	1.196	.616
	Full professor	-2.371	1.355	.304
Associate professor	Full professor	-3.829	1.559	.074

\*\* $p < .01$  \*  $p < .05$

Table 2 showing no significant difference is found in subjective well-being and life satisfaction because of marital status. Table 3 showing no significant difference is found in subjective well-being and life satisfaction because family structure. Table 4 and 5 ANOVA was applied and significant difference was found on teacher's subjective well-being. The level of subjective well-being of lecturers is lower as compare to the associate professors and professors. Table 6 and 7 showing that ANOVA was applied and significant difference was found on teacher's life satisfaction. The level of life satisfaction of lecturers is lower as compare to the associate professors and professors.

## DISCUSSION

Teachers are an extremely important facet of any society. A lot of studies has been done on the role these teachers play in the life of students. Since teachers are the future builders, their own well-being and satisfaction have impacts on their working capacity. Present study was conducted to see if the socio-demographic factors play any role in the psychological well-being and life satisfaction of teachers of public sector universities. The analysis showed that socio-demographic factors like age, duration of marriage, number of children, duration of service, duration as working as a teacher and income positively correlated with life satisfaction of the teachers whereas number of children and income positively correlates with their subjective well-being. Correlation of income with subjective well-being and life satisfaction shows that the more the income, the better will be the well-being as well as life satisfaction of the teacher.

Individual well-being does not only depend on income in absolute terms but also on the subjective perception of whether one's income is sufficient to satisfy one's needs. Also, individual income perception is subject to the individual's own situation in the past as well as to the individual's own income compared with the income of other people. In Pakistani society being working as a teacher is taken as pride, it reflects the importance of the relative position of individuals in society for their satisfaction with life (Sheikh M.A, 2000). The empirical evidence based on studies is mixed, numerous studies find a low correlation between income and subjective well-being as well as life satisfaction (see, e.g., Clark and Oswald, 1994 for the UK; and Frey and Stutzer, 2000 for Switzerland). The few micro panel data studies, report a positive effect of income on subjective wellbeing (van Praag *et al.*, 2003 for Germany; and Ferrer-i-Carbonell and Frijters, 2004 for Germany).

The impact of income on individual well-being is larger for East than for West Germans, which makes sense, given that Easterners are poorer than Westerners; and the larger an individual's own income is in comparison with the income of the reference group, the happier the individual is. (Ada Ferrer-i-Carbonell, 2004). The result of the present research is correlational in nature. Another important factor which affects the level of life satisfaction and subjective well-being of teachers is designation and their duration of service in an educational institute. Punia and Kamboj (2013) found out that professors have higher level of life satisfaction and subjective well-being than lecturers. This shows that designation enhance

the feeling of worthiness and wellness, the higher the designation the higher is the level of life satisfaction and subjective wellbeing. Results shows that being married or unmarried makes no difference on teachers' life satisfaction and subjective well-being. Much research (Mastekaasa, 1994; Glenn, 1996; Myers, 2000) has likewise found that married individuals are for the most part more content than the individuals who are unmarried, whether they are isolated, separated or single (Myers, 2000).

He likewise found that the unhappiest individuals are those stuck in troubled relational unions. One clarification of the connection in the middle of marriage and bliss is the scope of advantages that marriage acquires terms of closeness, brotherhood, sharing and so on. This verifies the higher life satisfaction in teachers who are married since long duration. Overall, females specially teachers are well settled in their jobs and job oriented women who as well educated as well have positive aspect of life. Even unmarried females have a joint family system which is considered to be a support system. Hendrick and Hendrick (1997) trust that companionship and responsibility are very imperative in a marriage. He found comparative connection of SWB as the wedded couples. On the other hand, Diener *et al.*, (1998) found that this was not the situation, finding rather that married couples were more satisfied than unmarried people, particularly in collectivistic societies, for example, India or Pakistan. Having said this, inside individualistic societies, for example, the U.K. this pattern is changing and the SWB of unmarried people are ascending to levels in accordance with married couples.

Analysis shows a positive correlation with number of children a female teacher have, which shows the importance of children to them. As reported by Ahankoobnejad and Bahrami (2002), married female teachers get higher scores than married male teachers in various aspect of life satisfaction. Children bring blessing and strength to females and they confront all hardships and challenges of life. Caring and bearing a child bring strength to their emotions and feeling. Overall, it was found that the socio-demographic factors play important role in lives of public universities' female teachers. However, like other researches, this research has its own limitations like it only focused the public university teachers doesn't cater private university teachers. Moreover, it is gender specific for now. It would be informative to study the similar variables among male teachers.

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