

**Comparative Study**

## **Gender Dynamics in Job Satisfaction and Teaching Competency among Secondary School Teachers in Kashmir: A Comparative Analysis**

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### **ABSTRACT**

This research paper delves into the gender dynamics in job satisfaction and teaching competency among secondary school teachers in Kashmir, offering a comparative analysis. Job satisfaction and teaching competency are critical factors influencing the quality of education and the overall well-being of educators. The study aims to explore whether differences in job satisfaction exist among high school teachers based on their gender. Additionally, it examines the relationship between job satisfaction and teaching competency among secondary school teachers. The research methodology involved surveying 800 government high school teachers (400 male and 400 female) in two districts of Kashmir division, Srinagar and Baramulla. Data was collected using standardized measures for job satisfaction and teaching competency. Statistical analysis revealed significant differences in job satisfaction and teaching competency between male and female teachers. The findings underscore the importance of addressing gender disparities and enhancing teacher satisfaction and competency to improve the educational environment in Kashmir. This study contributes to a deeper understanding of teacher job satisfaction and teaching competency, with implications for educational policy and practice.

**Keywords:** *Job Satisfaction, Teaching Competency, Secondary School Teachers, Gender*

Education is the key to human progress and teacher plays the most crucial role in the system of education. A teacher's job is not at all that easy and unless a high degree of professional qualities and commitment are inculcated in the teacher's personality, the training programme would remain incomplete. Society needs such teachers who can make education vibrant and production oriented, the teachers who possess professional commitment and selfless devotion. To provide strength to our educational system, we require teachers who are trained and who are aware of their duties, thus they will perform their jobs best they can afford. Unless and until a teacher derives satisfaction on job performance and develops a positive attitude towards education, he cannot initiate desirable outcomes to cater to the needs of the society. The concept of job satisfaction, its definition, and its significance are subjects of extensive investigation and discourse, supported by an excess of literature. However, the understanding of job satisfaction remains ambiguous and

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## **Gender Dynamics in Job Satisfaction and Teaching Competency among Secondary School Teachers in Kashmir: A Comparative Analysis**

occasionally contentious. The term itself encompasses a broad spectrum, ranging from the facilitation of job tasks for employees to imbuing the job with meaning, significance, and challenge. Studies exploring the importance of job satisfaction further compound the complexity, with some indicating no direct link between job satisfaction and job performance, while others assert a clear connection. The perplexity surrounding this topic stems not only from a lack of comprehension but also from discrepancies in defining, measuring, and correlating all factors associated with job satisfaction. In the social science the concept of job satisfaction was first introduced by Hoppock (1935) “job satisfaction as any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say I am satisfied with my job”. Satisfaction with job enhances an individual's performance and effectiveness, regardless of the nature of their work. Job satisfaction is closely linked to the individual's behaviour in workplace (Davis & Newstrom, 1989). It comprises the total adjustment to working environment. Specific attitudes, such as job-specific elements, individual characteristics, and group connections, all contribute to the development of teachers' overall attitudes about their jobs. Administrators are the most inventive people when it comes to bringing excellence into any organization. Furthermore, satisfaction with work is critical for management to create effective results and improve quality in the service sector. Therefore, the success of any system depends on the job satisfaction of its management. Locke (1976] produced the most quoted job satisfaction definition by defining it as a “pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences”. Shin and Reyes (1995) discovered that teacher job happiness is a factor of teacher commitment and recommended that school administrators work on teacher job satisfaction before instructors build a sense of commitment to the organization. Mehta (2012) found that "government school teachers looked to be more satisfied than private school teachers, although gender did not affect work satisfaction. The correlation between gender and teacher job satisfaction has been extensively explored in various studies, yet remains elusive. While some research, such as that by De Nobile and McCormick (2008), suggests that female teachers tend to exhibit higher job satisfaction compared to male counterparts, conflicting findings exist. Studies like Mwamwenda (1997) report the opposite trend or find no significant association, as seen in the work of Sargent and Hannum (2005). Similarly, investigations into the relationship between age and job satisfaction yield inconclusive results. While certain studies like Lee and Wilbur (1985) find a positive correlation between age and job satisfaction, others, like Crossman and Harris (2006), propose a U-shaped or non-significant relationship. Raj & Lalita (2013) discovered no notable disparity in job satisfaction levels between male and female teachers, nor between those working in government versus private schools. Additionally, Azim et al (2013) found Bangladeshi employees, regardless of gender or marital status, to be moderately satisfied, with no statistically significant differences observed between genders or marital statuses. Tulen & Eyupoglu's (2013) investigation emphasized that married academics generally experience higher job satisfaction compared to unmarried counterparts. Furthermore, their results indicate that both married and unmarried female academics tend to be more satisfied compared to their male counterparts. In our study, we aim to explore whether differences in job satisfaction exist among high school teachers based on factors such gender. Recognizing the profound impact of educators on shaping the lives of children, we endeavour to contribute to understanding the dynamics of teacher job satisfaction.

In the fast-changing world of the early 21st century, secondary education is also changing; the role of teachers will also change. New societal difficulties and expectations for education

## **Gender Dynamics in Job Satisfaction and Teaching Competency among Secondary School Teachers in Kashmir: A Comparative Analysis**

and educators transform schools into institutions with contemporary goals and social contracts. The criteria of 'ideal' teachers include fulfilling their professional goals and meeting the needs of the nation's future. Competence and professional skills are fundamental to the teaching profession. Teaching competency is the function of a set of variables such as IQ, socioeconomic level, gender disparities, and personality traits. Social acceptability, academic success, self-control, empathy, sociability, teaching aptitude, emotional intelligence, and adjustment, Naseema, C. (1994) discovered that 30.92 percent of physical science teachers differed in perceived teaching competence that can be attributed to work, rewards, context of work, self, and 26.89 percent of physical science teachers differed in observed teaching competence that can be attributed to work (0.86), rewards, context of work, self, others, and total satisfaction. Gultekin (2006) studied the attitudes of preschool teacher candidates studying through distance education approach towards teaching profession and their perception levels of teaching competency and found that the perception levels of teaching competency are very good. Selvam (2010) found no significant difference on the basis of gender and locality of teachers with respect to their teaching competency. Kulkarni (2011) found positive and significant relationship between teaching competence and arts, science, graduate and post-graduate primary school teachers working in up-graded primary schools. Himabindu (2012) explored that the Teaching Competency aspect does not influence in respect of variables Locality, Qualification, Age, and type of Institution but influenced in respect of variables gender, Experience, Marital Status and Type of Institution.

### ***Need and importance of the study***

The significance of job satisfaction among educators, particularly secondary school teachers, cannot be overstated. These professionals play a pivotal role in shaping the lives of young individuals and are fundamental to the educational system. However, understanding the determinants of job satisfaction among teachers, especially concerning gender and locale, remains an area of ongoing inquiry. This research study aims to address this gap by delving into the nuanced dynamics of job satisfaction among secondary school teachers in Kashmir. By focusing on gender and locale as primary variables of interest, the study seeks to provide insights into the factors that influence job satisfaction in this context. Existing literature has highlighted the multifaceted nature of job satisfaction and its implications for workplace productivity and employee well-being. However, discrepancies in defining, measuring, and correlating factors associated with job satisfaction underscore the need for further research in this area. Moreover, the correlation between gender and job satisfaction among teachers has yielded mixed findings in previous studies. While some research suggests differences in job satisfaction levels between male and female teachers, conflicting results exist. Similarly, the relationship between locale and job satisfaction remains elusive, with limited empirical evidence to support definitive conclusions. Teaching competency is of significant importance in education, as it directly influences the quality of learning experiences for students. Here are several key reasons why teaching competency is significant. Competent teaching ensures that students achieve the intended learning outcomes. Effective teachers possess the knowledge and skills to deliver content in a manner that is understandable and engaging, leading to better comprehension and retention among students. Competent teachers have the ability to create a stimulating learning environment that encourages active participation and engagement. They use diverse teaching strategies, resources, and technologies to cater to different learning styles, thereby motivating students to learn and explore further. Competent teachers are adept at managing classroom dynamics and maintaining discipline while fostering a positive and inclusive learning atmosphere. Effective classroom management ensures that instructional time is maximized and

## **Gender Dynamics in Job Satisfaction and Teaching Competency among Secondary School Teachers in Kashmir: A Comparative Analysis**

disruptions are minimized, allowing for optimal learning opportunities. Skilled teachers recognize the diverse needs and abilities of their students and tailor their instruction accordingly. They employ various assessment techniques to gauge student understanding and provide timely feedback and support to address individual learning gaps, promoting personalized learning experiences. In essence, teaching competency is significant because it directly influences the effectiveness of teaching and learning processes, as well as the overall educational outcomes and societal development.

By conducting a comprehensive investigation into these factors, this research study aims to contribute to a deeper understanding of teacher job satisfaction and teaching competency in the Kashmir region. The findings are expected to have implications for educational policy and practice, providing valuable insights for policymakers, administrators, and educators alike. Ultimately, by elucidating the factors that influence job satisfaction and teaching competency among secondary school teachers, this research endeavour seeks to enhance the quality of the educational environment and contribute to the professional development and well-being of educators in Kashmir.

### ***Objectives of the study***

- To study the job satisfaction of secondary school teachers.
- To compare male and female secondary school teachers on job satisfaction.
- To study the Teaching Competency of secondary school teachers.
- To compare male and female secondary school teachers on teaching competency.
- To study the relationship between the job satisfaction and Teaching Competency of secondary school teachers.

### ***Hypothesis***

- There is no significant difference in the job satisfaction of male and female secondary school teachers.
- There is no significant difference in the Teaching Competency of male and female secondary school teachers.
- There is positive and significant relationship between the job satisfaction and Teaching Competency of secondary school teachers.

## **METHODOLOGY**

Sample: The current study surveyed 800 government high school teachers (400 male and 400 female). The sample was drawn from two districts in Kashmir division: Srinagar and Baramulla using systematic random sampling technique. The data was collected with the use of the job satisfaction measure developed by Dixit, M. (1993) and teaching competency scale constructed and standardised by Passi and Lalitha (2009).

### **Statistical treatment:**

The data was analysed with the help of percentage, mean, SD and t-test.

**Gender Dynamics in Job Satisfaction and Teaching Competency among Secondary School Teachers in Kashmir: A Comparative Analysis**

**ANALYSIS AND INTERPRETATION**

*Table 1. Illustrates the percentage distribution of job satisfaction levels among Secondary School Teachers. (N=800)*

S.NO.	Levels of Job Satisfaction	N	Percentage
1	Extremely High Satisfaction	64	08%
2	High Satisfaction	153	19.12%
3	Above Average Satisfaction	363	45.38%
4	Average/Moderate Satisfaction	82	10.25%
5	Below Average Satisfaction	79	9.88%
6	Dissatisfaction	43	5.37%
7	Extremely Dissatisfaction	16	02%
	<b>Total</b>	<b>800</b>	<b>100%</b>

The analysis of Table 1, which examines how satisfied secondary school teachers are in their jobs and it has been found that around 08%, of teachers are extremely satisfied with their jobs, 19.12% of teachers are very found to have high satisfaction with their jobs. A whopping 45.38% of teachers are quite happy, making them the largest group. This shows that most teachers are pretty content with their jobs. 10.25% of teachers feel moderately satisfied. 9.88% of teachers feel somewhat dissatisfied. 5.37% of teachers are unhappy and Only 2% of teachers are extremely unhappy. The overall data indicates that the majority of secondary school teachers in our sample are either very satisfied or at least somewhat satisfied with their jobs.

*Table 2: Showing the Mean Comparison of Male & Female Secondary School Teachers on Job Satisfaction (N=400 in each group).*

Job Satisfaction	Gender	Mean	S.D.	t-value	Significance
	Male	199.49	27.36	5.62	Significant at 0.01 level
	Female	188.44	28.21		

Table 2 shows the Mean Comparison of Male & Female Secondary School Teachers on Job Satisfaction. The mean of male teachers was found (M=199.49) and the mean score of female teachers was found (M=188.44) and the t-value comes out to be (t=5.62) which is significant at 0.01 level. Here job satisfaction was found higher among male secondary school teachers than female teachers who are working in secondary schools.

*Table 3 Illustrates the percentage distribution of Teaching Competency levels among Secondary School Teachers. (N=800)*

S.NO.	Levels of Teaching Competency	N	Percentage
1	Superior	32	04%
2	High Competency	156	19.5%
3	Above Average Competency	378	47.25%
4	Average/Moderate Competency	78	9.75%
5	Below Average Competency	74	9.25%
6	Low Competency	54	6.75%
7	Extremely Low Competency	28	3.5%
	<b>Total</b>	<b>800</b>	<b>100%</b>

## Gender Dynamics in Job Satisfaction and Teaching Competency among Secondary School Teachers in Kashmir: A Comparative Analysis

The table 3 presents data on different levels of teaching competency, categorizing them into seven tiers. The highest level, labelled as "Superior," comprises 32 individuals, representing 4% of the total sample. Following this, "High Competency" level includes 156 individuals, constituting 19.5% of the sample." Above Average Competency" is the largest group with 378 individuals, making up 47.25% of the total. The "Average/Moderate Competency" level consists of 78 individuals, representing 9.75%."Below Average Competency" and "Low Competency" levels include 74 and 54 individuals respectively, accounting for 9.25% and 6.75% of the sample each. Lastly, the "Extremely Low Competency" tier comprises the smallest group with 28 individuals, making up 3.5% of the total.

**Table 4: Mean Comparison of Male & Female Secondary School Teachers on different dimensions of Teaching Competency (N=400in each group).**

Teaching Competency	Gender	Mean	S.D.	t-value	Significance
	Male	94.25	17.47		
	Female	88.46	15.92		

Table 4: shows the Mean Comparison of Male & Female Secondary School Teachers on teaching competency. The mean of male teachers was found (M=94.25) and the mean score of female teachers was found (M=88.46) and the t-value comes out to be (t=4.94) which is significant at 0.01 level. Here teaching competency was found higher among male secondary school teachers than female teachers who are working in secondary schools.

**Table 5: shows the correlation between Teaching Competency and Job Satisfaction of Secondary School Students Teachers**

Variables	'r'	p-value	Level of Significance
Job Satisfaction VS Teaching Competency	.291	.000	Significant at 0.01 level

The table 5 suggests a significant and positive correlation between the Teaching Competency and Job Satisfaction of Secondary School Student Teachers. It implies that an improvement in Teaching Competency is associated with higher levels of Job Satisfaction among teachers, and conversely, an increase in Job Satisfaction may correspond with enhanced Teaching Competency

### Major Findings

- Most of the secondary school teachers were found to have above average satisfaction with their job.
- Most of the secondary school teachers were found to have above average level of teaching competency
- Teachers belonging to male gender are more satisfied with their job than those who belong to female gender.
- Teaching competency was found higher among male secondary school teachers than female teachers.
- Significant and positive relationship was found between the job satisfaction and teaching competency of secondary school teachers

## Gender Dynamics in Job Satisfaction and Teaching Competency among Secondary School Teachers in Kashmir: A Comparative Analysis

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### Conflict of Interest

The author(s) declared no conflict of interest.

**Gender Dynamics in Job Satisfaction and Teaching Competency among Secondary School Teachers  
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