

Article**EXAMINING THE ECHELON OF JOB SATISFACTION AMONG MALE AND FEMALE ACADEMIC STAFF****Aneeqa Afaq***

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Keywords: Job satisfaction, teacher performance, gender based comparison, teachers of higher secondary schools**Abstract:** *This study was undertaken with an aim to investigate the level of job satisfaction of teachers in the higher secondary schools so that appropriate policy measures can be drawn as to make them more productive in classrooms. For the purpose of this study, two hundred teachers were randomly chosen from two divisions i.e. Mirpur and Poonch of the Azad Jammu & Kashmir, Pakistan. Teachers' Job Satisfaction Questionnaire (TJSQ) as developed by Lester (1987) was employed to obtain responses from the sample of the study. Results revealed that female teachers were more satisfied than their male counterparts. Teachers seemed to be slightly satisfied with some aspects of the job like recognition, job security and working conditions. This research study can be helpful for policy makers in making decisions related to teachers' job satisfaction and retention.***Received:** 18th February, 2022**Accepted:** 16th March, 2022**Published:** 31st March, 2022**INTRODUCTION**

Job satisfaction is now becoming a focus of attention for researchers due to its popularity, overall status, and increasing turnover rates world-wide over the past decades (Hee et al., 2020; Gendin & Sergeev, 2002; Otache et al., 2021; Buckley et al., 2005; Aman-Ullah et al., 2021; Kotterman, 2000; Ali et al., 2021; Alain & Jeremy, 2020; Marcia et al., 2020; Daniela, 2020; Hilton et al., 2021). Moreover, education sector has gone through severe changes in policies, legislation and children's rights movement which are not only criticized but also lead towards teachers' dissatisfaction and increase in turnover rate at global level (Ingersoll, 2001; See et al., 2020; Tye & O'Brien, 2002). Now, there is a dire need to carry out research on experiences of teachers regarding their work situation to attain higher educational objectives. Many research studies are aimed to inspect the factors which have significant impact on job satisfaction in different countries (Ziggarelli, 1996; Rogers, et al., 2021; Dinham and Scott, Aman-Ullah et al., 2021; 1998; Shann, 1998; Madrid et al., 2020; Latham, 1998; Bogler, 2005; Otache, et al., 2021; Brown, 1972, Inayat& Khan, 2021 Ali et al., 2021; Alain & Jeremy, 2020; Marcia et al., 2020; Daniela, 2020; Hilton et al., 2021). Herzberg et al. (1959) provides a base for numerous research studies on teacher job satisfaction. According to Herzberg et al. (1959), satisfying and dissatisfying factors have major impact on teachers' job satisfaction. These factors are related with higher and lower order needs. Accordingly, Dvorak and Phillips (2001) assessed teachers' job satisfaction on the base of Herzberg's two factory theory and identified that seventy percent teachers are satisfied with their profession due to a combination of extrinsic factors (wage, working conditions and security of job) and intrinsic factors (advancement opportunities, responsibility of work and work design). Similarly, Thompson et al., (1997) argued that teachers' job satisfaction is affected by supervisory support, salary package and availability of

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resources. These factors are thought to be responsible for increasing the dissatisfaction of teachers which in turn intend them to quit their jobs (Travers & Cooper, 1996). So, it is very difficult to accurately measure the effect of these intermingled factors which can affect job satisfaction. On the other hand, teachers' job satisfaction also varies with the gender differences (Mahmood, et al., 2011; Rind et al., 2019; Rajendran and Veerasekaran, 2013). Thus, job satisfaction is a composite and multifaceted concept which can vary with the attitudes and personalities. Hence, there is a dire need to investigate this concept from different dimensions.

LITERATURE REVIEW

Job satisfaction is a kind of pleasure for employees that come from the appraisal of one's job (Locke, 1976). Feelings and beliefs of employees affect the attitude of employees toward a specific job (Robbins, 2005; Madrid et al., 2020; Akehurst, et al., 2009). According to Cetinkanat (2000), the notion of job satisfaction determines the employees' perception related to job circumstances (supervisor attitude, work design) or the job outcomes (salary, job security). Furthermore, David identified that job satisfaction is an equilibrium state where the components of job match with the expectations of job performers. Similarly, Spector (1985) argued that the level of job satisfaction rise with rewards and pleasure associated with job. Thus, employees' satisfaction has a fundamental role in the achievement of organization. It is a matter of very vital importance to retain qualified teachers within the school system (Darling-Hammond, 1999). It is very difficult to retain qualified teachers in developing countries due to low literacy rate. Research conducted in developing territories identified that one quarter of the teacher became dissatisfied which eventually give rise to different psychological disorders like stress related disability, increase in absenteeism and turnover rate, inability to satisfy the needs of students (Farber, 1991; Aman-Ullah et al., 2021; Henke, et al., 1997; Otache et al., 2021; Travers and Cooper, 1996; Inayat& Khan, 2021; Luckner and Hanks, 2003, Galup et al., 2008). More elaborately, teachers' job satisfaction is the degree of emotional attachment to teaching profession and it is determined by the connection between teachers' expectations and what teachers get from this profession in reality (Zembylas and Papanastasiou, 2004). If teachers are optimistic about job then they are considered to be contented (Organ and Bateman, 1991). Moreover, supervisor's leadership style also exerts a significant effect on teachers' job satisfaction (Bogler, 2001). Teachers may feel dissatisfied and quit their job when they are unable to show creativity in daily routine activities due to the interference of supervisor (lesson planning, assessing students' behavior, delivering lessons (Marlow and Inman, 1993). According to Latham (1998) and Shann (1998), teachers' job satisfaction results in improving the practices of teaching in addition to rise in retention rate. It means that students' educational performance and effectiveness of school can be improved by satisfied teachers (Zigarelli, 1996; Aman-Ullah et al., 2021; Heller, et al., 1993). Likewise, Bavendam (2000) identified that learning process is considerably affected by teachers' job satisfaction. Consequently, teaching quality can be improved in the classrooms through hard work and dedication. Therefore, there is a dire need to conduct research on this matter of crucial importance especially in developing countries. Based on the importance of job satisfaction, different research scholars tried to compare attributes of male teachers with the female ones as well as rural and urban teachers (Mahmood, et al., 2011; Rind et al., 2019; Rajendran and Veerasekaran, 2013). It was examined that female teachers were more satisfied than male ones and there was no main difference between rural and urban teachers regarding their level of job satisfaction. Most of the research scholars measured this phenomenon of significant importance with the help of Herzberg motivation hygiene theory which was proposed by Herzberg (2002) in 1950s. This theory classified different aspects of the job into two different categories i.e. motivating and hygiene factors. These factors are allied with higher and lower order needs. Motivators deal with intrinsic aspects of job like recognition, responsibility of work, opportunity for promotion, work itself and achievement. Intrinsic factors measure the definite performance of employees thereby causing foremost effect on level of job satisfaction. In contrast, hygiene factors are allied with extrinsic facets of job such as social behavior, supervision, work design, current working conditions and salary. These factors are more concerned about working environment than to the nature of work. It is not possible for employees to control extrinsic factors of job (Schermerhom et al., 2003). Both intrinsic and extrinsic factors are responsible for improving the job performance. However, dealing with intrinsic aspects of job is the most direct approach. Employers can motivate their employees by giving them challenging tasks (Leach and Westbrook, 2000). Moreover, GebrekirosHagos and Abrha, K. (2015) identified that "achievement" is a major motivating factor and "salary" is a minor motivating one.

Factors Affecting Teachers' Job Satisfaction

Teachers' job satisfaction has been a focal point of researchers from so several years i.e. a review of literature from the period of 1975 to 1986 identified 1063 articles on this topic (Rinehart and Short, 1994). It may be due to decrease in overall status of teaching profession and increasing turnover rates in many countries (Gendin & Sergeev, 2002; Otache et al., 2021; Kotterman, 2000; Räsänen et al., 2020; Buckley et al., 2005). Moreover, changes made in education sector in terms of educational policies, legislation, child right associations have not only been criticized

but also give rise to teachers dissatisfaction and increase in turnover rate at the global level (Ingersoll, 2000; Tye & O'Brien, 2002). Thus, the research on experiences of teachers has gained considerable attention due to continuous pressure on teachers to attain higher educational goals. Moreover, job satisfaction is also affected by the supervisory support, involvement in decision making and delegation of authority (Imper et al., 1990; Mohsen et al., 2020; Rice and Schneider, 1994; Guinot 2021; Hall et al. 1992; Poulin and Walter, 1992; Waleerak, 2020; Kirby et al., 1992; Afzal and Abid, 2021; Silins, 1992; Koh et al., 1995). Whereas, Dinham (1995) examined that teachers job satisfaction is associated with interaction of teachers with colleagues, past and current students and parents. Similarly, Bogler (2002) and Ramsey (2000) argued that job satisfaction is affected by different demographic factors such as position, age, tenure of job, teaching experience and gender. Therefore, job satisfaction is a complex phenomenon which is very difficult to investigate. In this regard, Herzberg motivation hygiene theory is considered to be an important tool to evaluate different aspects of teachers' job satisfaction.

Explanation of Intrinsic and Extrinsic Factors

Intrinsic factors are also termed as the satisfying factors. These factors include; responsibility, work itself, advancement opportunities and recognition. Responsibility involves making teacher answerable for the assigned tasks, participation in decision making, enabling students to learn. For example, Scott (1999) revealed that teachers are more concerned to fulfill their responsibilities in the teaching thereby facilitating learning and achievement in classrooms. The 'work' itself is an intrinsic aspect of job which deals with the daily routine activities such as, planning and delivering lessons to students. A teacher may become dissatisfied and quit job if he feels that supervisor imposes restrictions on his creativity (Marlow and Inman, 1993). It is also concerned with the teacher's control over job i.e. authority to take decisions while performing different tasks. Sometimes, it may happens that local government staff are accountable for designing course goals and objectives, selecting appropriate teaching techniques, and allocating time for each subject. In such cases the tasks of teacher is only restricted to work in accordance to the decisions of others. An 'opportunity for advancement' is also an important intrinsic aspect of job which points out an opportunity to get promotions in teaching career. Lack of such opportunities in career can give rise to teachers' dissatisfaction. According to Herzberg et al., (1959), recognition is receiving appreciation from different stakeholders of school like supervisor, parents, students and other teachers. It is a powerful tool to motivate employees and increasing their loyalty (Davidson, 1999; Nelson and Dailey, 1999). Dissatisfying or hygiene factors are concerned with extrinsic aspects of the job such as, supervision, relations with colleagues, prevailing working conditions, pay and job security. Supervision is an extrinsic aspect of job which is concerned with delegation of authority and broad-spectrum attitude towards employees (Herzberg et al. 1959). In an educational setting, principal has a major role to play in satisfying teachers (Hee et al., 2020; Menon and Christou, 2002). 'Supervision' as an extrinsic factor is further divided into task oriented and person oriented behavior. Person oriented behavior points out leadership qualities in an individual such as trust and communication skills whereas task oriented behavior is integrating all the organizational activities to attain a common goal. Teacher job satisfaction is considerably affected by the leadership style of supervisor (Bogler, 2001). Likewise, Masum et al., (2015) revealed that academic's job satisfaction is affected by supervisory support along with organizational customs and policies, career growth, prevailing working conditions, team building training and development opportunities. 'Colleagues' as another important extrinsic aspect of job point out extrovert dimension of personality i.e. interaction of teachers with other people in an educational setting. They work in groups to achieve common goals. Such social interactions are aimed at building relationships with fellow teachers, similarity of attitudes to achieve common goals and rise in self-esteem. Luckner and Hanks (2003) revealed that colleagues have strong influence on the level of teachers' job satisfaction. According to Herzberg et al., (1959), working condition is an extrinsic hygienic factor which identifies the physical conditions necessary for carrying out work activities such as light, temperature, infrastructure etc, availability of resources to perform different tasks, setting targets to be achieved in a given timeframe. The level of job satisfaction is decreased with poor working environment (Menon and Christou, 2002). Herzberg et al., (1959) revealed that pay is a motivating factor when it is associated with advancement opportunities or work itself but it is a source of disappointment when it is associated with business administration and policy. Thus, it is identified as a sign of failure or achievement. Additionally, Luckner and Hanks (2003) scheduled inadequate pay as one of the major reasons of frustration and anxiety among teachers. Whereas, Costlow (2000) investigated that teachers give more weightage to job design than salary. 'Job security' is concerned with different components of school strategies regarding retirement, pension, seniority, layoff etc. According to Probst (2003), job security is interrelated with job stress, physical health, psychological depression and anxiety.

On the basis of reviewed literature, following research hypotheses are drawn for this study:

- H1: The echelon of job satisfaction of male teachers is significantly different from the female ones.
- H0: The echelon of job satisfaction of male teachers is not significantly different from the female ones.

METHODOLOGY

This study was based upon a sample of two hundred higher secondary school teachers (i.e.100 male and 100 female teachers) who were randomly chosen from Mirpur and Pooch divisions of Azad Jammu & Kashmir, Pakistan.

Instrumentation

Different dimensions of job satisfaction were measured with the help of instrument developed by Lester (1987) based upon five point likert scale ranging from 1 to 5 in which '1' depicts strongly disagree and '5' depicts strongly agree. The dimensions of teachers' job satisfaction include: colleagues, supervision, salary, working conditions, work itself, responsibility, security, advancement and recognition.

Data Analysis

Data were analyzed through descriptive statistics and t-test with the help of statistical package for social sciences version 20. Respondents were given closed-ended questions measured on different dimensions of job satisfaction.

Reliability

Cronbach alpha coefficient was used to measure the inter-item reliability of the instrument. Minimum cronbach alpha of 0.6 is sufficient to conduct research (Nunnally, 1994). Overall cronbach alpha value of the instrument was 0.924 which was above than the generally accepted level.

RESULTS

	N Statistic	Mean Statistic	Std. Error	Std. Deviation Statistic
Supervision	200	3.15	.36320	0.367
Colleagues	200	2.91	.23907	0.483
Working conditions	200	2.84	.14561	0.515
Pay	200	3.26	.15786	0.558
Responsibility	200	2.99	.16661	0.471
Work itself	200	3.049	.19411	0.457
Advancement	200	2.92	.14376	0.508
Security	200	2.73	.12360	0.582
Recognition	200	2.66	.11163	0.526
Valid N (list-wise)	200			

Table 1: Descriptive Statistics

Results in Table 1 show the mean and standard deviation statistics for different facets of job satisfaction. Results show that teachers are highly satisfied with pay, work design and supervisory attitude towards them. On the other hand, they show little satisfactory attitude towards working conditions provided to them, job security and level of recognition received from parents and students. However, their satisfaction level is average on the dimensions of further advancement opportunities, responsibility of work and relations with colleagues.

	Gender	N	Mean	Std. Deviation	T	Df	Sig. (2-tailed)
JS	Female	100	170.3900	17.28893	2.848	198	.005
	Male	100	163.8900	14.89485			

Table 2: Group Statistics

Table 2 shows that the value of $t(198) = 2.848$, $p = .005$ is significant. There is a considerable difference between the echelon of job satisfaction of male and female respondents. The mean value of female respondents is '170.3900' and standard deviation is '17.28893' whereas the mean value of male respondents is '163.8900' and standard deviation is '14.89485'. Thus, alternate hypothesis of the study (i.e. the echelon of job satisfaction of male teachers is remarkably different from the female ones) is accepted and the null hypothesis is discarded. Hence, it is observed that female teachers are more contented and satisfied with their jobs than their male counterparts.

DISCUSSION

This study was aimed at identifying the major causes of teachers' dissatisfaction in education sector and making a comparison of attributes of teachers on the base of gender differences. It is the only way to improve class performance and productivity of schools. Teachers can perform better in the classrooms only when they are satisfied with their jobs. However, the findings of this study reveal that teachers are satisfied due to attributes of supervision, salary packages and nature of work. Result of this investigation is consistent with the findings of Luckner and Hanks (2003), Afzal and Abid (2021) Bogler (2001), Marlow and Inman (1993). They are also supporting this perspective that scantiness of these attributes is responsible for causing anxiety and stress which ultimately affect the productivity of teachers. Moreover, the results also reveal that the echelon of job satisfaction is lower at the facets of job security, working conditions and recognition. It may be due to this reason that most of the teachers are appointed on contractual jobs. Fear of insecure jobs makes them frustrated and tensed continuously. Consequently, they receive little recognition from students and parents regarding their performance. These findings were steady with the past findings of Rajendran and Veerasekaran (2013). They identified that teachers are little bit satisfied with the educational policies, recognition, working conditions, creativity and ability utilization.

Furthermore, this study also identified that female teachers are more satisfied than their male counterparts. Female teachers are seemed to be more passionate and dedicated towards their profession. It may be due to this reason that females exhibit the traits of adaptability and patience in their personalities which encourage them to become more productive in teaching and learning process. Apparently, these results are consistent with the findings of Afzal & Abid (2021) and Mahmood, et al. (2011) which identified that male teachers are not much satisfied with current operational conditions, attitudes of supervisor, promotion opportunities and reward packages.

CONCLUSION

This research study concludes that teachers can perform better in the classrooms only when they are satisfied with their jobs. Teachers' job satisfaction is associated with the attributes of supervision, salary packages and nature of work, job security, working conditions and recognition. Moreover, the traits of adaptability and patience in female teacher encourage them to become more productive in teaching and learning process. This research study therefore recommends that teachers can be encouraged and motivated by taking into consideration the intrinsic and extrinsic aspects of the job which makes them more productive and satisfied during the learning process. It can be in the form of providing better advancement opportunities, job security, conducive working conditions and recognition. Furthermore, females are more encouraged to pursue the career of teaching as compared to male counterparts.

There are certain limitations of this research study. Firstly, the domain of this research is education sector of Azad Jammu & Kashmir. It is further recommended to carry out research on these variables in a different organizational environment. Secondly, it is a kind of cross sectional study. There is a need to conduct longitudinal research studies for analyzing the effect of concerned variables in the long run.

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