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Research Paper

GENDER AND JOB SATISFACTION OF UNIVERSITY TEACHERS: AN EMPIRICAL ASSESSMENT

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ABSTRACT

The role of teachers for the development of the education system cannot be ignored. In order to ensure quality in the higher education system, teachers need to put their best efforts in the educational institutions. But to ensure the productivity of the teachers, satisfaction of teachers over various facets of their job is very important. The present study aims to analyze the degree of job satisfaction of male and female teachers working in Assam University, Silchar. To conduct the study, responses of the teachers over twenty-two (22) components of job categorized into five factors have been considered. Mean, coefficient of variation and independent two samples t test have been used to analyze the data obtained through field survey. The study concludes that out of five factors considered in the study female teachers are more satisfied with 'Pay and Allowances', Working Condition' and 'Relationship with Employees' as compared to their male counterparts.

KEYWORDS: Pay, Welfare, Working Condition, Attitude, Promotion

INTRODUCTION

Job satisfaction is a mental state of an employee doing any job either in a positive or in a negative way. It is a feeling of a person who is doing some work and experiencing some favourable or unfavourable situation related to that work. The satisfaction of the employee has a great impact on the performance of the work done by the employee. Teachers being one of the important stakeholders of any institution of higher learning need to be reasonably satisfied with their job. Teachers having dissatisfied state of mind can't be able to perform optimally in the institution which, in turn, affects the quality of education of the institution.

Job satisfaction is any combination of psychological, physiological and environmental circumstances that causes a person truthfully to say

that he or she has been satisfied with the job (Hoppock 1935). Job satisfaction also affects a person's general well-being for the reason that people spend a good part of the day at work place (Panday and Bhandari 2014). Job satisfaction refers to the attitude and feelings of people about their work. Positive and favorable attitude towards their job indicates job satisfaction while negative and unfavorable attitude towards the job indicates job dissatisfaction (Armstrong, 2006).

Male and female teachers have different expectations from the organization where they serve. Expectation, to a large extent, dictates the level of satisfaction of the people. It's not an easy task to satisfy an employee who possesses higher expectation than an employee who has lower expectation. Long (2005) found females have low expectations from their jobs than males



and this leads females to remain happy on their jobs as compared to their male counterparts. Clark (1997) found females to have greater level of satisfaction as compared to males.

It is really interesting to assess and compare the satisfaction of teachers of both genders. Since male and female by nature have different types and nature of expectations, so, it is obvious that there will be some differences in the degree of satisfaction / dissatisfaction of teachers of both genders.

REVIEW OF LITERATURE

Mangi et al., (2011) revealed that overall job satisfaction among university teachers was very low in relation to certain factors, namely, promotion, administration, policies and compensation. Saba (2011) showed that university teachers were satisfied with the work itself, pay, working conditions, job security and relationship with coworkers but they were not satisfied with promotional opportunities. Egbule (2003) found gender and university status significantly affect job satisfaction of teachers of Nigerian Universities. Ghenghesh (2013) found relationship with colleagues / co-workers and the working environment as the intrinsically motivating factor for University teachers. Nisamudheen (2013) found that female teachers were more satisfied with their job as compared to the male teachers. Bender et al., (2005) found that gender composition of the workplace played no role in determining the job satisfaction of women. Sandhu (2015) found significant positive impact of gender on the job-satisfaction of teachers. Taylor et. al. (2014) found women were less satisfied with personal and professional development, especially the balance between work and family. Choudhary and Malik (2014) revealed gender had positive correlation with the job satisfaction of the teachers.

Based on the review of literature five factors have been selected to assess the degree of job satisfaction of teachers and compare the level of job satisfaction of male and female teachers.

OBJECTIVE OF THE STUDY

1. To assess the degree of job satisfaction of teachers working in Assam University.
2. To compare the degree of job satisfaction of teachers working in Assam University across their gender.

HYPOTHESES OF THE STUDY

1. The satisfaction / dissatisfaction of male and female teachers working in Assam University does not vary significantly with respect to select factors relating to their job.

2. There is no significant difference in the degree of overall job satisfaction / dissatisfaction of teachers working in Assam University across their gender.

DATA SOURCE AND METHODOLOGY

The present study makes an attempt to analyze the degree of job satisfaction of teachers working in Assam University located at Silchar, Assam which is one of the Central University of North eastern region of India and has been started its journey from the year 1994. The study calls for procurement of primary data through field survey. In order to assess the degree of job satisfaction of teachers, twenty two numbers of components related to different facets of job have been selected and have been categorized into five factors, namely Pay and Allowances, Welfare Facilities, Working Condition, Relationship with Employees and Promotion.

Teachers working in the rank of Assistant Professor and Associate Professor in Assam University constitute the population of the study. The sample size for the present study is ninety (90) teachers posted to different departments of Silchar campus of Assam University. A sample size of ninety (90) teachers has been considered with the help of stratified random sampling method. Out of 90 teachers, 57 are male teachers and 33 are female teachers. A structured schedule comprising of a numerical scale ranging from 'Strongly Disagree (= 1)' to 'Strongly Agree (= 7)' has been used for the assessment of satisfaction / dissatisfaction of teachers. In order to analyze the data collected through field survey, mean, standard deviation, coefficient of variation and independent two samples t test have been used.

RESULTS AND DISCUSSION

Table 1 portrays the level of satisfaction of the teachers working in Assam University, Silchar. It has been found in the tables 1 that out of five factors considered in this study, the factors 'Pay and Allowances' (4.77) and 'Relationship with Employees' (4.65) are the sources of solace for the teachers while the factors 'Welfare Facilities' (3.44), 'Working Condition' (3.93) and 'Promotion' (3.55) are the sources of discontentment among the teachers. However, when taken a holistic view, teachers have been found to be by and large satisfied since the mean score of overall job satisfaction is just 4.07.

Table 1: Factor Wise Satisfaction / Dissatisfaction of Teachers

Components	Mean	CV (%)
Pay and Allowances	4.77	32.89
Welfare Facilities	3.44	34.88
Working Condition	3.93	33.72
Relationship with Employees	4.65	26.17
Promotion	3.55	39.94
Overall Job Satisfaction	4.07	24.15

Source: Field Survey

Table 1 also shows that the value of coefficient of variation is the highest with respect to 'Welfare Facilities' while the same is the lowest in case of 'Relationship with Employees'. Thus, the responses of teachers about their satisfaction over the factor

'Relationship with Employees' is concentrated most while the responses of teachers about their dissatisfaction over the factor 'Welfare Facilities' is most scattered as compared to all other factors considered in this study.

Table 2: Gender Wise Satisfaction / Dissatisfaction of Teachers with Respect to Pay and Allowances

Gender	Mean	S. D	t value	p value
Male	4.346	1.548	-3.722	0.00
Female	5.500	1.334		

Source: Field Survey

Table 2 reveals gender wise satisfaction / dissatisfaction of teachers with respect to 'Pay and Allowances'. It has been found in table 2 that the mean value for satisfaction of female teachers is more as compared to the mean value for satisfaction of male teachers about the factor 'Pay and Allowances'. This implies that female teachers are more satisfied as compared to their male counterparts about 'Pay and

Allowances'. Again the values of standard deviation imply that the responses of female teachers are more concentrated about this factor as compared to the responses of their male counterparts. The result of independent two samples t test implies that there is statistical evidence for significant difference in the satisfaction / dissatisfaction of male and female teachers about 'Pay and Allowances' at 5% level of significance since the value of p is less than 0.05.

Table 3: Gender Wise Satisfaction/Dissatisfaction of Teachers with Respect to Welfare Facilities

Gender	Mean	S. D	t value	p value
Male	3.324	1.287	-1.328	0.188
Female	3.651	1.019		

Source: Field Survey

Table 3 reveals gender wise satisfaction / dissatisfaction of teachers with respect to 'Welfare Facilities'. Gender wise mean values for satisfaction / dissatisfaction of teachers make it clear that both male and female teachers of the University under study are dissatisfied over the factor 'Welfare Facilities'. However, the degree of dissatisfaction of male teachers is more as compared to their female counterparts over this factor which is clearly visible from the mean values in the table

3. Again the values of standard deviation imply that the responses of female teachers are more concentrated about this factor as compared to the responses of their male counterparts. The result of independent two samples t test implies that there is no statistical evidence for significant difference in the satisfaction / dissatisfaction of male and female teachers about 'Welfare Facilities' at 5% level of significance since the value of p is more than 0.05.

Table 4: Gender Wise Satisfaction/Dissatisfaction of Teachers with Respect to Working Condition

Gender	Mean	S. D	t value	p value
Male	3.849	1.302	-.738	0.463
Female	4.066	1.373		

Source: Field Survey

Table 4 reveals gender wise satisfaction / dissatisfaction of teachers with respect to 'Working Condition'. Gender wise mean values for satisfaction / dissatisfaction of teachers make it clear that female teachers are by and large satisfied with the factor 'Working Condition' while the male teachers have been found dissatisfied with the factor. Again the values of standard deviation imply that the responses of male

teachers are more concentrated about this factor as compared to the responses of their female counterparts. The result of independent two samples t test implies that there is no statistical evidence for significant difference in the satisfaction / dissatisfaction of male and female teachers about 'Working Condition' at 5% level of significance since the value of p is more than 0.05.

Table 5: Gender Wise Satisfaction/Dissatisfaction of Teachers with Respect to Relationship with Employees

Gender	Mean	S. D	t value	p value
Male	4.449	1.346	-2.301	0.024
Female	4.987	0.871		

Source: Field Survey

Table 5 reveals gender wise satisfaction / dissatisfaction of teachers with respect to 'Relationship with Employees'. It has been found in table 5 that the mean value for satisfaction of female teachers is more as compared to the mean value for satisfaction of male teachers about the factor 'Relationship with Employees'. This implies that female teachers are more satisfied as compared to their male counterparts about 'Relationship

with Employees'. Again the values of standard deviation imply that the responses of female teachers are more concentrated about this factor as compared to the responses of their male counterparts. The result of independent two samples t test implies that there is statistical evidence for significant difference in the satisfaction / dissatisfaction of male and female teachers about 'Relationship with Employees' at 5% level of significance since the value of p is less than 0.05.

Table 6: Gender Wise Satisfaction/Dissatisfaction of Teachers with Respect to Promotion

Gender	Mean	S. D	t value	p value
Male	3.429	1.452	-1.103	0.274
Female	3.765	1.351		

Source: Field Survey

Table 6 reveals gender wise satisfaction / dissatisfaction of teachers with respect to 'Promotion'. Gender wise mean values for satisfaction / dissatisfaction of teachers make it clear that both male and female teachers of the University under study are dissatisfied over the factor 'Promotion'. However, the degree of dissatisfaction of male teachers is more as compared to their female counterparts over this factor which is clearly visible from the mean values in the table

6. Again the values of standard deviation imply that the responses of female teachers are more concentrated about this factor as compared to the responses of their male counterparts. The result of independent two samples t test implies that there is no statistical evidence for significant difference in the satisfaction / dissatisfaction of male and female teachers about 'Promotion' at 5% level of significance since the value of p is more than 0.05.

Table 7: Gender Wise Overall Satisfaction/Dissatisfaction of Teachers

Gender	Mean	S. D	t value	p value
Male	4.154	1.281	-2.167	0.033
Female	4.648	0.874		

Source: Field Survey

Table 7 reveals gender wise overall satisfaction / dissatisfaction of teachers. It has been found in table 7 that the mean value for overall satisfaction of female teachers is more as compared to the mean value for overall satisfaction of male teachers. This implies that overall satisfaction of female teachers is more as compared to their male counterparts. Again the values of standard deviation imply that the responses of female teachers are more concentrated about this factor as compared to the responses of their male counterparts. The result of independent two samples t test implies that there is statistical evidence for significant difference in the overall satisfaction of male and female teachers at 5% level of significance since the value of p is less than 0.05.

SUMMARY OF MAJOR FINDINGS

1. Out of five factors considered in this study, the factor 'Relationship with Employees' (4.65) is the best source of solace for the teachers while the factor 'Promotion' (3.55) is the major source of discontentment among the teachers. However, when taken a holistic view, teachers have been found to be by and large satisfied. The degree of overall job satisfaction of female teachers is more as compared to their male counterparts and there is statistical evidence for significant difference in the overall satisfaction of teachers across their gender at 5% level of significance.
2. Both the genders have been found to be satisfied over the factors 'Pay and Allowances' and 'Relationship with Employees' while both the genders have been to be dissatisfied over the factors 'Welfare Facilities' and 'Promotion'. However, over the factor 'Working condition' female teacher have been found to be dissatisfied while their male counterparts have been found to be dissatisfied.
3. Except the factors, 'Pay and Allowances' and 'Relationship with Employees' there is no statistical evidence for significant difference in the satisfaction / dissatisfaction of male and female teachers at 5% level of significance. Over both these factors, the degree of satisfaction of female teachers is much more than that of their male counterparts while the difference in the degree of satisfaction / dissatisfaction of teachers of both genders over the remaining three factors is barely more than the scanty.

CONCLUSION

The study reveals that the both male and female teachers are moderately satisfied with their job. But the study also shows a discontentment among the male teachers working in the university. Satisfaction of employee is important for any organization for higher productivity. So the factors that contribute dissatisfaction among the teachers and especially male teachers need to be addressed by the appropriate authority to improve the level of job satisfaction of teachers working in the University.

AREA FOR FURTHER RESEARCH

1. Future researchers may conduct similar studies with more number of components relating to the job of university teachers.
2. Job satisfaction of university teachers may be assessed and compared across other demographic variables of teachers, such as, age, educational qualification and so on.

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