

Educationists in the 21st Century: Differences in Gender and Organizations

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Abstract: *The present study was aimed at exploring differences in gender and organizations with respect to job satisfaction. A sample of 80 participants was chosen, teaching secondary level students in government and private schools in Delhi-NCR. The age range of the participants was between 25- 35 year olds, with a teaching experience of 3-5 years. The Minnesota Satisfaction Questionnaire short form (MSQ, Weiss et al., 1967) was used to assess job satisfaction. Gender and organizational differences were computed using t test. The results of the present research indicate a significant difference with respect to organizational differences. No significant differences however, were obtained with respect to gender among the sample.*

Keywords: Job satisfaction, gender differences

1. Introduction

Academicians play a quintessential role in the society (Radhakrishnan, 1969). The future of the nation very rightly, depends on the educationists who mold the children into leaders of tomorrow. Their guidance, mentorship and academic fervor determines the fate of the learners who are nurtured by these educationists. It is hence, important that those who are the harbingers of change are satisfied with the environment and occupations that they are engaged in. Education is the key to unlock the future, and eradicate the social evils that exist today. The effectiveness of a school is largely dependent on how satisfied the workforce is. Satisfied, productive and creative academicians play a vital role in the educational sector. Understanding job satisfaction then, is the cornerstone to promote quality education. Educationists play a pivotal role in adding to the resources of the nation. Secondary school education is extremely important in shaping the future of the students. That being said, it is a strenuous job that requires educationists to be constantly on their toes – brimming with knowledge and ready to respond to all kinds of questions put forth by the intellectual minds in class.

Job Satisfaction

Job satisfaction has been an area of interest to both psychologists and economists alike. Locke (1976) defined job satisfaction as an employee's cognitive, evaluative and affective attitudes or reactions towards their work. It is an appraisal of an individual's job and the experiences surrounding it. It is the result of an employee's appraisal about the degree to which their work environment fulfills their needs (Dawis and Lofquist, 1984). Job satisfaction is more of an attitude that is resultant of balancing many aspects of the job. The cognitive aspect represents the employee's beliefs about the job, in terms of how novel, stimulating or demanding they may be, for example. The affective reactions are a result of a comparison between the expected and actual outcomes that the employee derives from the job (Hulin and Judge, 2003). Job satisfaction is an interplay of intrinsic, extrinsic and demographic factors. Intrinsic factors may motivate individuals to opt for the teaching line; however extrinsic factors can influence the

individual's desire to continue in their chosen profession, along with job satisfaction. Demographic factors like education, gender, experience and salary too, influence the level of job satisfaction.

Safe environment, cooperative colleagues, a firm administrative leadership along with high parental involvement has been reported to enhance job satisfaction among teachers (Darling-Hammond, 2003; McGrath and Princiotta, 2005). Having access to important learning resources as well impacts and promotes job satisfaction (Guarino, Santibanez and Daley, 2006). A positive relationship has been reported between job satisfaction and productivity among teachers (Gappa, Austin and Trice, 2007). Satisfied employees are more committed, and have greater work values (Singh and Jaiswal, 2016). However, dissatisfaction with one's job has been associated with higher absenteeism (Chen et al., 2006). Job satisfaction is closely linked with productivity and performance. An individual satisfied with their job is an asset for the society and to themselves. Teaching is often underrated which leads to job dissatisfaction. The fact that teachers may not be given the due respect, place, recognition and opportunities to grow can contribute to this dissatisfaction (Dinham and Scott, 1998; Van Den Berg, 2002). Monetary compensation associated with the job is a source of not only meeting material needs, but also of gaining psychological satisfaction along with regular promotions (Demaki, 2012). Promotions don't just entail monetary benefits, but come with a sense of prestige and accomplishment. It boosts the morale of the employees and enhances productivity. Hackman and Oldham (1975) state that job performance is impacted by give core dimensions, namely, skill variety, task significance, task identity, task feedback and autonomy. A job that encompasses all these components effectively will yield higher satisfaction.

Shivendra and Kumar (2016) reported higher job satisfaction in government school teachers as compared to private school teachers. Job satisfaction for government school employees is largely due to the promotion, independence, recognition, job security and the salary (Ausekar, 1996). Herzberg's Two-Factor theory (1959) talks about the various motivating

and hygiene factors affecting workplace motivation, both of which are important for an employee to feel satisfied with their job. Since the government sector follows strict norms concerning promotion and pay, a structured workload, and clear division of responsibilities, it can perhaps explain why teachers teaching in government schools obtained a slightly higher mean.

In terms of gender differences in job satisfaction, the research conducted has yielded mixed results. Male teachers reported a higher level of job satisfaction as compared to female teachers in a study by Kaur and Sidana (2011). Gupta, Pasrija and Bansal (2012) reported female teachers to be more satisfied. However, Sridevi (2011) and Bhayana (2012) reported no significant difference in the level of job satisfaction with respect to gender. Fatima (2002) also reported no significant difference in the level of job satisfaction among men and women. The same was corroborated in a study by Raj and Mary (2004), who also found no gender differences in job satisfaction.

Present Study

The present study was aimed at exploring the differences in the level of job satisfaction with respect to the kind of organizations, along with gender. Job satisfaction has been studied widely. Since happy classrooms cannot function without happy and satisfied teachers, it is important to explore this area further and understand the attitude of employees in both government and private schools towards their jobs.

Hypothesis

H1: There is a significant difference in the level of job satisfaction among government and private school teachers

H2: There are significant gender differences in the level of job satisfaction

2. Method

Sample

The sample consisted of 80 school secondary school teachers working in government (n=40) and private (n=40) schools in Delhi-NCR. The participants were equally divided among men and women. The age range of the participants was between 25- 35 year olds, with a teaching experience of 3-5 years.

Instruments

The Minnesota Satisfaction Questionnaire short form by Weiss et al. (1967) was used to obtain the scores on job satisfaction. The scale comprises of 20 items, which are rated on a 5-point Likert scale. There are three subscales of the MSQ, measuring intrinsic, extrinsic and total job satisfaction. The scale is widely used to measure different aspects of job satisfaction, like the pay, promotion, co-workers, promotion opportunities, etc. The scale has a good validity and reliability, ranging from 0.70 to 0.80.

Procedure

Informed consent was taken from all the participants, and confidentiality of the data was assured. Demographic data was thereby collected, along with answers on The Minnesota

Satisfaction Questionnaire short form (Weiss et al., 1976). The data obtained was analysed using t-test.

3. Results

The data collected via the questionnaires was subjected to t test

Table 1: Mean and Standard Deviation of scores for Job Satisfaction

Gender	Government School Teachers (n=40)	Private School Teachers (n=40)	Total (n=80)
Men (n=40)	79.55 (11.05)	75.40 (8.25)	77.48 (9.85)
Women (n=40)	80 (10.60)	73.65 (7.98)	76.83 (9.81)
Total (n=80)	79.77 (10.69)	74.53 (8.06)	77.15 (9.77)

Data from table I reveals that government school teachers obtained a higher mean (79.77) as compared to private school teachers (74.53) for job satisfaction. In terms of gender difference however, the mean for both men and women was almost the same (79.55, 80 respectively).

Table 2: Test of means of Job Satisfaction with respect to Organizations and Gender

Job Satisfaction	t value	p value
Organizations	2.48	.015*
Gender	0.30	.77

Significant difference at ** p < 0.1; * p < 0.05 based on t statistics

Data analysis from Table II shows a significant difference between government and private school teachers in the level of job satisfaction [t (78) = 2.48, p<0.05]. Government school teachers reported a higher mean as compared to private school teachers (Table I).

No significant difference was found between men and women in the level of job satisfaction [t (78) = 0.30, p> 0.05]. The means obtained by both, men and women were almost the same (Table I) and therefore, insignificant.

4. Discussion

Job satisfaction is the attitude that an individual holds about their job (Vroom, 1964). It is how favorably or unfavorably employees see their work to be. Satisfaction with job is dependent on both, the job as well as individual characteristics. Employee job satisfaction is considered a necessary factor that all organizations aim for (Oshagbemi, 2003). Adjusted worked have been found to reported higher job satisfaction (Srivastava, 2002), whereas role expectation conflict results in stress, which is one of the main stressors on job satisfaction (Dhawan, 2015). Job satisfaction is a result of many factors, such as the pay, the supervisor's behavior, job environment, promotion opportunities and the job itself (Saif et al., 2012). The government sector has evolved in India in the last few decades. From being the left out educational institutes, government schools now house the best of infrastructure, latest technology, and an up to date curriculum which is at par with the quality of education provided by private schools.

A significant difference was obtained with respect to job satisfaction in government and private schools. Teachers working in government schools reported being more satisfied in their jobs. In sync with the two factory theory, it can be noted how the hygiene factors, i.e. the relationships among co-workers, working conditions and policies adopted by the school for both government and private schools are at par due to the strict enforcement of a similar decorum that both the organizations have to adhere to. But the job security, which is higher for government schools, can perhaps explain the higher mean. Government school teachers enjoy better working and financial conditions along with job security and opportunities for promotions as compared to private school teachers (Mahdy et al., 2016). It is affected by the physical conditions as well as the security, salary and opportunities for promotion (Gupta and Jain, 2003). Mehta (2012) also reported that government school teachers had a higher job satisfaction than private school teachers. The same was corroborated by Basu (2016). Tasnim (2006) reported higher job satisfaction among people with a higher salary. This can be used to explain the present findings, since the government school teachers are paid higher and more regularly than private school teachers. Moreover, the regular increment that is given to the former may be withheld in the case of the latter, depending upon the managing committee of the school. Anand (2018) reported that teachers working in government schools had higher job satisfaction as compared to teachers in private schools. The kind of work along with the salary was the major reasons for the difference.

No significant gender differences were found between men and women in the present study. Similar results were corroborated by Mehta (2012). No significant differences were found in the level of job satisfaction among male and female teachers (Menon and Athanasoula-Reppa, 2011). Bhat (2018) also reported no significant gender differences in the level of job satisfaction among men and women. Similar findings were reported by Gupta and Gehlawat (2013) that corroborate the findings of the present research.

5. Conclusion

Job satisfaction as a construct is undoubtedly, a popular area of research especially in the field of education since the educationists shape the future of the children. A significant difference was obtained in the level of job satisfaction among government and private school teachers, where the former reported higher satisfaction. In terms of gender differences, no significant differences were found among men and women. The present study has implications for understanding the enhancing the factors contributing to job satisfaction. Different motivational strategies should be put to use, to ensure optimum task performance. Administrators and policy makers as well, need to delve on factors that impact the job satisfaction in both government and private schools to ensure that the education provided by both kinds of institutes is at par to ultimately, benefit the students.

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