

# A Comparison of Job Satisfaction of Teacher Educators on the basis of their Gender and Locality

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## ABSTRACT

The paper study the comparison of Job satisfaction of teacher educators on the basis of their gender (male=94 and female=227) & locality (rural= 76 and Urban=245) in the college of education of Panjab University, Chandigarh. The data were gathered through Scale of Job satisfaction scale of (Bishy, 1996) from 321 teacher educator colleges of Panjab University Chandigarh. The finding of the study as shows, Teacher educator belonging to male and female do not differ significantly at any level of significance in their job satisfaction and Insignificant difference in the job satisfaction are obtained due to difference in rural urban teacher educator for belonging to Panjab University, Chandigarh.

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## 1. Introduction

Locke (1976) gives a comprehensive definition of job satisfaction as involving cognitive affective and evaluative reactions or attitudes and states it is "a pleasurable state of one's job or job experience". Luthans (2002) has defined job satisfaction as, "job satisfaction is a result of employees perception of how well their job provides those things that are viewed as important." Newstrom and Davis (2004) state that job satisfaction is a set of favorable or unfavorable feelings and emotions with which employees view their work". They have, however, added certain observations also to clarify the concept, viz (i) job satisfaction is an affective attitude which has its intellectual as well as behavioural elements also; (ii) although job satisfaction typically refers to the attitudes of a single employee, it can be studied with a group focus also by assessing and averaging the individual satisfactions across all members of a work unit; (iii) job satisfaction can be viewed as an overall attitude, or it can apply to the various parts of an individual in job; and (iv) it may be studied by dividing alternation between those elements, which are directly related to job context (the nature of the job) and those which are part of the job context (the supervisor, workers and organisation). Bishey has defined teacher job satisfaction as "how teachers feel while doing their daily tasks." Aguinas has also focused on the experiences related to work as an important content of the concept of job satisfaction when he defines it in the following words "job satisfactions is a pleasurable or positive emotional Robert and Macmillan (1999) suggest that job satisfaction may be one aspect of commitment. Because job satisfaction may be an indicator of whether individual (a) will be affectively connected to an institution, (b) will merely comply with directives or (c) will quit. Luthans (2002) pointed out: "there are three generally accepted dimensions of job satisfaction. (a) job satisfaction is an emotional response to a job situation. As such it cannot be seen, it can only be inferred. (b) job satisfaction is often determined by how welfare comes to me or exceed expectations (c) job satisfaction represents several related attitudes. Secondly, job satisfaction is a relative concept, it is related to the Job characteristics. Over the years, five Job characteristics have been identified by various research scholars, which have significant bearing on it. These

characteristics are: work itself, pay, promotion opportunities; supervision and co-workers. Thirdly, job satisfaction is an essential and evaluative concept. Robbins, Timothy and Sanghi (2008) have pointed out: "A person with a high level of job satisfaction holds positive feeling about the job, while a person, who is dissatisfied, holds negative feeling about the job. When people speak of employee's attitudes, more often than not they mean job satisfaction. In fact, the two are frequently used interchangeable". they also found psychological climate of an organization to be predictor of commitment and job satisfaction. To put it in their own words "A study examining the relationship of psychological climatic dimensions (autonomy, cohesion, trust, pressure, support, recognition, fairness, innovation) with job satisfaction and organizational commitment clearly demonstrates that psychological climate as a perceptual multidimensional phenomenon can render better understanding of a person's evaluating reaction and functioning in an organization. As regards teacher commitment and job satisfaction Christopher (2006) stated that they are closely associated. To quote him: "teacher commitment is closely associated with job satisfaction, morale, motivation and identity and a predictor of teacher's work performances, absenteeism, burnout and turnover, as well as having an important influence on students achievement and attitudes towards school"

Natarajan (1992) found that there existed a significant sex difference in the job satisfaction of teachers. Job satisfaction of teachers was not found to be influenced by the difference caused by the place of work, viz. rural and urban school and type of school viz., boys, girls and mixed or by the type of management. Teachers' and their experience were not related to their job satisfaction. The teachers of open climate school had very high level of job satisfaction. Singh (1993) concluded that teachers were found to be moderately satisfied with all factors of job satisfaction except with economic benefits, physical facilities and administration. There were no differences in the level of satisfaction of teachers due to difference in age. Female and unmarried teachers were more satisfied with all the factors than the male and unmarried teachers. Begam (1994), examined the relationship of the job satisfaction of Kerala College teachers with some socio-demographic and personality variables. She found that the job satisfaction of college teachers

was related to certain socio-demographic variables such as faculty, local religion, caste, community, and education of spouse. Reddy, and Rama (1995) analyzed the level of job satisfaction of men and women teachers working in two types of schools, residential and non-residential. They found that teachers working in residential schools had a higher level of job satisfaction than those working in non-residential schools and also that women teachers were more satisfied than their male counterparts. Pal (2004) concludes that men and women teachers do not differ significantly with respect to job satisfaction. Tasnim (2006) studied the level of job satisfaction among female teachers employed in primary school in Bangladesh. Major findings as follows: (i) both male and female teachers were highly dissatisfied with poor salary structure; (ii) for men salary and security of job were most important factors determining their job satisfaction while for female teachers working environment, interpersonal relationship and supervision of Boss were found to be the most important; (iii) for men valued extrinsic rewards more while for female teachers, intrinsic rewards mattered more i.e., the satisfaction of teaching children; (iv) motivation for joining teaching profession also differ between men and women. A large number of female teachers came into teaching profession willingly. While mostly male teachers joined teaching as an alternative. (v) both the male and the female teachers having higher degree than required qualification were dissatisfied but the teachers having minimum qualifications were found satisfied. Khan (2006) carried out a study of teacher motivation and job satisfaction based on interviews, observations and surveys with teachers and other stakeholders. Focusing on provinces of Punjab and North West Frontier, her study found that teacher motivation in Pakistan was poor. Teachers have low self esteem and feel that they are not respected by communities and society in general. As a result, teaching is seen as a last resort from which people leave immediately when presented with alternative job opportunities. Other demotiators or factors of dissatisfaction among teachers are: limited prospects for promotions, lack of effective teacher management, poor quality of pre-service training, lack of proficiency in their subject knowledge, deplorable school environments e.g. lack of toilets; drinking water, playgrounds; even a lack of building, lack of transport, security and residential facilities in remote areas and lack of encouragement from the head teacher. Howell and Hoyt (2007) undertook the review of literature related to the job satisfaction of part time faculty in higher education. They noted that surprisingly enough there were few studies on job satisfaction of part-time faculty. Nevertheless their review could identify the following predictors of job satisfaction of part-time faculty: autonomy, teaching schedule, job security, pay, work preference, faculty support recognition and status. Malik (2010) Studied 331 teachers working in two public sector universities of Pakistan and found that the teachers in public sector have high degree of job satisfaction with different job dimensions such as work – itself, supervision, pay, co-workers and promotion opportunities and also higher degree of organizational commitment. Chen (2010) examined the teachers' job satisfaction in Chinese middle schools from the aspects of school, community, life and the relationships between these factors. A convenience sample of 294 teachers was approached through 35-items questionnaire. The major results were found as (1) Chinese middle school teachers were dissatisfied with their job in general. (2) Younger,

less-experienced, junior teachers were more satisfied. Majority of teachers were more satisfied with their working conditions, but less satisfied with income.

## 2. Objectives

1. To find the difference in the Job Satisfaction professional commitment of teachers with respect to Gender.
2. To find the difference in the Job Satisfaction professional commitment of teachers with respect to Area (Rural and Urban).

## 3. Hypothesis

- a) There will be no significant difference in the Job Satisfaction of teacher educators due to male and female.
- b) There will be no significant difference in the Job Satisfaction of teacher educators due to Urban and Rural.

## 4. Sample

The present study was conducted on a stratified random sample of 321 teacher educators (male = 94 and female = 227, rural=76 and urban=245) teaching in the colleges of education affiliated to the Panjab University Chandigarh.

## 5. Job Satisfaction Scale (Bishy, 1996).

There were in all 25 items in the scale. Each item in this scale was provided with five alternatives. Strongly agree, agree, undecided, disagree and strongly disagree. The minimum-maximum score range was 25 to 125. The scale consisted 12 positive items reflecting higher degree of job satisfaction. The 13 negative items were reflected the lower degree of job satisfaction hence the order of weight age to the alternative response was reverse in ascending order. The split-half reliability of the scale, applying the Spearman – Brown prophecy formula was found to be .67 (N = 100) with an "index of reliability of .82. The test-retest reliability of the scale was also calculated. It was .75 (N = 60), with an index of reliability of .86. The face validity of the measures was fairly high. The content validity was ensured as the items of the scale has been 100% agreement amongst judges regarding their relevance to teacher's job satisfaction. It was found to be 0.77.

## 6. Statistical Techniques Used

### 1. t-ratio techniques

## 7. Result and Discussion

### COMPARISON OF PROFESSIONAL COMMITMENT OF TEACHER EDUCATORS ON THE BASIS OF THEIR TEACHING EXPERIENCE

To find the difference in the professional commitment of teacher educators on the basis of their teaching experience t-test was performed. The obtained results have been given in table 1

**TABLE 1**  
**Summary of t-statistics in respect of Job Satisfaction of teacher educators due to difference in Male and Female.**

Vr. No.	Variable	Group	N	Mean	SD	df	t-ratio
1	Job Satisfaction	Male	94	88.38	10.97	319	0.64 N.S. at any Level
		Female	227	87.46	12.06		

From the above table disclosed that t-ratio of male and female is 0.64 which shows there is no significant difference of male and female at 0.05 levels. The table also shows mean of male is 88.38 and female is 87.46 that male is slightly higher satisfied than their counter part females. From this it may be concluded that teacher educators belonging to male and female did not differ significantly with respect to job satisfaction. In

other words, job satisfaction of teacher educators teaching in college of education was not influenced by their gender in significant manner. From the above discussion, male and female teacher educators was almost equal satisfied with regarding their job due to both face same pros and cons in their colleges.

**TABLE 2**  
**Summary of t-statistics in respect of Job Satisfaction of teacher educators due to difference in Rural and Urban.**

Vr. No.	Variable	Group	N	Mean	SD	df	t-ratio
1	Job Satisfaction	Rural	76	87.58	10.41	319	0.19 N.S. at any Level
		Urban	245	87.86	12.12		

As per result of table 2 in significant difference was obtained in the job satisfaction of teacher educator due to difference in their area wise (rural and urban). t-ratio was insignificant at 0.05 level and also there was not much difference in mean score of rural and urban group. Therefore, there may be inferred that job satisfaction does not influence the job satisfaction of teacher educator working in the colleges of education of Punjab. The above phenomenon of insignificant difference in the job satisfaction due to same facilities available in the colleges of education of Punjab which help them to increase the level of their satisfaction without belonging to rural urban area which shows the person belongs to rural or urban area are almost equally satisfy because of their education, knowledge, mobility, life style, advancement, opportunity in their job are at same level for both rural and urban teacher educator of Punjab.

## 8. Findings

1. Teacher educator belonging to male and female do not differ significantly at any level of significance in their job satisfaction. Therefore, hypothesis (a) There will be no significant difference in the Job Satisfaction of teacher educators due to male and female is accepted.
2. Insignificant difference in the job satisfaction are obtained due to difference in rural urban teacher educator for belonging to Panjab University, Chandigarh. Therefore, hypothesis (b) There will be no significant difference in the Job Satisfaction of teacher educators due to Urban and Rural is accepted.

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