

Job Satisfaction: A Comparative Study Of Female And Male School Teachers In Pakistan

Sohail Mazhar* , Shamim Ullah** , Sumaira Majeed***

* Department of Education, Virtual University of Pakistan, Lahore, Pakistan.

** Lecturer, Institute of Education and Research, University of the Punjab, Lahore, Pakistan.

***Ph.D. Scholar, Institute of Education and Research, University of the Punjab, Lahore, Punjab, Pakistan.

Abstract

The main purpose of the study was to compare the level of job satisfaction of female and male school teachers in Lahore, Pakistan. The study was descriptive and a survey was conducted. A validated (Cronbach's Alpha .88) Likert-type closed-ended instrument was used to conduct the survey. The researchers visited each school personally and explained the instrument to the subjects if needed. To find out the means difference between female and male school teachers t-test was applied. ANOVA was applied to make multiple comparisons among qualification and teaching experience. The findings of the study revealed a significant level of difference of job satisfaction between male and female school teachers regarding the economic needs and the relationship with coworkers and no significant difference of job satisfaction between male and female school teachers regarding the social needs, supervision, working conditions, and promotion.

Keywords: Job satisfaction, School, Teachers

Introduction

Research on job satisfaction is popular in mainstream research. Thousands of studies on the globe had been conducted (Zembylas & Papanastasiou, 2004). In Pakistan this area remains neglected; some of the initiatives to conduct studies in job satisfaction are taken by university teachers, Ph. d and M. Phil scholars. Some efforts on small scale were also done at the master level. In most of the studies, it is revealed that a satisfied teacher with his job produces better results and plays a vital role to bring a positive change in student behavior and society. On the other hand, the dissatisfied teacher creates tension and becomes irritating which may have a negative influence on

the student learning process (Akhtar, 1994, 2000, 2010; Chambers 1999; Koustelios, 2001). Therefore, it seems vital to know the satisfaction level of teachers, working at levels from primary school to university, regarding their jobs. Thus, this current study aims to do a comparison of job satisfaction between female and male teachers of schools in Lahore, Pakistan.

Job satisfaction is a positive or pleasurable emotional state resulting from an appraisal of one's job or job experiences (Iqbal & Akhtar, 2012). Robins (2005) defined job satisfaction as the sum of a persons' feelings about his job. In further words, job satisfaction can be defined as an individual's feelings (positive or negative) about jobs (Schermerhorn, 2005). According to Durbin (2006) job satisfaction is associated with three main factors i.e. value, motivation, and morale. Luthans (2002) describes some factors that affect job satisfaction such as work itself, pay, promotion, supervision, workgroup, and working conditions.

It is revealed from the study of Nobi, Abdul, and Sajid (2003) that female teachers in government jobs were more satisfied as compared to males. The findings of the research also showed that married females were more satisfied as compared to unmarried. There was a significant relationship found between female and male school teachers regarding working conditions, motivation, administration, and school culture (Lal & Shergill, 2012). In another study, it was revealed that there was a significant relationship found between organizational climate and job satisfaction of secondary school teachers (Dhingra, 2006; Mathieu, 1991).

The school size and environment were positively associated with teacher job satisfaction. Educators of larger schools were more pleased in contrast to small schools (Ingresoll, 2001). High-qualified teachers were more satisfied with teaching as compared to low educational background teachers because highly qualified teachers had more opportunities to grow in the field of education (Schroder, 2008). More experienced teachers showed more satisfaction as compared to less experienced teachers. Teachers with more experience had a higher level of job satisfaction and they were confident in dealing with parents and students (Akhtar, 2000). Other research results showed that the teachers of public schools were more satisfied as compared to private school teachers regarding job security and pay (Mehrotra, 2005).

Literature shows that different elements contribute to the job satisfaction of school teachers. Economic needs, social needs, supervision, working conditions, relationships with co-workers, and promotion are the most prominent elements which influence job satisfaction. Therefore, in this study, these elements are explored regarding the job satisfaction of female and male school teachers in Lahore, Pakistan.

Objectives

The objectives of the study were:

1. To identify the job satisfaction level of female and male teachers of school regarding the economic needs and social needs.
2. To identify the job satisfaction level of female and male teachers of school regarding the supervision and working conditions.

3. To identify the job satisfaction level of female and male teachers of school regarding the relationship with co-workers and promotion.

Hypotheses

To meet the above-mentioned objectives following null hypotheses were formulated:

- H₀₁:** There is no significant difference in job satisfaction between female and male teachers of school regarding the economic needs.
- H₀₂:** There is no significant difference in job satisfaction between female and male teachers of school regarding social needs.
- H₀₃:** There is no significant difference in job satisfaction between female and male teachers of school regarding the supervision.
- H₀₄:** There is no significant difference in job satisfaction between female and male teachers of school regarding the working conditions.
- H₀₅:** There is no significant difference in job satisfaction between female and male teachers of school regarding the relationship with co-workers.
- H₀₆:** There is no significant difference in job satisfaction between female and male teachers of school regarding the promotions.

Methodology and Procedure

The study was descriptive and a survey was conducted to check the level of job satisfaction between female and male school teachers in Lahore, Pakistan. It was delimited to Allama Iqbal Town, which is one of the largest towns of Lahore. A validated (Cronbach's Alpha .88) closed-ended instrument was used to conduct the survey. It was measured on a Likert-type scale having 25 items. The respondents were requested to tick one of the given five options of every question. The options were strongly agreed (SAG), agree (AG), undecided (UN), disagree (DA), strongly disagree (SD). The researchers visited each school personally, distributed the instrument to the subjects, and explained to subjects if needed. After all efforts, 100 male and 100 female school teachers filled the instrument. The collected data were tabulated, analyzed, and interpreted. To find out the means difference between female and male school teachers t-test was applied. ANOVA was applied to make multiple comparisons among qualification and teaching experience.

Results

Table 1 Frequency and Percentage of Demographical Variables

Variables	Frequenc y	Percentag e	Mean
Gender of teachers			
Female	100	50.0	1.5000
Male	100	50.0	

Qualification of teachers			
Undergraduate	13	6.5	2.7150
Graduate	46	23	
Masters	126	63	
M. Phil	15	7.5	
Nature of job			
Permanent	118	59.0	1.4100
Contract	82	41.0	
Teaching experience			
1-5	89	44.5	2.0500
6-10	46	23	
11-15	31	15.5	
Above 15	34	17	

This section of the paper gives the results of the study. Table 1 indicates that 100 female and 100 male teachers participated in this study. The results signify that 6.5% of teachers are undergraduate, 23% are graduate, as for a matter of qualification is concerned 63% have master's degree and only 7.5% teachers have M. Phil, 59% of the teachers are permanent, whereas 41% are doing their job on contract basis, 44.5% of the teachers have experienced less than 5 years, 23% have experienced between 6-10 years, 15.5% have experience of 11-15 years and 17% have experienced more than 17 years. Following are the results of hypotheses testing.

Table 2 H₀₁: There is no significant difference in job satisfaction between female and male school teachers regarding economic needs.

Variable	N	Mean	SD	t	df	Sig.
Male	100	2.8983	.63338	-3.206	198	0.02
Female	100	3.2233	.79145			

The results of table 2 show that the t-value (-3.206) with df =198 is significant at a P ≤ 0.05 level of significance. The mean score for both variables is (M=2.8983, S.D=.63338), (M=3.223, S.D=.79145) respectively. Therefore, the null hypothesis is rejected.

Table 3 H₀₂: There is no significant difference in job satisfaction between female and male school teachers regarding social needs.

Variable	N	Mean	SD	t	df	Sig.
Male	100	3.5280	.65783	-5.541	198	.551
Female	100	4.0420	.65400			

According to table 3, the t-value (-5.541) with df =198 is not significant at the P ≤ 0.05 level of significance. The mean score for both variables is (M=3.5280, S.D=.65783), (M=4.0420,

S.D=.65400) respectively. Therefore, the null hypothesis stating that there is no significant difference in job satisfaction between female and male school teachers regarding social needs is accepted.

Table 4 H₀₃: There is no significant difference in job satisfaction between female and male school teachers regarding supervision.

Variable	N	Mean	SD	t	df	Sig.
Male	100	3..086	.94034	-6.120	198	0.07
Female	100	3.8400	.79595			

Table 4 results state that t-value (-6.120) with df =198 is not significant at the $P \leq 0.05$ level of significance. The mean score for both variables is (M=3.086, S.D=.94034), (M=3.8400, S.D=.79595) respectively. Therefore, the null hypothesis is accepted.

Table 5

H₀₄: There is no significant difference in job satisfaction between female and male school teachers regarding the working condition.

Variable	N	Mean	SD	t	df	Sig.
Male	100	2.6100	.86041	-8.648	198	.476
Female	100	3.7175	.94859			

Table 5 indicates that the t-value (-8.648) with df =198 is not significant at the $P \leq 0.05$ level of significance. The mean score for both variables is (M=2.6100, S.D=.86041), (M=3.7175, S.D=.94859) respectively. Therefore, the null hypothesis stating that there is no significant difference in job satisfaction between female and male school teachers regarding the working condition is accepted.

Table 6 H₀₅: There is no significant difference in job satisfaction between female and male school teachers regarding the relationship with coworkers.

Variable	N	Mean	SD	t	df	Sig.
Male	100	3.4500	.97053	-4.765	198	0.00
Female	100	3.0300	.73450			

The results of Table 6 reveal that the t-value (-4.765) with df =198 is significant at the $P \leq 0.05$ level of significance. The mean score for both variables is (M=3.4500, S.D=.97053), (M=3.0300, S.D=.73450) respectively. Therefore, the null hypothesis stating that there is no significant difference in job satisfaction between female and male school teachers regarding the relationship with coworkers is rejected.

Table 7 H₀₆: There is no significant difference in job satisfaction between female and male school teachers regarding the promotion.

Variable	N	Mean	SD	t	df	Sig.
Male	100	3.2500	.88683	-1.496	198	.604
Female	100	3.4300	.81277			

Table 7 results state that t-value (-1.496) with df =198 is not significant at the $P \leq 0.05$ level of significance. The mean score for both variables is (M=2.8983, S.D=.63338), (M=3.223, S.D=.79145) respectively. Therefore, the null hypothesis stating that there is no significant difference in job satisfaction between female and male school teachers regarding the promotion is accepted.

Table 8 One-Way ANOVA Results by Qualification

Variables	Groups	S.S	df	M.S	F	Sig.
Economic needs	Between Groups	5.319	3	1.773	3.417	.018
	Within Groups	101.691	196	.519		
	Total	107.010	199			
Social needs	Between Groups	11.307	3	3.769	8.482	.000
	Within Groups	87.088	196	.444		
	Total	98.395	199			
Supervision	Between Groups	17.252	3	5.751	6.982	.000
	Within Groups	161.434	196	.824		
	Total	178.686	199			
Working condition	Between Groups	14.905	3	4.968	4.664	.004
	Within Groups	208.795	196	1.065		
	Total	223.700	199			
Relationship with Co-workers	Between Groups	10.078	3	3.359	4.292	.006
	Within Groups	153.402	196	.783		
	Total	163.480	199			
Promotion	Between Groups	4.665	3	1.555	2.174	.092
	Within Groups	140.215	196	.715		
	Total	144.880	199			

Table 9 One-Way ANOVA Results by Experience

Variables	Groups	S.S	df	M.S	F	Sig.
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Economic needs	Between Groups	4.097	3	1.366	2.601	.053
	Within Groups	102.913	196	.525		
	Total	107.010	199			
Social needs	Between Groups	5.772	3	1.924	4.072	.008
	Within Groups	92.623	196	.473		
	Total	98.395	199			
Supervision	Between Groups	25.475	3	8.492	10.863	.000
	Within Groups	153.212	196	.782		
	Total	178.686	199			
Working conditions	Between Groups	23.325	3	7.775	7.605	.000
	Within Groups	200.375	196	1.022		
	Total	223.700	199			
Relationship with Co-workers	Between Groups	7.493	3	2.498	3.138	.027
	Within Groups	155.987	196	.796		
	Total	163.480	199			
Promotion	Between Groups	12.744	3	4.248	6.301	.000
	Within Groups	132.136	196	.674		
	Total	144.880	199			

According to table 8 and 9; the level of significance is lower than 0.05, so there is a significant difference in the level of job satisfaction between female and male school teachers regarding economic needs, social needs, working conditions, relationship with co-workers, supervision, and promotion concerning teaching experience and qualification.

Discussion

The purpose of this study was to compare the job satisfaction level of female and male school teachers. It revealed a significant difference between the level of job satisfaction between female and male school teachers regarding their economic needs and relationship with co-workers. Most of the females were satisfied with their job whereas males are dissatisfied regarding their economic requirements. Females were more satisfied with their relationships with co-workers as compared to males. Literature and previous research showed that female teachers were more satisfied regarding economic needs and relationships with co-workers (Lambert, Hogan, Barton, & Lubbock, 2001; Ma & MacMillan, 1999; Watson, Hatton, Squires, & Soliman, 1991). This result verifies the results of Ghazi's (2004) and Konicek's (1992) studies which showed similar results and female teachers were more satisfied as compared to males regarding economic needs. Newby (1999) conducted a study of the job satisfaction of school principals at Virginia and the results of

this study also showed that female teachers were more satisfied regarding economic needs and relationships with co-workers. This result contradicts the result of Brogan (2003), according to whom male teachers were more satisfied regarding economic needs and also more comfortable with co-workers (Fitzpatrick & white 1983).

The findings of the present study also showed that there was no significant difference found between female and male school teachers regarding social needs, supervision, working conditions, and promotion. Because females and males both required good working conditions and promotion in their jobs and also equally important social needs for both female and male school teachers. These results are consistent with the studies' results of these researchers (Ghazi, 2010; Mahmood, 2004; Stemple, 2004). Recent research by Lal & Shergill (2012) also supports this result finding. According to their findings, there was no difference found in job satisfaction levels between male and female school teachers regarding promotion, working conditions, and supervision. These findings are contrary to the research findings of (Ali, Zaman, Tabassum, & Iqbal, 2011). According to their research finding there is a significant difference in job satisfaction levels between male and female school teachers regarding promotion, supervision, and working condition.

Teachers with different qualifications have different views about the factors that contribute to job satisfaction. It is also the same that this difference is very clear between higher qualification and low qualification. Teachers having master's and M.Phil Degree are more satisfied as compared to graduate and undergraduate teachers for different factors such as pay, the attitude of supervisor, working conditions, etc. Experienced teachers are pleased with their jobs and more satisfied as compared to less experienced teachers. These results verified the results of these researchers (Akhtar 2000, Sari 2004; Iqbal, & Akhtar 2012).

Conclusions

Based on findings following conclusions are drawn that there is a significant difference in job satisfaction between female and male school teachers regarding the economic needs and the relationship with coworkers. On the other hand, there is no significant difference in job satisfaction between female and male school teachers regarding social needs, supervision, working conditions, and promotion.

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