

A Study on the Decisive Roles of Gender and Type of School in Defining the Job Satisfaction in the Field of Education

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Abstract - Job satisfaction can be described as favourable feelings and emotions of employees that make them comfortable at the workplace. Job satisfaction is unimaginably interrelated with a number of other teaching-learning factors such as working atmosphere, freedom, salary, space of creativity, equality, appreciation, type of working institute, possibility of promotion, etc. The act of teaching is also not an exception to it. The present study was conducted to investigate the role and difference between male and female teachers (gender) as well as and private and public school (type of school) in defining job satisfaction. The research work was descriptive in nature and a standardised tool: "Teachers Job satisfaction Scale" was used to collect data. The data were collected from 60 teachers (3 teachers from every school) selected from 10 public secondary schools and 10 Private secondary schools of one taluk belonging to one of the districts in Karnataka. The findings were subtracted after the descriptive and inferential analysis. Statistical techniques such as Means, Standard Deviation and 't' test, were employed to test the hypotheses. The study was successful in rationalising that Male teachers were more satisfied than their Female colleagues with regard to their jobs and workplace. There was no significant difference between private school and public-school teachers' job satisfaction.

Index Terms - Job satisfaction, Attitude and teaching, Public and private schools' teachers, teaching conditions, gender and teaching satisfaction.

INTRODUCTION

Every individual is longing and striving for a dream job by spending a valuable period of his/her life in education and training. Job is one of the important elements in defining the lifestyle of every person, because to an extent life gets meaningful and happy

depending upon job and job satisfaction. Hence, it is essential for every organisation to ensure a satisfied working atmosphere for better performance of the employee for the advancement of the organisation. Teaching is a passionate service in the society where job satisfaction plays an important role in their successful service. Private and public sectors play an important role in deciding the destiny of every economy. As in every society both these sectors have a decisive role in the field of education too. But whatever may be the work field or job area, job satisfaction is a very important factor which decides the commitment, productivity, quality of service, performance, etc of every employee. Keeping the unimaginable contribution of both public as well as private sector in the field of education, it is rational to know the decisive roles of gender and type of school in defining the inevitable reality of job satisfaction in the school education system. Because job satisfaction can perfect and maximise the output of teaching and a satisfied teacher can only form a satisfied generation.

SIGNIFICANCE OF THE STUDY

The need and significance of the study is quite justifiable, because job satisfaction enables every teacher or teacher educator to perform the teaching responsibility with better commitment, output and quality. It will even help the policy makers, administrative, etc., to ensure an atmosphere of enhancing job satisfaction among high school teachers. Since teaching is known as the master profession of all other professions, ensuring the job satisfaction of a teacher is most important, because a satisfied teacher only can form a satisfied generation. The perfection of the education system and the quality

assurance of the education system are more or less dependent upon job satisfaction. As every human being, job satisfaction is an innermost desire for every teacher to have a healthy life. The education sector (schools) is always neglected from time to time with regard to job satisfaction and other decisive factors influencing job satisfaction. Without the gratifying innermost desire for job satisfaction, how can we expect 100 percent output of their service? Hence there shall be quality initiatives to have remedial measures and to save this noble profession from the destructive education virus called 'dissatisfaction'. Because dissatisfied persons in any profession can never show their 100 percent commitment in an unsatisfied or emotionally haunting atmosphere of their service. Since the problems related with job satisfaction is a wide range and interlinked complicated issue, it is rational to identify the problems one by one. Hence it is simply curious to know how gender and type of school do impact on the reality of job satisfaction. The study might be valuably supportive in solving some of the problems of the mentors. The study might help both the administrators and government to look into the reality of job satisfaction and find a rational solution by creating a congenial atmosphere in the institutions which would benefit both sides. This information will be of importance to the Government, policy makers, counsellors, education providers and other stakeholders who will work towards betterment strategies in order to maximise output and quality of education by reducing the level of dissatisfaction among teachers.

LITERATURE REVIEW

A number of research studies were being conducted on employers' job satisfaction in different field service as well as work. one of the important research initiatives conducted by D. R., Norris, & R. E. Niebuhr (1984) proved the fact that teachers experience their teaching responsibility as more satisfying and fulfilling one than any other employees. N. Agarwal, (2004) rationalised through his study that job satisfaction is a unique and very much personal desire in every individual. According to S. Achanta, & V. D Reddy, (2014) job satisfaction is the most affective or emotional demand from every employer. S. Mehta (2012). stated that job satisfaction and promotion are

one of the effective ways to boost the morale, commitment and motivation of teachers. S. Showkat, & I. Khan (2013) scientifically proved in organisations where people are experiencing a high level of job satisfaction, complaints, grievances, absenteeism, turnover and termination are likely to be reduced to the barest minimum and there will be improvement in punctuality, a boost in workers' morale, and increase in the quality of output. T. Raj, & Lalita (2013) asserted that remuneration is a decisive factor in defining the level of job satisfaction.

OBJECTIVES OF THE STUDY

The role of teachers in the education system is pivotal. He is virtually the yardstick that decides the quality of the education system. It is the teacher who decides if the education system is a success or a failure. The objectives of this study were as follows:

1. To study the difference between male and female teachers with regard to job satisfaction
2. To study the difference between private school teachers and government school teachers with regard to job satisfaction.

Hypotheses

Ho: There is no significant difference between male and female high school teachers in job satisfaction.

Ho: There is no significant difference between high school teachers in government and private sector in job satisfaction.

METHODOLOGY

Descriptive survey method was being adopted for the study. The sample of the study consisted of the high school teachers working in the Mysore taluk in the district of Mysore, Karnataka. Simple random sampling was employed to select the sample for the study. A sample of 60 teachers consisting of 30 Private school teachers and 30 government school teachers from these 30 were male teachers and 30 were female teachers.

Tools:

A standardised tool "Teachers Job satisfaction Scale" (S.K Saxena, 1994) was used for the collection of raw data from respondents. The tool consisted of 32 items under four variables a) satisfaction with Work, b) satisfaction with salary and securities, c) satisfaction

with institutional plans and policies and d) satisfaction with the administration. Among 32 elements 28 seven are positively framed and the remaining 4 elements are negatively framed.

RESULTS

Objective: To study the difference between male and female secondary school teachers with regard to job satisfaction

To test the null hypothesis (1) stating no difference between the mean scores of male and female school teachers with regard to job satisfaction, a statistical technique t-test was utilised.

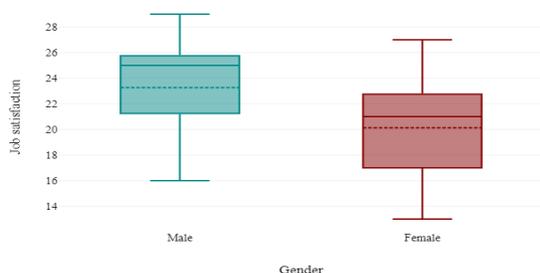
Table :1 Summary of ‘t’ test on Job satisfaction with regard to Gender

	Gender	Mean	N	Std. Deviation	t	Sign
Job Satisfaction	Male teachers	23.27	30	3.82	3.09	Significant at 0.01 Level
	Female Teachers	20.13	30	4.04		

The results of the descriptive statistics that are depicted in the table (1) show that the Male teachers have higher values for the dependent variable Job satisfaction ($M = 23.27, SD = 3.82$) than the Female teachers ($M = 20.13, SD = 4.04$).

Table (1) reveals the fact that a two-tailed t-test for independent samples (equal variances assumed) showed the difference between Male and Female with respect to the dependent variable Job satisfaction was statistically significant. The obtained value $t(58) = 3.09$ is greater than at 0.05 level. Thus, the null hypothesis is rejected and an alternative hypothesis is formulated “there was a significant difference between male teachers and female teachers with regard to job satisfaction. It means male teachers have higher level of job satisfaction than that of female teachers which is depicted in the figure (1):

Figure (1): t-test result on Job satisfaction between male and female teachers



Above figure (1) shows a comparison of mean scores in job satisfaction of secondary school teachers between male teachers and female teachers.

Objective (2): To study the difference between private school teachers and government school teachers with regard to job satisfaction.

To test the null hypothesis (2) stating no difference between the mean scores of Public and Private school teachers with regard to job satisfaction, a statistical technique t-test was employed.

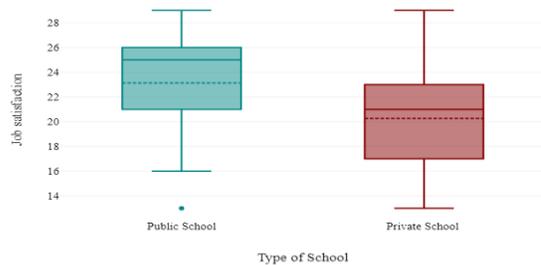
Table :1 Summary of ‘t’ test on Job satisfaction with regard to Type of Institute

	Type of School	Mean	N	Std. Deviation	t	Sign
Job Satisfaction	Public School Teachers	23.13	30	3.95	2.79	Significant at 0.01 Level
	Private School Teachers	20.27	30	4.03		

The results of the descriptive statistics show that the public-school teachers have higher mean score values for the dependent variable Job satisfaction ($M = 23.13, SD = 3.95$) than that of Private teachers ($M = 20.27, SD = 4.03$).

Table (2) reveals a two-tailed t-test for independent samples (equal variances assumed) showed that the difference between public school teachers and private school teachers with respect to the dependent variable Job satisfaction was statistically significant. The result on table (2) has also indicated a difference in the mean of public-school teachers (23.13) as compared to teacher’s private school teachers (20.27). The obtained value $t(58) = 2.79$ is greater than at 0.05 level. Therefore, the null hypothesis is rejected and alternate hypothesis is formulated that there is significant difference between teachers public and private schools in job satisfaction is accepted It means public school teachers have higher level of job satisfaction than that of private school teachers which is depicted in the figure (2):

Figure (2): t-test result on Job satisfaction between male and female teachers



Above figure (2) shows that comparison of mean scores in job satisfaction between public school teachers and Private school teachers.

FINDINGS AND DISCUSSION

Male teachers are more satisfied with their jobs than female teachers. It may be due to the problems like safety, salary scale, approach of authority towards the gender, working atmosphere. Many a time it is proved in a number of research studies that female employees face a lot of issues at workplaces, it may be the same reason that the present study also proved that job satisfaction is also less for female teachers in comparison with male colleagues.

Public school system of education contributes more to the job satisfaction of teachers than the private school system. It may also be the comfort and security, salary scale, promotion possibilities, administrative approach, gender equality, etc that contribute to the reason of having better job satisfaction for public secondary school teachers than the feeling of job satisfaction for private secondary school teachers in the private sector.

CONCLUSION

Job satisfaction is a dependent factor that would be decided by a number of other dependent and independent factors. Job satisfaction is a comforting factor that would maximise the performance of every employee. Administrative persons always demand job performance with high expectation, but they are knowingly or unknowingly neglecting the role of job satisfaction and other decisive factors contributing to the reality of job satisfaction in delivering better performance. It can be concluded that quality of education can be enhanced through the better performance of the teachers who are having better job satisfaction. Hence without creating an atmosphere of facilitating job satisfaction among secondary school teachers, no quality enhancement of the education system can be expected from the existing system.

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