



Job Satisfaction of Male and Female Secondary School Teachers

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ABSTRACT

The research's focus on differences in job satisfaction between male and female secondary school teachers has broader societal implications, particularly in terms of gender equity. The findings can shed light on any existing disparities in working conditions, relationships with supervisors, and other factors affecting job satisfaction. Identifying areas where female teachers might have lower job satisfaction can prompt targeted efforts to rectify these issues, thus contributing to gender equality in the education sector. Such interventions can help promote the importance of female educators' contributions to the educational landscape and ensure they receive the support and working conditions they deserve. A nuanced understanding of the factors contributing to job satisfaction among secondary school teachers can directly inform education policy decisions. The study's findings can guide policymakers in creating and implementing strategies that improve the job satisfaction of teachers, leading to a more motivated and dedicated teaching workforce. Furthermore, this research may influence resource allocation and investment in teacher professional development, infrastructure, and support systems, as these are areas that can directly affect job satisfaction. Ultimately, the study's insights can help shape educational policies and practices in District Srinager , potentially enhancing the quality of education and the working conditions of teachers, which, in turn, can positively impact the entire education system and its stakeholders.

INTRODUCTION

Education has been regarded as an experience that has direct influence on the mind, physical ability of an individual or student. Again, education is a process which also helps in transmitting the accumulated knowledge, techniques and skills and values from one generation to another generation. Education is regarded as an agent who humanizes the human life towards cultured, progressive and civilized way of life. A professionally committed teacher educator should possess all the attributes of a professional teacher. As a profession, teaching has been considered as the noblest profession from times immemorial. In this regard the National Policy on Education (1986) has also observed that the status of the teacher reflects the socio cultural ethos of a society. Besides, Kothari Commission (1964-1966) has put forth that of all the different factors which influences the quality, competence and character of teacher are undoubtedly, the most significant. It is necessary that teachers should be given full support to develop their potential and creative skills so that their teaching be more effective. Teacher acts as a pivot for the transmission of intellectual and technical skills and the cultural traditions from one generation to other. The responsibility of the teacher is very great. Therefore, it is right to say that the nations well depend on the teachers well being. A teacher needs much more than he needs to have the vision of the kind of the society for which he is preparing the students. Every trade or occupation requires certain necessary qualities and qualifications which an individual member of it required to possess. It is an admitted fact that the effective and fruitful teaching depends on the personality of the teacher which influences the developments of the taught. It cannot be denied that certain typically divergent characteristics make a person an ideal teacher. Kneller (1968) is of the opinion that of all the person the teacher is the best placed to promote the growth of free and creative mind; in those who came before him aspiring with a passionate concern. His function is to assist each student personally in his journey. Towards self realization, the teacher has the task of stimulating and guiding his child learning so as to assure his attainment of socially approved goals in most efficient way possible. The job of teacher is more than teaching, it also involves the job of improving the profession and education and there is a third role that he has to play the role educational leader. This third role for teachers are, perhaps unique among the professions, because the members of no other profession is so intimately involved in lives in almost all the people of the community so involved in the task of economic, political, social, and cultural life as the teacher.

One reason for this interest in job satisfaction is its significant role in the retention of effective teachers. Policy makers, school principals and other education stakeholders are challenged with questions about how to identify, recruit and retain effective teachers such that goals and objectives of schools are achieved. Teacher job satisfaction has been identified among other indicators of effective teachers and teaching (Klassen & Tze, 2014). It has been defined as “the sense of fulfillment and gratification that teachers experience through their work as a teacher” (Ainley & Carstens, 2018, p. 43). It includes both positive and negative self-evaluations of the teaching experience which are both intrinsically and extrinsically motivated and its effects translate to students’ performance (Skaalvik & Skaalvik, 2011). Empirical evidence has been documented from different studies on the role of teacher job satisfaction in, for example, reducing job quitting intention, lowering emotional

exhaustion, lowering burnout and stress). For instance, Cameron and Lovett (2015) reported a nine year longitudinal study involving 57 school teachers who were initially identified with enthusiastic determination of ‘making a difference’ in their teaching profession. They investigated the influence of job satisfaction in sustaining this commitment over the years. It was found that teachers with high sense of job satisfaction were able to sustain this commitment and preferred to be in schools where a serene environment is created that fosters their job.

=>**Job Satisfaction Components**

The recipe for achieving higher job satisfaction will change from person to person. However, some components are the same for all companies, such as the following:



1. Pay and Benefits

One of the most important factors of job satisfaction is salary and benefits. Employees with good salaries and incentives will likely turn down a higher salary if they like their company and feel it add value beyond a paycheck to their role. Companies should provide their employees the accurate pay and benefits for their expertise, experience, and other valuable assets. An employee that perceives their salary and benefits as fair and reasonable is more likely to experience a positive employee experience, resulting in better health and a live-work balance, which translates into better productivity for the company in the long run. In other terms, employee recognition translates directly into benefits for the company. And it is that a recognized and happy employee is a loyal employee.

2. Job Security

This ends up resulting in a waste of time and money. Time because a new employee takes months to be fully integrated into the company, learn the processes, and perform at their best. And money because training new employees is an investment for the company. Keeping current employees is much more profitable than recruiting new ones. And one of the best ways to retain talent is to recognize people through job security. If their efforts count, they will feel at ease and much less inclined to leave.

3. Recognition

Anyone can feel if they are respected and recognized in their workplace. Rewarding workers for their hard work encourages them to continue giving their best for themselves and the company.

Group happiness comes directly from the happiness of individuals. Therefore, the recognition of workers ends up resulting in more harmony, well-being, and a better brand reputation. In addition, a company with a good reputation among its employees is a company where employees enjoy collaborating with colleagues and departments. Team dynamics are not an obligation but a way to get to know each other better and catch up on how everyone is doing. And so, each person can give their best to achieve excellent results.

4. Career Development

Not all people are satisfied with their work forever. Some will always seek development and progression in their careers. Career development is about setting goals and acquiring the skills to achieve those goals through a person's career within the company. Achieving life goals often begins with a straightforward step: believing you can do it. And this also applies to employees. Spending years sitting in an office doing more of the same is deadly for any employee. To improve as employees and people, we must face new challenges. A good company realizes this reality and recognizes its employees' natural talents and preferences to present them with their following career challenges.

5. Engagement

Employee engagement usually goes hand in hand with job satisfaction. By satisfying specific basic emotional needs, the outcome improves when there is no engagement with the tasks at work, and satisfaction decreases, making this component a must for a better job experience. Engaging employees in company activities make them feel valued, that their efforts count, and that they feel more involved. These positive dynamics spread throughout the office, creating a more pleasant work environment. And in turn, the workers developed a feeling of belonging. In addition, an engaged team improves the work environment. It is estimated that engaged employees are, on average, 12% more productive. In other words, not only the employees win, but also the companies.

NEED AND IMPORTANCE

This study holds immense significance within the realm of education in District Srinager and potentially for educational systems in similar regions. Understanding the job satisfaction levels of male and female secondary school teachers is crucial, as satisfied teachers tend to be more motivated and, in turn, can provide higher quality education. Enhanced job satisfaction may lead to more dedicated and effective teaching practices, positively impacting student outcomes. By recognizing the factors that influence job satisfaction, education authorities and policymakers can make informed decisions to improve teachers' working conditions, motivation, and overall job satisfaction, ultimately leading to better educational outcomes for students.

The research's focus on differences in job satisfaction between male and female secondary school teachers has broader societal implications, particularly in terms of gender equity. The findings can shed light on any existing disparities in working conditions, relationships with supervisors, and other factors affecting job satisfaction. Identifying areas where female teachers might have lower job satisfaction can prompt targeted efforts to rectify these issues, thus contributing to gender equality in the education sector. Such interventions can help promote the importance of female educators' contributions to the educational landscape and ensure they receive the support and working conditions they deserve.

A nuanced understanding of the factors contributing to job satisfaction among secondary school teachers can directly inform education policy decisions. The study's findings can guide policymakers in creating and implementing strategies that improve the job satisfaction of teachers, leading to a more motivated and dedicated teaching workforce. Furthermore, this research may influence resource allocation and investment in teacher professional development, infrastructure, and support systems, as these are areas that can directly affect job satisfaction. Ultimately, the study's insights can help shape educational policies and practices in District Srinagar, potentially enhancing the quality of education and the working conditions of teachers, which, in turn, can positively impact the entire education system and its stakeholders.

STATEMENT OF THE PROBLEM

The problem under study has been titled as "job satisfaction of male and female secondary school teachers".

OBJECTIVES OF THE STUDY

1. To study the Job satisfaction of male and female secondary school teachers in Srinager.
2. To compare male and female secondary school teachers on job satisfaction.

HYPOTHESIS

There is no significant difference between male and female secondary school teachers on job satisfaction.

REVIEW OF LITERATURE

Jiang, Lambert, Jin and Xiang (2016) carried out a study to reveal the extent to which Chinese community correctional officers were satisfied with their job. Using a clustered random sample of 255 community correctional officers from 15 counties in Hubei, China in 2013 who filled in a questionnaire and a standardized regression coefficient, they established that perceived promotional opportunities were a significant predictor of job satisfaction. Furthermore, Bojadjev, Petkovska,

Wickramasinghe (2016) investigated the level of job satisfaction experienced by IT graduates employed full-time offshore outsourced IT firms in Sri Lanka, the demographic characteristics that predict job satisfaction, perceptions towards IT jobs in outsourced IT firms, turnover and job search intentions. Using a clustered random sample of 122 respondents who filled in a questionnaire and a Pearson Correlation Coefficient, he established that gender and tenure are significant in job satisfaction measures.

Bang (2015) examined the moderating role of age in the relationships between leader-member exchange dimensions and job satisfaction and between job satisfaction and intention to stay among volunteers in non-profit sports organizations. Using a clustered random sample of 214 volunteers in 22 non-profit sports organizations and a moderated hierarchical regression analysis, he established that age moderated the relationship between professional respect and job satisfaction such that it was stronger for younger volunteers, and job satisfaction had a greater positive influence on intention to stay for older rather than younger volunteers.

Chaudhuri, Reilly and Spencer (2015) carried out a study to examine the effects of age and tenure on job satisfaction. Using a British household panel survey, they established that tenure shares a non-monotonic relationship with job satisfaction for females. For males, the same results are found only at higher levels of job satisfaction. All, the above studies were carried out in the context of the western world and Asia. This contextual gap made it necessary for this study in the context of Makerere University in Uganda. 5.2. Job characteristics and Job characteristics and job satisfaction.

Frey, Osteen and Ahn (2015) carried out a study to examine how immigrant status affects determinants of job satisfaction. Using data from the 2002 and 2008 National studies of the changing workforce, and hierarchical linear regression, they established that income satisfaction and job satisfaction were stronger in the immigrant units. This methodological gap made it necessary for this study to use simple and stratified random sampling techniques to address the relationship between job characteristics and job satisfaction at Makerere University Uganda. Lambert, Quresh, Hogan, Klahm,

Misoska and Stojanovska (2015) examined the effects of the perceived work environment on public employee feelings of job satisfaction. Using a clustered random sample of 169 employees working in one local government municipality in Macedonia who filled in a questionnaire, and a Pearson correlation coefficient, they established that recognition was a strong predictor of job satisfaction, followed by opportunities for professional advancement and work, self. All, of the above studies exposed conceptual gaps. These conceptual gaps made it necessary for this study to use several

constructs (e.g. recognition, work itself, an opportunity for advancement, professional growth opportunities, responsibility, good feeling about the organization and clarity of mission) to address the relationship between intrinsic factors and job satisfaction in Makerere University Uganda.

Pruthi, Gonzalez, Kirby and Langston (2015) carried out a study aimed at analyzing the female workforce in Urology compared to that of men in income, workload and job satisfaction. Using a clustered sample of 6511 domestic members practising Urologists who filled in a questionnaire and a linear regression model, they established that gender was not a significant predictor of job satisfaction among the workforce in Urology.

Smith and Frank (2015) carried out a study to examine the association of job variables with job involvement, job satisfaction, and organizational commitment among Indian police officers. Using a clustered random sample of 827 police officers who were surveyed in two districts in the state of Haryana in the Republic of India, and an ordinary least square regression analysis, they established that there is a significant relationship between employee training and job satisfaction.

Singhapakdi, Nisius (2014) carried out a study to shed more light on gender disparity in job satisfaction in the context of western versus Asian managers. Using a self-administered survey both in the US and Thailand, and confirmatory factor analysis, they established that gender disparity in job satisfaction in Thailand is driven mainly by significant gender disparity in lower-order Quality of Work Life (QWL) and organizational socialization.

Buyukgoze- Duffy, Guneri and Autin (2013) examined how variables from a social cognitive model of job satisfaction-goal progress, self-efficacy, perceived organizational support and positive effect predicted the job satisfaction of Turkish teachers. Using a purposive random sample of 50 teachers who filled in a questionnaire and hierarchical multiple regression analysis, they established that teacher job satisfaction was a significant and positive predictor of organizational support, goal progress and positive affect.

Kodwani (2012) carried out a study to examine the impact of IT and ITES sectors and gender on job satisfaction, organizational commitment and turnover intent. Using a convenience sample of 313 respondents who filled in a questionnaire and a regression analysis, they established that the IT group had lower job satisfaction. All, the above studies were carried out in the context of the western world.

Method and Procedure

This paper is specifically meant for the design of the study. The size and selection of the sample, the variables and the controls employed, the sources of data, the tools, and methods of gathering data, the reliability of instruments selected or constructed, and the statistical procedures used in the analysis are carefully described. To prepare a research design is the third step after the selection of problem and review of the literature relevant to the study. It is the work before getting the project underway. A good research design must be practical. The quality of a design of research is judged by the degree of accuracy attainable on the level of relevant evidences sought. An important component of design of research is the review of literature and related research reports. The major aspects of research design are the classification and development of the classes of inquiry and their models. It is a

mapping strategy based on sampling technique. It includes sampling, research strategy, tool and techniques for collecting the evidences, analyzing the data and reporting the findings.

There are various methods and techniques of data gathering. The methods and techniques preferred by the investigator for his study have to be justified and described in detail. These methods and techniques have to be determined in the light of the nature of the problem and the sources of relevant data. Research is a vast and multidimensional concept. It is an endless quest for knowledge or unending search for truth. It brings to light new knowledge, corrects previous errors and misconceptions and adds an orderly way to the existing body of knowledge. The knowledge obtained by research is scientific and objective. Therefore, it is implied that for obtaining scientific and objective results, there should be a proper methodology and procedure. The design of the research is the actual blue print procedure for the completion of various research steps and thus reaching valid conclusions regarding the relationship between the variables under study. **Kerlinger (1973)** has explained and analysed the basic characteristics for the formulation and procedural techniques of research design. He has rightly said, "A research design sets up a framework for adequate tests of the relations among variables. Design tells us in a sense, what observations to make, how to make them. How to analyse the quantitative representations of the observations. Strictly speaking, design does not tell precisely what to do, but rather suggests the direction of the observations making and analysis". Against the background discussed above, the present investigator formulated an appropriate design for the purpose of the study. The details of the same are as given below:

Method of the sample

The present study is descriptive type in nature. The researcher has used the descriptive type survey method in the present study. Therefore, the investigator has used tool, techniques, strategies and method of descriptive survey research to collect, analyse and interpret the data.

Sample for the study

The present study shall be conducted on 100 secondary school teachers from Srinagar District (50 male and 50 female). The sample will be taken using stratified random sampling from various Secondary Schools in Srinagar.

OBJECTIVE 1: To study the level of Job Satisfaction of Secondary School Teachers

Table 4.0: Showing the level of Job Satisfaction among Secondary School Teachers (N=100)

<i>Scores Obtained on JS Scale</i>	<i>N</i>	<i>Percentage</i>	<i>Degree Of Satisfaction</i>
74 or above	15	15.0%	Extremely satisfied
63 – 73	40	40.0%	Very satisfied
56 – 62	34	34.0%	Moderately satisfied
48 – 55	8	8.0%	Not satisfied
47 or below	3	3.0%	Extremely Dissatisfied

The table demonstrates the findings related to the first objective, which aimed to assess the level of job satisfaction among secondary school teachers. The data presented in Table 4.0 reveals the distribution of scores obtained on the Job Satisfaction (JS) scale, with a total sample size of 100 participants.

- It is evident that 15.0% of the surveyed secondary school teachers scored 74 or above on the JS scale, indicating that they are ‘extremely satisfied’ with their jobs. This subset of teachers represents individuals who hold the highest degree of job satisfaction in the sample.
- Furthermore, 40.0% of the teachers scored in the range of 63 to 73, categorizing them as ‘very satisfied’ with their jobs. These individuals comprise the largest group within the sample and exhibit a notably high level of job satisfaction.
- A total of 34.0% of the surveyed teachers achieved scores in the range of 56 to 62, indicating that they are ‘moderately satisfied’ with their jobs. This group reflects a substantial portion of the participants and falls within the mid-range of job satisfaction levels.
- On the other hand, 8.0% of the teachers scored in the range of 48 to 55, suggesting that they are ‘not satisfied’ with their jobs. These individuals represent a smaller subset within the sample, signifying a relatively lower level of job satisfaction.
- The table also highlights that 3.0% of the teachers scored 47 or below on the JS scale, placing them in the category of ‘extremely dissatisfied’ with their jobs. This group constitutes the smallest segment in the sample and indicates a very low degree of job satisfaction.

In summary, the results reveal a varied distribution of job satisfaction levels among the surveyed secondary school teachers, with the majority falling within the ‘very satisfied’ and ‘moderately satisfied’ categories. A smaller percentage of teachers reported ‘extreme satisfaction,’ while fewer expressed ‘dissatisfaction’ to varying degrees.

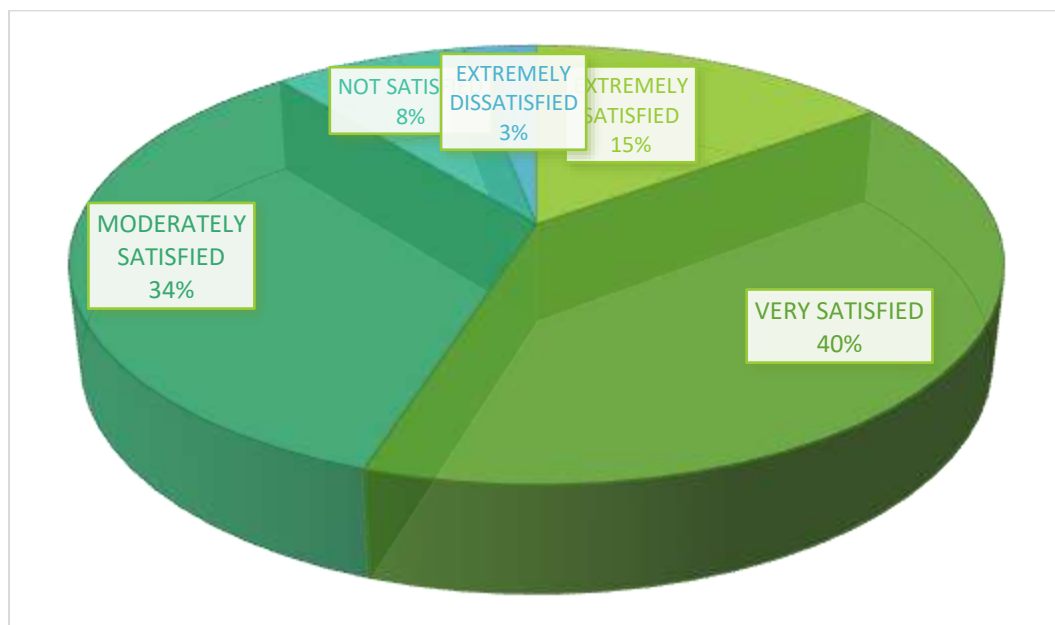


Fig 4.0 Showing the Level of Job Satisfaction of Secondary School Teachers

Table 4.1: Showing the level of Job Satisfaction among Male and Female Secondary School Teachers (N=100)

Scores Obtained on JS Scale	Job Satisfaction		Status of Job Satisfaction
	Male	Female	
74 or above	16% (N=8)	14% (N=7)	Extremely Satisfied
63 - 73	44% (N=22)	36% (N=18)	Very Satisfied
56 - 62	30% (N=15)	38% (N=19)	Moderately Satisfied
48 - 55	6% (N=3)	10% (N=5)	Not Satisfied
47 or below	4% (N=2)	2% (N=1)	Extremely Dissatisfied

Table 4.1 shows the level of Job Satisfaction of male and female secondary school teachers of District Srinager. The data reveals that 8% of male and 7% of female secondary school teachers are extremely satisfied, whereas 22% of male and 18% of female secondary school teachers are very satisfied. The above table also depicts that 15% of male and 19% of female secondary school teachers are moderately satisfied. The data also reveals that 35 of male and 5% of female secondary school teachers are not satisfied. The data further reveals that 2% of male and 1% of female secondary school teachers are extremely dissatisfied.

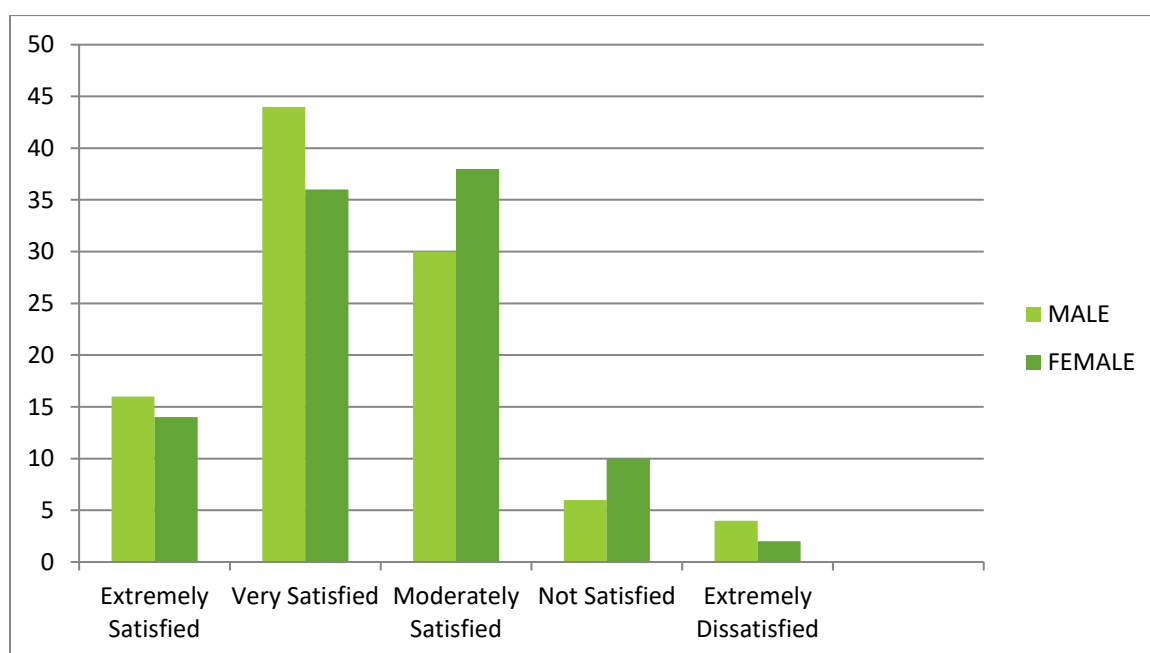


Fig 4.1 Showing the Level of Job Satisfaction Among Male and Female Secondary School Teachers

Objective 2: To compare male and female secondary school teachers on job satisfaction.

Hypothesis: There is no significant difference between job satisfaction of male and female secondary school teachers of District Srinager.

Table 4.2: Showing The Significance of Difference Between the Mean Scores of Male and Female Secondary School Teachers on Job Satisfaction (N=100)

Group	N	Mean	S.D	t-value	Df	Table value	Level of significance
Male	50	80.70	7.206	1.463	98	1.985	Insignificant at 0.05 level
Female	50	78.72	6.296				

Interpretation

Table 4.2 shows the mean difference between the Male and Female secondary school teachers on Job Satisfaction. The calculated t-value is 1.463 which is smaller than the table value of t-ratio 1.987 at 0.05 level of significance. It means that there is no significant difference between male and female secondary school teachers on Job Satisfaction. The result reveals that the mean scores of male and female secondary school teachers are almost same (M=80.70 for males and 78.72 for females respectively). Thus, the mean difference favours' equally to both the male as well as female secondary school teachers which highlights that both the teachers have equal level of job satisfaction. Therefore, the hypothesis which reads as "There is no significant difference between the Job Satisfaction of male and female secondary school teachers" stands accepted.

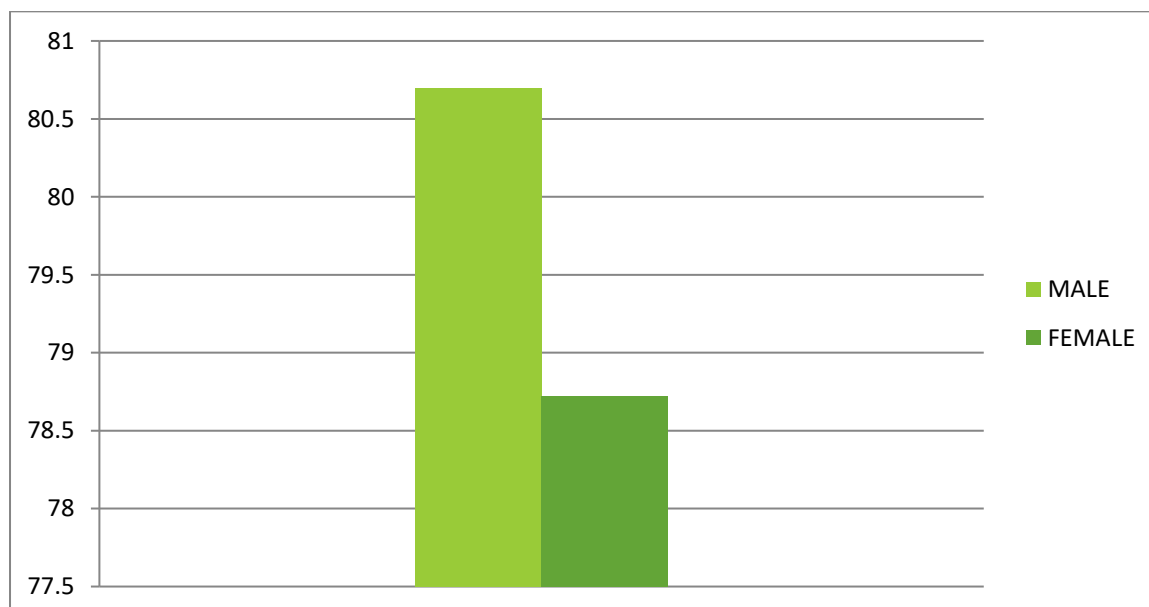


Fig 4.2 Shows the Mean Difference Between Male and Female Secondary School Teachers

Mean value shows no significant difference between male and female Secondary school teachers on Job Satisfaction.

Discussion of Result

On the basis on the analysis and interpretation of the present study has been summarised under the following captions:

1. Job satisfaction of male and female secondary school teachers in Srinager.
2. Comparison of male and female secondary school teachers on job satisfaction.

Job Satisfaction of Male and Female Secondary School Teachers: -

While analyzing the job satisfaction of male and female secondary school teachers, It is evident that 15.0% of the surveyed secondary school teachers scored 74 or above on the JS scale, indicating that they are 'extremely satisfied' with their jobs. This subset of teachers represents individuals who hold the highest degree of job satisfaction in the sample.

- Furthermore, 40.0% of the teachers scored in the range of 63 to 73, categorizing them as 'very satisfied' with their jobs. These individuals comprise the largest group within the sample and exhibit a notably high level of job satisfaction.
- A total of 34.0% of the surveyed teachers achieved scores in the range of 56 to 62, indicating that they are 'moderately satisfied' with their jobs. This group reflects a substantial portion of the participants and falls within the mid-range of job satisfaction levels.
- On the other hand, 8.0% of the teachers scored in the range of 48 to 55, suggesting that they are 'not satisfied' with their jobs. These individuals represent a smaller subset within the sample, signifying a relatively lower level of job satisfaction.
- The table also highlights that 3.0% of the teachers scored 47 or below on the JS scale, placing them in the category of 'extremely dissatisfied' with their jobs. The majority of the secondary school teachers are very satisfied on job satisfaction. The result further reveals that 8% of male and 7% of female secondary school teachers are extremely satisfied, whereas 22% of male and 18% of female secondary school teachers are very satisfied. The above table also depicts that 15% of male and 19% of female secondary school teachers are moderately satisfied. The data also reveals that 3% of male and 5% of female secondary school teachers are not satisfied. The data further reveals that 2% of male and 1% of female secondary school teachers are extremely dissatisfied.

CONCLUSION

It is evident from the results that effective and less effective secondary school teachers differ significantly from each other on factor (Job abstract) of job satisfaction. The results depict that effective secondary school teachers are reported that they are much more cooperative and helpful to their bosses and colleagues, are feeling absorbing with their job as compared to less effective secondary school teachers. The effective teachers are satisfied with the job that provides them the allowances and other facilities also. The effective teachers are reported that their bosses, colleagues are cooperative, helpful and inspiring to them are ready to work on the holidays also and are cooperative and sympathetic to the students. The effective secondary school teachers have a high job satisfaction shows good intelligence, capacity, diligence, treat the other members of the school

friendly and cooperatively and held proper democratic activities and feel that the job they hold gives them proper time to their family as compared to less effective secondary school teachers. The effective and less effective secondary school teachers differ significantly on factor (Psycho- social) dimension of job satisfaction. It has been found that there is a significant difference between the effective and less effective secondary school teachers on teaching profession dimension of attitude towards teaching. Significant difference has been found between the effective and less effective secondary school teachers on class room teaching dimension of attitude towards teaching. There is a significant difference between the effective and less effective secondary school teachers on child centered practice dimension of attitude towards teaching. It has been revealed that there is a significant difference between the effective and less effective secondary school teachers on educational process dimension of attitude towards teaching. Significant difference has been found between effective and less effective secondary school teachers on pupil's dimension of attitude towards teaching. A significant difference has been established between the effective and less effective secondary school teachers on teacher's dimension of attitude towards teaching. A significant difference has been established between the effective and less effective secondary school teachers on overall or composite score of attitudes towards teaching.

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