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A Study of Job Satisfaction among Male and Female Faculties Teaching in Self-Finance and Government Colleges within Ahmedabad District

Abstract :

A teacher can perform to his/her maximum capacity, if s/he is satisfied with the job. A well satisfied teacher can think of the well-being of the pupils. Thus, until a teacher derives satisfaction on job performance and develops a positive attitude towards our education system, s/he cannot initiate desirable outcome to cater to the needs of the management and the society at large. The purpose of this paper was to analyze the job satisfaction level among male and female faculties of Ahmedabad and impact of gender on job satisfaction. Data was collected from 31 faculties serving in different government and self-finance colleges through structured questionnaire. The findings indicate that there is no significant difference between Job Satisfaction of Male and Female faculties. Also the research proves that gender is variable which helps us to predict level of Job Satisfaction of individuals specifically work related component and utilization of skills and abilities component of Job Satisfaction.

Key words: Job performance, Teacher, Positive Attitude

INTRODUCTION:

Job satisfaction or employee satisfaction has been defined in many different ways. Some believe it is simply how content an individual is with his or her job, in other words, whether or not they like the job or individual aspects or facets of jobs, such as nature of work or supervision. Others believe it is not as simplistic as this definition suggests and instead that multidimensional psychological responses to one's job are involved. Researchers have also noted that job satisfaction measures vary in the extent to which they measure feelings about the job (affective job satisfaction) or cognitions about the job (cognitive job satisfaction).

The assessment of job satisfaction through employee anonymous surveys became commonplace in the 1930s. Although prior to that time there was the beginning of interest in employee attitudes, there were only a handful of studies published. Latham and Budworth noted that Uhrbrock in 1934 was one of the first psychologists to use the newly developed attitude measurement techniques to assess factory worker attitudes. They also note that in 1935 Hoppock conducted a study that focused explicitly on job satisfaction that is affected by both the nature of the job and relationships with peers and supervisors.

The concept of job satisfaction has been developed in many ways by many different researchers and practitioners. One of the most widely used definitions in organizational research is that of Locke (1976), who defines job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". Others have defined it as simply how content an individual is with his or her job; whether he or she likes the job or not.

Education is a continuous process. In any formal education, a teacher has very important role. A teacher must be satisfied from his/her respective job so as to impart best quality of education to students and society in general.

LITERATURE REVIEW

Dr.Roshanlal & Sarabjit Singh Shergill (2012) studied that in the state of Haryana & Punjab ,

both male & female teacher teaching in degree college have unfavorable attitude towards education. Also it was inferred that male & female teachers were not different from each other on job satisfaction variable.

Ahmed, Raheem & Jamal (2003) studied that there was no significant change in job satisfaction due to change in the level of independent variables like sex, marital status and types of school.

Satishkumar Kalhotra (2012) studied that job satisfaction of primary and secondary school teachers by considering intrinsic aspects of job , salary promotional avenues , service condition aspects, physical facilities aspects , institution plans and policy aspects , satisfaction with social status and family welfare aspects, relationship with co-workers and total component of job satisfaction.

Anilkuma Agnihotri (2013) studied that feeling of job satisfaction is derived from and is caused by many and varied inter related personal factors such as age , sex, education and factors controlled by management like pay and working conditions.

RESEARCH METHODOLOGY

Research Design	Descriptive research
Sampling Unit	Faculties from self-finance and government colleges of Ahmedabad in higher education
Scope of the study	Study in Ahmedabad based on data collected during a workshop conducted at KCG, Ahmedabad.
Sample Size	31
Sampling Design	Purposive Sampling
Data collection	Structured questionnaire
Statistical tool used	(SPSS 20) independent sample t test; chi-square

RESEARCH OBJECTIVES:

1. To analyze the Job Satisfaction level among the male and female faculties of Ahmedabad
2. To study the impact of gender on Job Satisfaction among faculties.

HYPOTHESIS:

1. **H₀**: There is no significant difference between Job Satisfaction of Male and Female faculties
H₁: There is significant difference between Job Satisfaction of Male and Female faculties
2. **H₀**: Gender and Job Satisfaction are independent attributes
H₁: Gender and Job Satisfaction affect each other

RESULTS AND DISCUSSION:

T test was used to determine relation between Job satisfaction of male and female faculties. Chi square was used to determine the association between gender and job satisfaction. The p value given by significance (two-tailed) in the SPSS 20 output shows that p is 0.741 which is more than level of significance, 0.05. Therefore Null Hypothesis is accepted. Thus, we conclude that there is no significant difference between Job satisfaction mean of male and female faculties. Also within 95% confidence interval the population mean lies between -7.39816 to 5.32316. At 29 degree of freedom the t value is .334 (Table - 1)

CONCLUSION:

The study reveals that overall faculties are satisfied with their jobs. The male faculties had the mean value of 59.4000 as compared to female mean of 60.4375 (Table - 7) Also the p value is more than significance value 0.05, it is inferred that there is no significant difference between job satisfaction level of male and female faculties. (Table - 1)

Table 2,3 & 4 suggest that as p value at given degree of freedom is more than 0.05 working

condition, pay and promotion, work relation and gender are independent attributes. Table 5 gives p value 0.019 which is less than 0.05 at 4 degree of freedom which suggest dependence of and use of skills and abilities. Table 6 suggest gender and work activities are also dependent attributes at 4 degree of freedom with $p=0.021$ which is less than 0.05.

Thus, gender is one significant independent variable which helps us to predict level of Job Satisfaction (dependent variable) of individuals specifically work related component and utilization of skills and abilities component of Job Satisfaction.

LIMITATION AND SCOPE FOR FUTURE STUDY:

The present study was based on data collected from limited sample selected from controlled environment of a workshop. Also the sample size was small which may not represent significant gender population mean. The researcher's bias and respondent's unwillingness to reveal the correct information may be a major limitation for this study.

This study can provide a base for further research in similar areas and extended geographical boundaries. This research will contribute towards theoretical framework of existing job satisfaction. Education sector and management may also frame managerial implications and strategies to increase job satisfaction of their existing faculties, gender being one of the prominent factor having impact on individuals job satisfaction level. Further correlation studies can be conducted to find out strength of relationship between satisfaction and gender of faculties as extension of this work. Also other independent variables can be further studied with a larger sample which have impact on individuals job satisfaction.

Annexures:

Chi-Square Tests						
		Value	df	Asymp. Sig. (2-sided)		
Pearson Chi-Square		3.559a	4	.469		
Likelihood Ratio		3.702	4	.448		
Linear-by-Linear Association		2.154	1	.142		
N of Valid Cases		31				
a. 10 cells (100.0%) have expected count less than 5. The minimum expected count is 1.45						
gender * pay & promotion (Table 3)						
Crosstab						
Count						
		pay & promotion				Total
		not satisfied at all	not satisfied	neutral	satisfied	
1580	male	1	3	4	7	15
gender	female	1	2	8	5	16
Total		2	5	12	12	31
Chi-Square Tests						
		Value	df	Asymp. Sig. (2-sided)		
Pearson Chi-Square		1.836a	3	.607		
Likelihood Ratio		1.863	3	.601		
Linear-by-Linear Association		.047	1	.828		
N of Valid Cases		31				
a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is .97.						
gender * workrelation (Table 4)						
Crosstab						
Count						
		workrelation				Total

		not satisfied at all	not satisfied	neutral	satisfied	extremely satisfied	
gender	male	1	1	1	4	8	15
	female	0	0	4	9	3	16
Total		1	1	5	13	11	31

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.814a	3	.612
Likelihood Ratio	1.841	3	.606
Linear-by-Linear Association	.023	1	.881
N of Valid Cases	31		

1. 7 cells (87.5%) have expected count less than 5. The minimum expected count is 1.45.

gender * skill & abilities (Table 5)**Crosstab**

Count		skill&abilities					Total
		not satisfied at all	not satisfied	neutral	satisfied	extremely satisfied	
gender	male	2	2	3	5	3	15
	female	0	1	6	5	4	16
Total		2	3	9	10	7	31

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.798a	4	.019
Likelihood Ratio	15.026	4	.005
Linear-by-Linear Association	.012	1	.913
N of Valid Cases	31		

a. 6 cells (60.0%) have expected count less than 5. The minimum expected count is .48.

gender * work activities(table 6)**Crosstab**

Count		work activities					Total
		not satisfied at all	not satisfied	neutral	satisfied	extremely satisfied	
gender	male	3	1	3	3	5	15
	female	0	2	8	6	0	16
Total		3	3	11	9	5	31

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.586a	4	.021
Likelihood Ratio	14.776	4	.005
Linear-by-Linear Association	.128	1	.720
N of Valid Cases	31		

a. 8 cells (80.0%) have expected count less than 5. The minimum expected count is 1.45.

T-Test (Table 7)

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Job	Male	15	59.4000	9.50038	2.45299
Satisfaction	Female	16	60.4375	7.78005	1.94501

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