

An Assessment of Factors Differentiating Perceptions towards Job Satisfaction among Male & Female Employees

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Article Info

Volume 82

Page Number: 6395 - 6399

Publication Issue:

January-February 2020

Abstract:

Job satisfaction is an essential component of workforce productivity and enthusiasm. Similarly, teachers are the workforce of the University. The paper studies the various factors influencing Job Satisfaction among University Teachers in Nagpur city. This study attempts to identify the differences in factors leading to job satisfaction among the teachers. The researcher believes that this can lead to the identification of specific steps that can be taken to ameliorate the issues. Data collected using a questionnaire was analyzed using Independent Samples t-test. The results of the test revealed that there is a significant difference with respect to the factors of training opportunities, reward systems, recognition of performance, favourable working environment, communication within organization, appropriate and timely feedback, code of ethics and opportunities of advancement among male and female respondents. Suggestions and recommendations to tackle the issues have been made.

Article History

Article Received: 18 May 2019

Revised: 14 July 2019

Accepted: 22 December 2019

Publication: 31 January 2020

Keywords: Job Satisfaction, Gender, University Teachers, Nagpur

1. INTRODUCTION

Job Satisfaction has always been a heavily researched area in the past few years. Although we have been able to conclude certain specific facts about Job Satisfaction and its related factors however, even today it is not possible to point towards certain factors and state with absolute certainty that 'these' are the factors influencing job satisfaction among all people. Job satisfaction, it seems, is fluid. It keeps changing according to situation, person etc. Thus, it is imperative to understand every aspect that may lead to or lead away from Job Satisfaction. Teachers play an influential role among our society. They shape the future of their students. They are entrusted with taking care of children, administrative duties and developmental activities; all the while being highly under-paid, overworked and stressed. The hierarchical structure of Indian society and its tendency towards patriarchy may influence inherent issues which may affect the overall job satisfaction levels of the teachers. Thus, it becomes important that one identifies whether there is a

difference between the job satisfaction levels of depending on their gender.

The review by various scholars has pointed out varying factors causing job satisfaction or dissatisfaction among people. Thus, the researcher believes that it is quite possible that maybe the factors could be the administration of the school or college itself which may be causing the discrepancies. According to the author it is thus necessary to study in detail the possible commonalities and differences of factors leading to job satisfaction among teachers with respect to their gender. This may lead to identification of specific factors leading to the issue and thus corrective measures could be taken in the future.

2. LITERATURE REVIEW

Job satisfaction is a complex area in management research which has been heavily studied and focused upon and managers need a highly satisfied staff to ensure motivated and productive employees. Job satisfaction is known to have a direct impact on business performance (Aziri,

2011). Hoppock(1935) defined job satisfaction as any combination of psychological, physiological and environmental circumstances that cause a person to be satisfied with his or her work. The well-known scholar Vroom(1964) defines it as affective orientations on the part of individuals toward work roles which they presently occupy. On the same page Statt(2004) says that it is the extent to which a worker is fulfilled with the rewards received out of his job, especially intrinsic motivators.

Davis et. al.(1985) stated that job satisfaction as a permutation of positive and negative emotions workers experience towards work. They state that workers bundle their needs, desires and experiences when coming to work, which leads to expectations from the work itself by the employee. Thus, it is representative of the extent to which expectations are met in reality and is linked to his or her behaviour at the workplace. The attribution of positive attitudes and negative attitudes indicate job satisfaction and dis-satisfaction respectively (Armstrong, 2006). Kaliski(2007) further proclaimed job satisfaction to be a key ingredient which led to worker recognition, income, promotion and goal achievement within the job. Therefore, it can be construed that job satisfaction brings with it a sense of achievement and success on the job. This can further lead to one believing that it will lead to worker productivity.

George et.al.(2008) say of Job Satisfaction as being a collection of feelings and beliefs that workers that range between positive or negative which influence their satisfaction in jobs.

The nature of work, peer relations and also income can also have an impact on Job Satisfaction. Herzberg (1976) as cited by Aziri (2011) differentiated factors causing job satisfaction in two distinct categories viz. Hygiene Factors such as policies, supervision, personal relations, work conditions, salary, status and job security; and motivators like achievement, recognition, work itself, responsibility, advancement and growth play a major role in the job satisfaction of employees at the workplace.

Mitra(2018) states that job is an occupational activity whereas, satisfaction is a combination of psychological and emotional experiences at the workplace while performing duties related to the job. In her work, she states, that education is a widely recognized indicator of development.

Teachers are an important resource in the education infrastructure. Education quality is directly dependent on teacher quality. High morale is one of

the factors leading to the quality of teaching (Bolin, 2007). The key determinants of teacher performance are their commitment, satisfaction and motivation levels (Jyoti, 2006). The opportunities for growth, supervision, social relationships, quality and stability of position may be factors that influence the career of a teacher and in turn affect the performance of his or her duties. Mitra (2018) in her work points out both extrinsic and intrinsic factors affect satisfaction levels of teachers. She further classifies that intrinsic satisfaction is derived from classroom activities and extrinsic factors include salary, support from superiors, safety and resources.

Sukiet.al.(2011) examined and found that gender does not have impact on employee job satisfaction and both males and females have similar levels of organizational commitment. On similar lines, Kumari&Jafri(2011) found that female teachers identified greater levels of organizational commitment than male teachers. Zilliet.al.(2012) re-affirmed the findings of Kumari&Jafri(2011) when conducting their study. Mehta (2012) on the other hand found that the type of organization, as well as, gender do play a role in influencing job satisfaction and recorded a significant difference between government and private school teachers regarding job satisfaction. Nagar (2012) found female teachers scored higher than male teachers on job satisfaction.

Quarsteinet.al.(1992) had identified that factors such as salary, supervisory practices, working environment, promotion, extra vacation time, rewards etc. have a positive or negative effect on perception of job satisfaction. Griffin (2000) found that if due rewards are not given then satisfaction levels and performance levels decrease. Bavendam (2000) reported that job satisfaction of teachers affects attitude towards the job and thereby impacts student learning process. He further stated that only satisfied teachers can lead to better performance and improved quality in teaching. Bavendam (2000) in his report, also clarified that satisfied teachers are more industrious, committed and have a higher retention rate.

Nadeem (2011) concluded that demographics such as age, gender, experience, academic ranks and degree were not highly related to job satisfaction but found that instead there is a significant difference between contractual and regular teacher's job satisfaction levels with respect to pay, fringe benefits and rewards. Atta et.al.(2012) found that job satisfaction levels of teachers directly affect student and classroom performance. Bishay (1996) on the other hand found significant correlation between job satisfaction and motivation

with responsibility levels, gender, subjects being taught, age, experience and activities conducted by the teachers within classroom. Yet, Sapana (2013) *et.al.* states that improving the conditions of teachers and identifying the factors affecting their job satisfaction have not been seriously attempted as of yet.

3. METHODOLOGY

3.1 Objectives of the Study:

1. To identify the factors affecting the job satisfaction levels of the teachers.
2. To evaluate differences among factors affecting job satisfaction of male and female teachers.

3.2 Hypothesis:

H_0^I : There is no significant difference among factors leading to job satisfaction between male and female teachers.

H_A^I : There is a significant difference among factors leading to job satisfaction among male and female teachers.

3.3 Sampling Methodology:

A sample of University teachers from the Nagpur City region of Maharashtra was taken. Convenience sampling method was applied while collecting the data. A total sample of 40 participants was taken. The study is limited only to University Teachers in Nagpur City.

3.4 Data Collection:

Primary Data: Primary data was collected using questionnaire designed by the researcher and was collected through interacting with the teachers themselves.

Secondary Data: Secondary data has been collated using journals, articles, textbooks and websites.

3.5 Data Analysis & Interpretations:

The data was classified into batches of 20 males and 20 females who had filled the questionnaire correctly could be identified. Once done, the data was entered into SPSS version 21. The t-test for Independent Samples was utilized to draw inferences from the data-set since the sample was being segregated using the common factor i.e. gender.

4. RESULTS AND DISCUSSION

Statement	Gender	Mean	S.D.	Std. Error Mean	Sig.
I am a motivated employee of the organization.	Male	3.55	0.686	0.153	0.176
	Female	3.55	1.099	0.246	
Training opportunities are available for employees in the organization	Male	3.65	0.587	0.131	0.036
	Female	3.40	0.995	0.222	
There are promotion schemes in the organization	Male	3.70	0.470	0.105	0.281
	Female	3.70	0.865	0.193	
There are promotion schemes in the organization	Male	3.50	0.607	0.136	0.171
	Female	3.55	1.050	0.235	
The reward system is effective	Male	3.65	0.489	0.109	0.001
	Female	3.35	1.137	0.254	
There is a recognition of best performers in the organization	Male	4.00	0.459	0.103	0.006
	Female	3.75	1.118	0.250	
The terms of reference for employees are clear in the organization	Male	3.65	0.671	0.150	0.073
	Female	3.60	1.095	0.245	
The working environment is generally favorable to my performance and productivity	Male	3.80	0.523	0.117	0.007
	Female	3.60	1.095	0.245	
There is effective communication in the organization	Male	4.25	0.444	0.099	0.008
	Female	3.70	1.081	0.242	
I get appropriate and timely feedback	Male	4.00	0.324	0.073	0.000
	Female	3.45	0.999	0.223	
Employees have a clear grievance handling procedure in the organization	Male	3.50	0.513	0.115	0.354
	Female	3.65	0.875	0.196	
Decision Making in the organization involves the employees	Male	3.70	0.657	0.147	0.069
	Female	3.45	0.999	0.223	
Meetings between the management and employees take place regularly	Male	3.80	0.696	0.156	0.131
	Female	3.50	0.946	0.212	
There is excellent involvement in decision making.	Male	3.65	0.745	0.167	0.133

	Female	3.45	1.099	0.246	
	Male	4.10	0.447	0.100	
There is a strict code of conduct within the organization	Female	3.55	0.826	0.185	0.001
	Male	4.15	0.671	0.150	
The organizational environment is safe according to me	Female	4.05	0.826	0.185	0.822
	Male	3.95	0.686	0.153	
There is no bias among employees with respect to gender	Female	3.80	1.056	0.236	0.120
	Male	3.65	0.671	0.150	
There are sufficient opportunities for me to advance within this organization	Female	3.40	1.095	0.245	0.018

Table 1: Factors Causing Job Satisfaction

The above results have helped identify certain areas where there is a significant difference between the male and female teachers. These factors have a p-

value of less than 0.05 thus, they indicate that there is a significant difference. These factors are enlisted in the table below:

Sr. No.	Statements	Level of Significance
1	Training opportunities are available for employees in the organization	0.036
2	The reward system is effective	0.001
3	There is a recognition of best performers in the organization	0.006
4	The working environment is generally favorable to my performance and productivity	0.007
5	There is effective communication in the organization	0.008
6	I get appropriate and timely feedback	0.000
7	There is a strict code of conduct within the organization	0.001
8	There are sufficient opportunities for me to advance within this organization	0.018

Table 2: Factors having a Significant Difference

Thus, we can say that there is a significant difference between male and female University Teachers. Therefore, we do not approve the Null Hypothesis i.e. H_0^1 .

5. CONCLUSION

The above results help the author infer that there are significant differences with respect to the areas such as Training Opportunities, Reward Systems, Recognition of performance, Favourable working environment, Communication within organization, Appropriate and timely feedback, Code of Ethics and Opportunities of advancement. Thus, it is clearly visible from the above results that the male and female perspectives with respect to job satisfaction are quite different from each other. There is a clear difference with respect to eight factors of job satisfaction. The above analysis lends an idea that there is a significant difference between multiple factors which affect job satisfaction of University Teachers in Nagpur, Maharashtra. The only way to tackle these issues is through the actions of the senior management for promoting gender neutrality. There is a need to give greater importance to female University Teachers in future training opportunities. There is also a need to test whether the reward and recognition systems are not unfairly biased towards the males. There is also a need to improve the communication and feedback systems within

organizations significantly. Also, greater importance should be given to adherence to the Code of Ethics within organizations as well as, provide greater opportunities of advancement to females. Thus, we can conclude that there is a significant difference between male and female University teachers with reference to factors causing Job Satisfaction.

There is a need for the management to be sensitized towards the needs of female University Teachers. This can be achieved through greater dialogue and detailed discussions as to what may be troubling them. It is evident from the findings that the work environment is not favourably perceived by the females and they also believe that the communication within the organization is not up to the mark so these two factors can be taken care of using greater communication. Also, future training opportunities and greater recognition and rewards for them. It may also be very helpful in enforcing more ethical behaviour within the organization.

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