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Impact of Gender on Job Satisfaction Level of University Teachers

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Abstract

The purpose of conducting this research study is to analyze the Impact of gender on different factors affecting the job satisfaction among both and Public and Private University teachers. The research problem undertaken in this study is that whether the gender of teachers affects the job satisfaction level of university teachers. Two Public and Two private universities of the Delhi and NCR region was taken for conducting this study. The data is primary in nature and is collected by distributing the questionnaire to the respondents. Data was collected from 405 respondents comprising 199 Male respondents and 206 Female respondents. Research instrument consists of 90 Statements and 11 factors were retrieved from those statements. These factors were named as: Attitude & Behavior of Authorities, Research & Development Facilities, Facilities (i.e. Fringe Benefits), Attitude & Behavior of Administrative Staff, Attitude & Behavior of Students, Coordination & Cooperation among Co-faculty Members, Technological and Informational Needs, Working Environment Conditions, Academic Environment Conditions, Service Condition Policies and Compensation. Quantitative data was analyzed using Descriptive and Inferential statistics. Research findings indicate that the female teachers are more satisfied as compared to the male teachers.

Keywords: Gender, Job Satisfaction, Private University, Public University, Teachers.

1. Introduction

Teaching is a dignified profession and teachers are always appreciated and respected by the society. Teachers are building blocks of society. Teacher plays an important role in shaping student's career. Therefore, the teachers are an important and indispensable element of an education system. Teacher performance depends on the satisfaction level of teachers. A satisfied teacher can yield desired results whereas; dissatisfied teacher can lead to failures. Job satisfaction is a feeling about the various aspects of the job. Discovering the level of job satisfaction tries to find out which aspect of the job satisfy or dissatisfy the most. (Drago and Others, 1992) stated that challenging work, fair rewards, conducive working conditions, helpful Co-workers are the significant factors enhancing the job satisfaction level of employees. (Spector, 1997) revealed that job satisfaction develop behaviors that can either have a positive or negative impact on organization performance.

2. Literature Review

(Ivancevich, 1990) stated that job satisfaction develops an optimistic or pessimistic attitude of an individual towards his/her job. As per (Cribbin, 1972) job satisfaction is a pleasure feeling which an employee tries to obtain from his job, organization, peers and administrative officials.

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There are different research studies stating the factors influencing the job satisfaction among employees. (Houston *et al.*, 2006), mentioned in his study that flexibility, responsibility and job variety, (Korunka *et al.*, 2003) reveals that role clarity, and job control, (Zembylas and Papanastasiou, 2005) shows that autonomy in decision making, (Garrido *et al.*, 2005) proves that financial conditions and the level of autonomy, whereas, (Stevens *et al.*, 2006) mentioned that supportive HR policies are the major factors influencing the job satisfaction level among employees. On the other hand (Nguni *et al.*, 2006) proves that motivational leadership, (Rhodes *et al.*, 2007) found that harmonious relations with colleagues and participative working conditions, and (Luthans, 1992) stated that Wages and salaries are major factors affecting the job satisfaction level of employees. The study tries to deal with the problem that is the gender affects the job satisfaction level of university teachers and also tries to find out the impact of gender on different factors affecting job satisfaction. Several studies revealed that there are some male dominant culture and societies which does not provide equal employment opportunities and benefits to the female employees in the organization. Gender strongly influences the job satisfaction of the employees of the organizations. Some of the Asian countries are male dominant society they believe that males should lead and control the command of their families and organization. As per, (Li and Leung, 2001), since many centuries women are exploited, as they are not allowed to speak loudly. Highly qualified women cannot reach to the higher level positions in the organization. Whereas, (Pinar *et al.*, 2011) stated that being female society think that female cannot work for longer durations and not in a position to shift from one place to another. Study of (Mc Cuddy *et al.*, 2010) revealed that organizations provide lesser opportunities of promotion to their female employees as compared to their male counterparts. Various researches revealed the effects of gender on job satisfaction and most studies' results have shown that females were more satisfied. (Lacy and Sheehan, 1997) remarked that there are studies which reported that satisfaction level of male employees are higher as compared to female employees. (Cooper and Kelly, 1993) reported that there is a significant difference in the job satisfaction level of female head-teachers and their male counterparts in secondary and higher education schools. The result reveals that female head-teachers are dissatisfied. A study in Botswana showed that male teachers in secondary schools are highly satisfied than their females counterparts (Maphorisa, 1997). (Siu, 2002; Bendall and Powers, 2002), found that male employees enjoy better opportunities of advancements in the organization and females are on their least priority. (Potter *et al.*, 2001), study revealed that the type of school influences significantly the job satisfaction of teachers. They also explored the factors affecting job satisfaction with gender effect. (Clark, 1997), (Poza and Poza, 2003) suggested that females are more contented from their jobs as compared to men. (Fields and Blum, 1997) showed that male and female employees working in the same organization have different levels of self-esteem and job contentment. (Iqbal, 2012), stated that type of school Public and Private influences the level of self-esteem and job contentment among school teachers. (Schuler, 1975), reported that females always prefer to work with humble and nice employees as compared to males. On the other hand, male counterparts prefer to take work related important decisions and like to handle difficult tasks. (Ramayah *et al.*, 2001) (Nash, 1985) found that there is a variation in the factors that affect the job satisfaction level of men and women. Men require advancement, job security, rank, type of work, organization, salary, colleagues, facilities, supervision and duration. Whereas, women prefer type of work, organization, security, colleagues, duration, advancement, supervision, salary, working conditions and facilities. As per, (WU Huei-Jane and You-I WU, 2001) it was concluded that female teachers, teachers on director post, less qualified teachers and teachers with higher income are highly satisfied with their jobs. (Lortie, 1975) (Birmingham, 1984) and (Galloway, 1985), indicates that some studies proved that female teachers are highly satisfied than male teachers, whereas, other studies showed

that male teachers are highly satisfied as compared to female teachers and there are studies which reported no relationship between gender and teacher job satisfaction (Hoppock, 1935).

3. Research Methodology

- **Research Objective:**
 - a) To determine the effect of gender on teacher's job satisfaction.
 - b) To identify which factors, affect the job satisfaction of male and female teachers.
 - c) To assess the job satisfaction of male and female teachers in Public and Private Universities.
- **Hypothesis:** H_0 : There is no significant impact of gender on factors affecting job satisfaction among university teachers.
- **Sampling and Sample Size:** For achieving the objectives of the study an exploratory and descriptive study was conducted followed by the Judgmental sampling method. The data was collected from 450 academicians of public and private universities comprising of Assistant Professors, Associate Professors and Professors. 45 questionnaires were rejected due to the inappropriate information. Only 405 questionnaires were analyzed for the purpose.
- **Survey Instrument:** A well structured questionnaire was developed after rigorous literature review. Suggestions from experts and statisticians were also solicited to develop an authentic questionnaire.
- **Respondent's Profile:** Almost equal proportion of response rate received from public and private universities i.e. 49.4% and 50.6%. Majority of the respondents were from the category of assistant professors, comprising of 63.2% whereas, 22.0% and 14.8% respondents are associate professors and professors. The ratios of male and female respondents were almost equal i.e. 49.1% and 50.9%. majority of the respondents 54.1% were from the age group of 25-35 years, followed by 35.8% (35-45 years) and 10.1% (45 years and above). There were 52.8% of the respondents only having a postgraduate degree and 47.2% respondents acquiring doctoral degree. Relating to experience 62.2% respondents are having 1-10 years followed by 24.4% (11-20 years), 9.4% (21-30 years), and only 4.0% respondents are having (31 years) teaching experience. Out of total respondents 81.7% are married and 18.3% are unmarried. 41.7% were from income category of Rs. 30,001 - Rs. 50,000, 24.7% were from (Rs. 50,001 - Rs. 1,00,000), 31.1% were from (Rs. 1,00,000 and above), while only 2.5% teachers were from (Less than Rs. 30,000) category.

4. Managerial Implications

From the view point of practical implementations, the findings of the study can be used as guiding principles for Public and Private Universities to sustain or enhance the job satisfaction level of female and male academicians.

5. Analysis and Interpretation

The reliability of the scale was assessed by computing the coefficient of alpha (α). The value of the coefficient of alpha (α) was computed as .941, which is greater than 0.6. Therefore, this value was considered reliable and acceptable. The result indicates that the Male teachers in the Public Universities are satisfied on the dimensions like Academic Environment Conditions (Mean=3.61), Compensation (Mean=3.41) and Working Environment Conditions (Mean=3.34). it is also noticed from table 1 that Female teachers in Public Universities shows higher satisfaction as compared to male counterparts on the dimensions like Academic Environment Conditions (Mean=3.65), Compensation (Mean=3.70) and Working Environment Conditions (Mean=3.86). Female teachers in the Public Universities are also satisfied with the dimension Attitude and

Behavior of Authorities (Mean=3.69). Result also reveals that Technological and Informational Needs (Mean=3.40) is the dimension on which the male teachers of Private University are likely to be satisfied. Attitude and Behavior of Authorities (Mean=3.60), Coordination and Cooperation among Co-faculty Members (Mean=3.40), Technological and Informational Needs (Mean=3.56) and Working Environment Conditions are the dimensions that satisfies them the most. Male and Female teachers of both Public and Private Universities are dissatisfied on the dimension Attitude and Behavior of Administrative Staff with mean values of (1.93 & 1.93) and (1.91 & 1.87). On this front teachers in both universities believe that non-cooperative behavior of Administrative Staff is need to be taken care of.

Table 1: Descriptive Statistics

Factors affecting Job Satisfaction among University Teachers	Public University Gender			Private University Gender			Cronbach Alpha
	Male Mean & (S.D.)	Female Mean & (S.D.)	Total Mean	Male Mean & (S.D.)	Female Mean & (S.D.)	Total Mean	
Attitude and Behavior of Authorities	2.93 (1.01)	3.69 (.915)	3.38	2.75 (1.02)	3.60 (1.11)	3.11	.956
Research and Development	3.35 (.909)	3.35 (.902)	3.35	2.74 (.949)	2.96 (.987)	2.83	.904
Facilities	2.92 (1.16)	3.06 (1.17)	3.00	2.46 (1.14)	2.30 (1.01)	2.39	.946
Attitude and Behavior of Administrative Staff	1.93 (.734)	1.91 (.744)	1.92	1.93 (.667)	1.87 (.641)	1.91	.872
Attitude and Behavior of Students	2.63 (.903)	3.34 (.807)	3.06	2.83 (.974)	2.94 (1.00)	2.87	.881
Coordination and Cooperation among Co-faculty Members	2.84 (1.02)	3.27 (.900)	3.10	2.90 (1.00)	3.40 (.814)	3.11	.881
Technological and Informational Needs	3.39 (.934)	3.43 (.894)	3.41	3.40 (.976)	3.56 (.978)	3.46	.964
Working Environment Conditions	3.34 (1.14)	3.86 (.925)	3.65	2.88 (1.10)	3.56 (1.11)	3.17	.954
Academic Environment Conditions	3.61 (.765)	3.65 (.763)	3.63	3.04 (.924)	2.88 (.921)	2.98	.956
Service Condition Policies	3.27 (.785)	3.19 (.864)	3.22	2.91 (1.00)	3.14 (.862)	3.00	.958
Compensation	3.41 (.949)	3.70 (.869)	3.58	2.86 (1.05)	3.28 (1.00)	3.04	.962

6. Gender of Academicians and Job Satisfaction

In the research study the primary data is collected from faculty members from public and private universities regarding their perception about different factors affecting their job satisfaction. It is anticipated that the gender of faculty members influences their level of job satisfaction. The gender of the faculty could be either male or female. Independent sample t-test is applied to test that gender differences also influence the job satisfaction level. The null hypothesis of independent sample t-test and its result is given below:

H₀: there is no significant impact of gender on factors affecting job satisfaction among university teachers.

Table 2: Independent Sample t-test between Genders

Variables	Groups	Mean & (Std. Deviation)	t-statistic (p-value)	Remarks
Attitude and behavior of authorities	Male	2.82 (1.017)	8.253 (.000)	Significant difference exist
	Female	3.65 (1.001)		
Research and development facilities	Male	2.99 (0.978)	2.117 (.035)	Significant difference exist
	Female	3.19 (0.955)		
Fringe benefits to the teachers	Male	2.64 (1.171)	0.858 (.391)	No significant difference
	Female	2.74 (1.150)		
Attitude and behavior of administrative staff	Male	1.93 (0.693)	0.576 (.565)	No significant difference
	Female	1.89 (0.701)		
Attitude and behavior of students	Male	2.75 (0.949)	4.564 (.000)	Significant difference exist
	Female	3.17 (0.915)		
Coordination and cooperation among co-faculty members	Male	2.87 (1.010)	4.850 (.000)	Significant difference exist
	Female	3.33 (0.865)		
Technological and informational needs	Male	3.39 (0.957)	0.922 (.357)	No significant difference
	Female	3.48 (0.930)		
Working environment conditions	Male	3.07 (1.139)	6.266 (.000)	Significant difference exist
	Female	3.74 (1.015)		
Academic environment	Male	3.27 (0.905)	0.677 (.499)	No significant difference
	Female	3.33 (0.913)		
Service condition policies	Male	3.05 (0.938)	1.319 (.188)	No significant difference
	Female	3.17 (0.861)		
Compensation to the teachers	Male	3.08 (1.046)	4.477 (.000)	Significant difference exist
	Female	3.52 (0.946)		

The result depicts that the t value is less than 5 percent level of significance in case of following variables: Attitude and behavior of authorities, Research and development facilities, Attitude and behavior of students, Coordination and cooperation among co-faculty members, Working Environment conditions, Compensation to the teachers.

Null Hypothesis (H_0) is rejected as there exist significant difference among the satisfaction level of faculty members based on gender. The mean value of the items shows that the female faculty members have significant higher job satisfaction as compared to the male faculty members. It could be because of difference in professional values among males and females. The reason could be that the female faculty emphasizes more on the social aspects of a job. As compared to their male counterparts Female teachers likes to have work time flexibility and likes to be employed part time. Female academicians receiving lesser salaries enjoy same level of job satisfaction. Proper Communication and cordial relations with peers are important

for female teachers. It was found that, for male and female employees self-respect, commitment, work-place communications, and, professional relations are more important. Despite of lower salary, slower promotion pace, smaller number of published articles, and higher job stress, the job satisfaction level of female faculty is higher. Whereas, male faculty considers participating in management decisions, giving directions to subordinates, career, compensation, opportunity for self-expression, dominance in job, and promotion opportunities as more important. With respect to the rest of the variables, such as, fringe benefits to the teachers, attitude and behavior of administrative staff, technological and informational needs, academic environment conditions and in service condition policies no significant difference is found

7. Discussion and Conclusion

The outcomes of the research determined that the gender directly influences teachers job satisfaction. It could be because male and female teachers have their own set of preferences. Attitude and behavior of authorities, Research and development facilities, Attitude and behavior of students, Coordination and cooperation among co-faculty members, Working Environment conditions, Compensation to the teachers are the factors that affect the job satisfaction of male and female teachers in the universities. Female teachers in both Public and Private universities are highly satisfied than their male counterparts. There is a dimension Attitude and Behavior of Administrative Staff on which male and female teachers of both public and private universities are dissatisfied. Therefore, Universities should consider maintaining gender equality, where both male and females are treated equally in all aspects. It is advisable to develop an environment where both male and female teachers enjoy same level of autonomy, are rewarded equally, enjoy equal level of promotion opportunities, give respect to each other, fulfill their commitments, and maintain harmonious workplace relations.

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