

A Comparative Study of Job Satisfaction of Male and Female Teachers

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Abstract

The present study aimed to measure and compares the job satisfaction of teachers on the basis of gender (Male & Female) and type of school (Government & Private). In the present study descriptive survey method was used. Sample consisted of 150 male and 150 female teachers from Jaipur district. Teachers Job Satisfaction Questionnaire (TJSQ) by P. Kumar and D. N. Mutha was used to collect the sample from the participants. The obtained data was analysed through descriptive as well as inferential statistics (independent sample t-test). The findings revealed that male teachers have high level of job satisfaction then the female teachers on the other hand government teachers have high level of job satisfaction then the private teachers. However, the difference was not found to be statistically significant.

Keywords: Job satisfaction, Teachers

Introduction

The appropriate growth of a world's educational construct heavily depends on the function of the teacher. A country's teachers are its backbone, and the quality of their education is a function of the educational system. In addition to these roles, teachers also serve as coaches, mentors, educators, trainers, and guides. Compared to instructors with less work experience, those with several years of employment feel more equipped to carry out their

duties (teaching and planning jobs were ranked the highest). Makovec D. (2018) found that instructors with greater job experience statistically substantially higher appraised the claims connected to their instructional activity.. However, how the subjective expectations and the work environment interact affects their performance. It's a well-known fact that male and female educators contribute differently to global development. One of the most crucial aspects of a teacher's work that affects students and the society at large is job satisfaction. It has a tight relationship with factors including turnover, absenteeism, and productivity. Teachers who are involved and committed are expected to provide high-caliber work.

One measure of the whole effectiveness of the work done is satisfaction, which is determined by the relationship between the benefits that people receive from their jobs (such as pay, status, or opportunities for advancement). If a teacher, regardless of gender, is happy in their position, they will be able to give it their all. Additionally, it was shown that the employment satisfaction of male and female administrative staff members at the institutions differed significantly (Olorunsola E. O., 2010). Positivity towards education is the primary attribute of instructors. In order to improve the educational system, it is critical to monitor teachers' performance, attitudes, and sentiments as well as their internal satisfaction.

Job Satisfaction

Job satisfaction is an attitude towards a work that one can only assume rather than witness. Every teacher has to be happy in their work since it will have a direct effect on how well their children do academically. Ayishabi and Amruth (2005) discovered that there was no substantial and positive correlation between teaching competency and job satisfaction, and that the link was independent of factors such as sex, location, teaching experience, and educational background. Teachers' mental health will suffer as a result of job dissatisfaction, which will limit their ability to function as fully as possible in the classroom. Compared to male instructors, female teachers reported higher levels of work satisfaction (Khatoun, 2000). Compared to more experienced instructors, newer teachers expressed more satisfaction. A contented educator possessing exceptional academic and professional credentials may undoubtedly enhance pupils' comprehension of subject matter. In the process of learning, the teacher serves as a motivating, guiding, and facilitator.

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.

Factors Affecting Teacher's Job Satisfaction

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

- **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).

- **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 (Bobbit 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.

- **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.

Review of Related Literature

- **Dreer, Benjamin (2021)** studied on Teachers' well-being and job satisfaction: the important role of positive emotions in the workplace. This study sheds light on the relationship between job-related well-being and job satisfaction. It investigates the extent to which the well-being domains of (P) positive emotions, (E) engagement,

(R) relationships, (M) meaning and (A) achievement are linked to job satisfaction. To do so, it analyses data from 511 German schoolteachers. Results show that higher PERMA profiles were linked to higher job satisfaction rates. Analyses further specified that, of the five factors, positive emotions provided the strongest contribution in predicting job satisfaction. The results suggest that the job-related well-being of teachers, especially positive emotions in the workplace, play an important role in teachers' job satisfaction and their subsequent retention.

- **Medhi, Ranju (2018)** studied the Job satisfaction among high school teachers: A study in the Kamrup district of Assam. The present study is an attempt to investigate the job satisfaction of high school teachers of Guwahati city in Kamrup district and observing the influence of gender and type of school on their level of job satisfaction. Descriptive survey method and simple random sampling technique was used for the present study. The sample consisted of 100 high school teachers out of which 50 were male & 50 were female. The Investigator has used self-structured standardized data gathering tools for collecting the data. To test the hypotheses, appropriate statistical technique has been used. Data was collected and analyzed using mean, .S.D and t-test. Findings of the study revealed that female teachers exhibiting better job satisfaction as compared to their male, and significant difference in the job satisfaction with respects to their type of school.

Objectives

1. To study the job satisfaction among male and female teachers.
2. To study the job satisfaction among government and private teachers.

Hypotheses

1. There will be no significant difference in the job satisfaction among male and female teachers.
2. There will be no significant difference in the job satisfaction among government and private teachers.

RESEARCH METHODOLOGY

In the present study descriptive survey method has been used. A total sample of 300 male and female teachers was selected from Jaipur district to be tested on the job satisfaction level. The sampling was done by means of a random sampling technique keeping in view the inclusion criteria of the sample. In the present study Teachers Job Satisfaction Questionnaire (TJSQ) constructed and standardized by Pramod Kumar and D.N. Mutha has been used to collect the data. The obtained data were processed for statistical treatment by applying inferential statistics. Mean, Standard Deviation, and CR -test was applied as statistical device.

RESULTS AND INTERPRETATION

H₀₁ - There will be no significant difference in the job satisfaction among male and female teachers.

Table : 1

Significant difference in the job satisfaction among male and female teachers

Groups	Mean	SD	CR-Value
Male Teachers	33.22	11.27	2.28**
Female Teachers	30.11	12.35	

$df=50+50-2 = 98$

* t value is significant at 0.05 level

** t value is no significant at 0.05 level

Interpretation

Table 1 reveals that the mean scores of the two comparable groups i.e. male and female teachers on the measure of job satisfaction are 33.22 and 30.11 respectively. The standard deviation values are 11.27 and 12.35 respectively. The obtained t-value is 2.28, which is found to be significant at 0.05 level (1.98) on 98 df. This depicts that male teachers scored higher mean scores on job satisfaction as compared to female teachers. Hence, the hypothesis i.e. ‘There will be no significant difference in the job satisfaction among male and female teachers’ is rejected.

H₀₂ - There will be no significant difference in the job satisfaction among government and private teachers.

Table : 2
Significant difference in the job satisfaction among government and private teachers

Groups	Mean	SD	CR-Value
Government Teachers	35.64	11.97	3.12*
Private Teachers	31.22	12.55	

$df=50+50-2 = 98$

Significance level at 0.05 = 1.98

Interpretation

Table 2 reveals that the mean scores of the two comparable groups i.e. government and private teachers on the measure of job satisfaction are 35.64 and 31.22 respectively. The standard deviation values are 11.97 and 12.55 respectively. The obtained t-value is 3.12 which is found to be significant at 0.05 level (1.98) on 98 df. This depicts that government

teachers scored higher mean scores on job satisfaction as compared to private teachers. Hence, the hypothesis i.e. ‘There will be no significant difference in the job satisfaction among government and private teachers’ is rejected.

Conclusion

The aim of the current study was to determine how satisfied teachers were with their jobs. In summary, it can be said that men instructors had higher work satisfaction than female teachers. Female teachers may not be as satisfied with their jobs for a variety of reasons, including having more responsibilities at home and with their families, rigid work schedules, low pay, the nature of their work, opportunities for professional development, security, and recognition, unfavourable working conditions, and similar issues. In contrast to private instructors, government educators expressed greater job satisfaction. The reason for the increased job dissatisfaction among private teachers might be attributed to several factors such as rigid work schedules, inadequate compensation, increased duties, promotion opportunities, job security, recognition, and working environment. One aspect that may contribute to teachers' job dissatisfaction is their professional development.

Implications of the study

The results of this study emphasize how teachers' job happiness is influenced by their gender and the type of school they work at. It prompts questions about low work satisfaction and potential causes. The current study presents data that businesses, human resource managers, and policymakers may use to support meaningful improvements in employee job satisfaction and retention. The findings have some additional generalizability outside of the teaching

profession. Through direct or indirect means, the families of female university instructors are also provided with opportunities to become more aware of this issue and to take important actions to further this cause. The present study also paves the way for further similar studies.

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