

**Comparative Study**

## **A Comparative Study of Job Satisfaction of Male and Female University Teachers**

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### **ABSTRACT**

Job Satisfaction is one of the feeling experienced when an individual wishes are met and have positive emotional response you experience when doing your job or when you are present at work. The present study aimed to measure and compare the level of job satisfaction of male and female university teachers. It was hypothesised that male university teachers will have low level of job satisfaction as compared to female university teachers and there will be significant difference in the male and female university teachers regarding their job satisfaction. Teachers Job Satisfaction Questionnaire (TJSQ) 1996 by Kumar P. and Mutha D. N. was used to collect the sample from the participants. Sample consisted of 50 male and 50 female teachers from different private universities of Dehradun, Uttarakhand. The obtained data was analysed through descriptive as well as inferential statistics (independent sample t-test). The findings revealed that male university teachers have high level of job satisfaction then the female university teachers. However, the difference was not found to be statistically significant.

**Keywords:** *Job satisfaction, Teachers, University*

The role of a teacher is very significant in the proper development of the educational construct of a world. A teacher is a backbone of a nation, and their progress depends upon the educational system. A teacher acts as a coach, mentor, educator, trainer, guide, and many more. The teachers with several years of service experience feel better qualified to perform their duties (tasks related to planning and teaching were rated the most highly) than teachers with less work experience. According to the research by Makovec D. (2018), the teachers with more work experience evaluated the claims related to their educational activity statistically significantly higher. But their performance depends on the interaction between the working environment and subjective demands. It is commonly said that both male and female teachers play a different role in the growth of the world. Job satisfaction is one of the most important variables of a teacher which influences a student as well as the whole community. It is closely related to elements such as productivity, absenteeism, and turnover. It is expected that active and dedicated teachers produce good quality work.

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Satisfaction is one of the factors of the overall efficiency of work performed, which is configured as the result of the relation between what individuals get from work (in the terms of salary, promotion, or status). A male or female teacher can perform to the maximum of his/her capacity, if he/she is satisfied with his/her job. It was also found that there was a significant difference in the job satisfaction of male and female administrative staff in the universities (Olorunsola E. O., 2010). The main quality of teachers is a positive attitude towards education. To enhance the educational system, it's very important for teachers to be satisfied internally and it is vital to track their performance, attitude, and feelings.

### *Job Satisfaction*

Job satisfaction is a feeling towards a job that cannot be seen, it can only be presumed. It is essential for every teacher to be satisfied with their job because that will directly impact students' academic performance. It was found that the relationship between teaching competence and job satisfaction was positive and significant, and that relationship was not influenced by sex, locale, teaching experience, and educational qualification (Ayishabi and Amruth, 2005). As the teachers are not satisfied with their job then their mental state will also be affected, and they will not be able to give their full potential to their teaching performance. The female teachers had greater job satisfaction than the male teachers (Khatoon, 2000). Fresher teachers were more satisfied than the more experienced teachers. A satisfied teacher, with high academic and professional qualifications, certainly can raise the standard of the students' understanding of the subject knowledge. It is the teacher who acts as a facilitator, guide, and motivating force in process of learning.

Job Satisfaction refers to a person's feeling of satisfaction on the job which acts as a motivation to work. If someone dislikes their job intensely, they will experience job dissatisfaction. Job satisfaction will be defined as the amount of overall positive effects or feelings that individuals have towards their field.

Cranny, Smith, and Stone (1992) define job satisfaction as an employee's emotional state regarding the job, considering what they expected and what they got out of it. In fact, an employee with low expectations can be more satisfied with a certain job than someone who has high expectations. Smith et al. (1969) defined job satisfaction as the feeling an individual has about his or her job.

### *Factors Affecting Teacher Satisfaction*

The factors that affect teachers' job satisfaction are as follows:

- 1. Intrinsic Factors:** Intrinsic factors play a major role in motivating individuals to enter the teaching profession because they enjoy teaching and want to work with young people. Very few teachers enter the profession because of external rewards such as salary, benefits, or prestige (Choy et al., 1993). A teacher who is internally motivated is found to be more satisfied with their job. Student behaviour and perceptions of teacher control over the classroom environment also are intrinsic factors affecting teacher satisfaction (Lee, Dedrick, and Smith, 1991).
- 2. Extrinsic Factors:** Extrinsic factors have been associated with teacher satisfaction, including salary, perceived support from administrators, school safety, and availability of school resources, promotions, among others (Bobbitt et al, 1994). The extrinsic motivation for a teacher can be from praise for some work. On the other hand, if the teacher is externally demotivated that can affect job satisfaction level.

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- 3. Demographic factors:** Similar to professionals in other occupation, job satisfaction in teachers have been related to demographic variables including age, education, marital status, and gender. Perie and Baker (1997) in a study conducted on job satisfaction among more than 36,000 elementary and secondary public-school teachers reported that female teachers reported higher levels of job satisfaction than male teachers and that teachers' job satisfaction showed weak correlations with salary and benefits.

### *University Teacher*

A university is a collaboration of teachers and students in which teachers are the role model for the students. As a university teacher, there are many roles which they have to play apart from the academic which make a teacher satisfied with their job or may not. A university teacher's motivation also depends on the students' performance or their classroom environment. A member of the faculty of a college or university usually has qualified status without rank or tenure. A university is an institution for higher learning with teaching and research facilities typically include a graduate school and professional schools that award master's degrees and doctorates and an undergraduate division that awards bachelor's degrees.

### *Objectives*

- To measure the level of job satisfaction in male and female teachers at the university.
- To compare the level of job satisfaction in male and female teachers at the university.

### *Hypotheses*

- There will be low levels of job satisfaction in male teachers at the university as compared to their female counterparts.
- There will be a significant difference between the male and female teachers at the university regarding their Job satisfaction.

## **REVIEW OF LITERATURE**

Kumari and Jafri (2011) mentioned a study on the level of Organizational Commitment of Male and Female teachers at Secondary schools to investigate the overall level of Organizational Commitment of Male and Female teachers at the Secondary School of Aligarh Muslim University. Data analysed by using t-test results revealed that the overall percentage of female teachers Organizational Commitment was much higher than male teachers. Iqbal & Akhtar (2012) compared the level of job satisfaction of male and female secondary school teachers in all public sectors and working in district Lahore, Pakistan. Job Satisfaction Scale for Teachers (JSST) was used for this purpose. One-way ANOVA and t-test were applied. Results show that Female teachers were more satisfied with work.

Raj T. and Lalita (2013) investigated the present level of job satisfaction among male and female schoolteachers. The sample was 50 male and 50 female teachers, 100 in total. The obtained data were analysed based on the descriptive statistics using SPSS Version 16. The study revealed that there is no significant difference in the level of satisfaction of male and female teachers. Results show that male respondents were found more satisfied than their female counterparts. Kiani S., Iftikhar L., Ahmed F. (2016) examine the relationship between self-awareness and job satisfaction among male and female teachers. Sample consisted of 350 male and female teachers at different government institutes of Islamabad,

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Rawalpindi, and WahCantt. Results of t-test analysis suggested male schoolteachers are more self-aware and report high job satisfaction as compared to female schoolteachers.

There are other researches that have their findings, one of them is of Moorthy (2013) conducted an empirical study to find the satisfaction level of female employees. The result showed that the level of satisfaction is at a moderate level. Bholane K. P. (December 2015) measure the level of job satisfaction of university teachers in Maharashtra state. A cross-sectional research design is used in this study. It includes 274 university teachers from a random sample. The data collected are analysed using Arithmetic Mean, Standard Deviation, T-Test, and one-way ANOVA. The results were found that most of the university teachers have a moderate level of job satisfaction.

Velmurugan D. (2016), identify the factors that increase the job satisfaction of teachers. He carried out this research among private higher secondary school teachers in the Coimbatore district. The result of the study discloses that job satisfaction of teachers depends on Salary, Working time, Professional growth, etc. Kumar and Bhatiya (2011) indicate teachers' satisfaction level and their attitude towards teaching are affected by gender, marital status, and their minimum qualification. The level of job satisfaction and attitude of the teachers towards teaching is least affected by the income group of physical Education teachers to compare the job satisfaction among Physical Education teachers and their attitude towards teaching.

Mishra J. (2016) studied the differences between male and female teacher educators of B.Ed. Colleges and secondly the differences between Govt. and Non-Govt. B.Ed. college teacher educators in relation to job satisfaction. The results reveal that there is no significant difference between males and females, Govt. and Non – Govt. B Ed College teacher educators with respect to job satisfaction.

## **METHODOLOGY**

### *Sample And Sampling Technique*

A total sample of 100 male and female university teachers was selected from district Dehradun in Uttarakhand to be tested on the job satisfaction level. The sampling was done by means of a purposive sampling technique keeping in view the inclusion criteria of the sample. Only those teachers were included in the study who have teaching experience of at least 5 years in the university and are still employed in the same capacity.

### *Variables*

- Independent Variable: Gender (Male and Female)
- Dependent Variable: Job Satisfaction

### *Research Design*

A Two group research design was applied in conducting the present research. The experiment was done on the two different groups of subjects and then the result was compared.

### *Tools*

- **Preliminary Information Record:** The preliminary information was taken from the subject as their name, age, gender, salary, teaching experience in the same university, district, designation, area (rural or urban), and university name

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- **Job Satisfaction:** Teachers Job Satisfaction Questionnaire (TJSQ) 1996 Revision constructed and standardized by Pramod Kumar (M.A., D.Phil.) and D.N. Mutha (M.Sc., M.ED., Ph.D.). It consists of 29 highly discriminating items and two alternatives have been given under each statement and they had to tick mark (✓) the most appropriate answer. The reliability of the test was found by the test-retest method, and it was found to be .85. Validity Face validity in that questionnaire is very high.

### *Procedure of Data Collection*

The data was collected individually from the subjects from different universities. Before proceeding further, the purpose of the research was told, and the informed consent was also signed. It was also informed that they have a free will to participate in the research and it's going to be completely voluntary on their part. Thereafter, the questionnaire was shared with the subjects who consented to participate. It was told that they are being tested on the job satisfaction scale. The instructions were given to the subject that they must complete this test in one go and can't leave any of the statements. There are a total of 29 statements that they must complete, every statement has two options ("Yes" or "No") whichever they feel comfortable they are supposed to put a tick mark (✓) on the option. It was also told that their responses and names will be kept confidential and will be used only for research purposes. There is no right or wrong answers. There was no time limit but ordinarily, an individual took 10-15 minutes to complete the form. In between, there were some subjects who got confused in some statements after that the confusion was also resolved. After completing the test, they were thanked. Then the obtained data were recorded in the master chart which was then processed statistically.

### *Statistical Treatment*

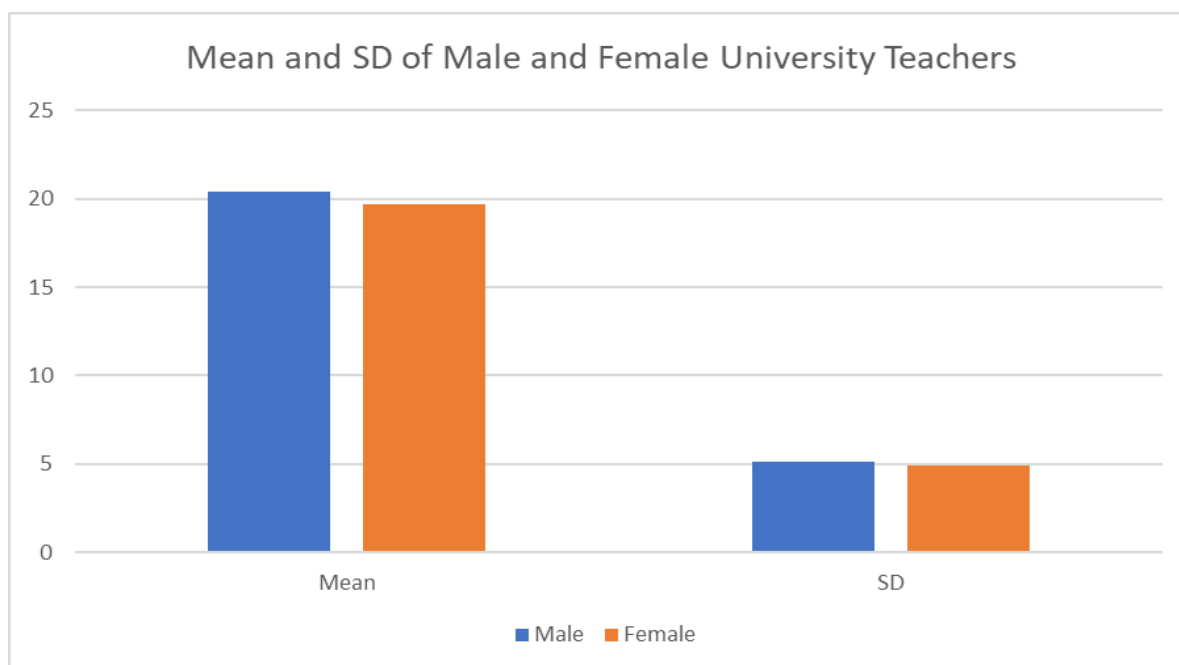
The obtained data were processed for statistical treatment by applying descriptive and inferential statistics. Mean, Standard Deviation, and percentage were calculated as descriptive statistics, whereas independent samples t-test was applied as an inferential statistical device.

## **RESULTS AND INTERPRETATION**

*Table: 1 Mean, Standard Deviation, and t-value of Job Satisfaction of Male and Female University Teachers.*

	Male		Female		df	t-value
	Mean	SD	Mean	SD		
Job Satisfaction	20.42	5.11	19.68	4.92	98	.74

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**Figure: 1 Comparison between Male and Female University teachers in terms of their Mean and Standard deviation**

As exhibited in table 1 and figure 1, the male university teachers ( $M = 20.42$ ) are more satisfied with their job as compared to female university teachers ( $M = 19.68$ ). However, as presented in table 1, the difference between the two groups is not significant ( $t = .74$ ).

### **DISCUSSION AND CONCLUSION**

The present study was conducted to compare the job satisfaction between male and female university teachers. It was hypothesized that there will be low levels of job satisfaction in male teachers at the university as compared to their female counterparts and it was also expected that the difference between both the groups will be a significant in terms of their job satisfaction.

According to the obtained results from the subjects in the present study, as against the hypothesis, the female university teachers are found to have a low level of job satisfaction as compared to male teachers. This also goes against many previous research findings (Kumari and Jafri (2011); Iqbal & Akhtar (2012); and Khatoon, 2000). On the other hand, the researches (Raj T. and Lalita, 2013; Kiani S., Iftikhar L., and Ahmed F., 2016) are also available which shows similar results as found in the present study.

Although, the difference of job satisfaction between male university teachers and female university teachers does exist in favour of male university teacher, it is not found statistically significant. This may be attributed to less workload of household work on male teachers than female university teachers. The female university teachers are more dissatisfied with their jobs which may be due to the inflexibility of the working hour, less pay, more responsibilities, work itself, advancement, security, recognition, and working conditions (Raj T. and Lalita, 2013). Professional growth can also be the one factor that affects female university teachers to be dissatisfied with their jobs.

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To conclude, it can be said that the male university teachers were more satisfied with their jobs as compared to their female counterparts. However, the difference was not found statistically significant. There could be number of factors responsible for low job satisfaction in female teachers such as additional home and family responsibilities, inflexible working hours, low wages, nature of work, professional growth and advancement, security, recognition, working conditions, less support from the family, and similar other things.

### *Limitations and Suggestions*

1. The sample size was limited, which may have made an impact on the outcome.
2. Since the sample size was limited to one district, a larger area should be picked, i.e., more districts, cities, and states.
3. A comparison of Job Satisfaction of male and female teachers of schools can be taken as a study.
4. Job Satisfaction of teachers can also be studied in terms of many other variables such as their type of organization set up (private and government), area (rural and urban), economic backgrounds (low, middle and high) and similar other variables.
5. To have a more representative sample, the subjects can be scrutinized for the sample on the basis of their opportunities of well-being training / psychological counselling etc. in the past.
6. A further explorative study can be conducted to find out various factors influencing the job satisfaction of male and female teachers specially to see as to what makes job satisfaction greater in male teachers.
7. Professions, other than teaching, can also be studied on similar lines.

### *Implications of the study*

The findings of the current study highlight the role of gender in job satisfaction of the university teachers. It raises a concern of low job satisfaction and possible reasons behind it. The results reflect greater job satisfaction in male teachers. These results open up the scope to find out factors behind better job satisfaction in males which in turn calls for attention towards low job satisfaction in female teachers. It provides the foundation for generating similar circumstances for female teachers by looking into how the circumstances for male and female teachers are different. The present research puts forward the evidence which can be of help to human resource managers, employers as well as the policy makers in bringing significant positive changes in terms of improving and maintaining job satisfaction levels of the employees. The results can be further generalized to an extent in other professions, besides teaching. Directly or indirectly, the families of female university teachers also get the food for thought to get sensitized on this matter and an opportunity to take vital steps in order to contribute their bit in this direction. The present study also paves the way for further similar studies.

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### ***Conflict of Interest***

The author(s) declared no conflict of interest.

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