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A Comparative Study on Male and Female Teachers' Job Satisfaction at Secondary Level in Bangladesh

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ABSTRACT

The purpose of this study was to compare the job satisfaction of male and female teachers in Bangladeshi secondary schools. This study used a survey questionnaire with 6 statements and a five point 'Likert' scale ranged from 'strongly agree' to 'strongly disagree'. The questionnaire was developed based on the Teacher Job Satisfaction (TJS) Scale stated by Turner *et al.* (2013) and it was administered to 400 teachers of 100 secondary schools from 4 districts. The majority of teachers were dissatisfied with their jobs, according to the study's major findings. Male teachers showed disagree response ($M < 3.00$) against 4 statements and female teachers tended to be disagreed with 3 statements. Mean scores of the responses of female teachers were higher than male against 5 statements. For male teachers, the highest agree response ($M = 3.24$) belonged to the statement "I am proud of the work I do" and the statement that received the highest agree response for female teachers was "I am going to continue teaching as long as I can" ($M = 3.77$). Standard Deviations (SD) of the responses against almost all of the statements did not differ much ($SD < 0.50$), indicating that the average distance between the data points was small. Education policy makers and school administrators should have access to the major findings of this study so they can take proper initiatives to address gender disparities in teachers' job satisfaction.

INTRODUCTION

Employees' positive perception of their jobs is known as job satisfaction (Bordhan, 2012). According to Spector (1997), job satisfaction is the state in which individuals feel about their occupations and various aspects of them. Employee overall perceptions of their work, whether positive or negative can be described as job satisfaction (Mahmood *et al.*, 2011). According to Evans (1997), a person's level of job satisfaction is based on how well they believe their needs linked to their employment are being addressed. It has been discovered that job satisfaction predicts employees' psychological or emotional health (Begley & Czajka, 1993; Fox, Dwyer & Ganster, 1993), their intention to quit their job (Gazioglu & Tansel, 2006), as well as their general well-being (Diaz-Serrano & Cabra-Vierra, 2005). According to Shann (1998), teacher job satisfaction is a complex concept that is essential to teacher dedication and retention, and as such, it may have an impact on school effectiveness. Early in their careers, teachers frequently feel dissatisfied (Ingersoll, 2002; Shakrani, 2008). Absenteeism, organizational commitment, and turnover intentions have all been connected to job satisfaction of teachers (Koh & Boo, 2001). Although it is often acknowledged that teachers play a significant effect on student outcomes, it is frequently ignored whether or not teachers are satisfied in their workplace (Bascia & Rottmann, 2011; Liang & Akiba, 2017). There are numerous significant and far-reaching effects of teacher job satisfaction, such as improving teacher well-being since contented teachers are less likely to experience stress and burnout (Kyriacou &

Sutcliffe, 1977; Skaalvik & Skaalvik, 2011). Furthermore, happy teachers provide their pupils with better learning assistance and higher-quality education (Kunter *et al.*, 2013). Additionally, there is proof that students who taught by satisfied teachers also have improved moods (Collic, Shapka & Perry, 2012; Spilt, Koomen & Thijs, 2011). Sims (2017) examined teacher data from the Teaching and Learning International Survey (TALIS) in 35 countries. He discovered that teacher job satisfaction was positively correlated with both teacher cooperation and student discipline in every country. Herzberg's dual-factor theory states that job satisfaction as well as dissatisfaction are influenced by several workplace circumstances and are not related to one another (Herzberg, 1966). It was revealed by a study that teachers of urban schools are more satisfied than teachers of rural schools in all aspects (Alam, 2023). According to Malinen and Savolainen (2016), teachers who gave their jobs higher ratings at the start of the school year for student behavior and teacher collaboration also expressed greater job satisfaction at the end of the year. On the other hand, both cross-national (Sims, 2018) and single-country (Kraft, Marinell & Shen-Wei Yee, 2016) research have demonstrated a favorable correlation between teacher professional development and work satisfaction. Job satisfaction has also been linked to organizational commitment (Hassan, Hassan & Mabekoje, 2008; Porter *et al.*, 1974; Rose, 2001), employee commitment, turnover, absenteeism, productivity, and occupational stress (De Nobile & McCormick, 2005; Luthans, 2002; Singh & Billingsley, 1996; Spector, 2021), turnover intention (Hulin, Roznowski & Hachiya, 1985),

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and burnout (Bacharach, Bamberger & Conley, 1991). Numerous research on job satisfaction have looked at gender as a biographical element (Ma & MacMillan, 1999; Toropova *et al.*, 2021).

In Bangladesh, secondary level (grade VI to grade X) is a crucial educational level. Students move into this level after finishing primary education. For most of the students, secondary level is the terminal level of education in Bangladesh. As teachers are the main implementer of the secondary curriculum it is very important for both male and female teacher to have satisfaction with their job. The concept that teachers' job satisfaction is one of the most important factors influencing their capacity to teach successfully is a well-established fact. The existing level of job satisfaction among Bangladeshi secondary teachers must be ascertained and a thorough comprehension of how job satisfaction varies between male and female teachers in Bangladeshi secondary schools is essential. Do the secondary school teachers feel content with their teaching career? Are male and female teachers more or less satisfied with their jobs? Finding the answers to these questions was the utmost goal of the investigation. In Bangladesh, there are believed to be significant gender disparities in a number of fields, including education (Alam *et al.*, 2010). Some studies revealed that both male and female teachers are very happy with their jobs (Bordhan, 2012). According to Dhingra and Kaur (2006), secondary school teachers in both government and private schools are equally satisfied with their jobs. In a model of job satisfaction for female teachers, Hagedorn (1996) investigated the impact of salary disparities between men and women. Lee, Mueller and Miller (1981) discovered that women were happier with their pay than men. In contrast, according to Tang and Talpade (1999), there were notable distinctions between male and female faculty members as male teachers were generally being more satisfied with their salaries than female colleagues. Men and women indicated almost equal levels (70–75%) of desire for engaging work and a sense of success, according to a study by Hughes, Lowe and Schellenberg (2003). Very little evidence of gender variations in job satisfaction was found in two large datasets used to study gender differences in faculty productivity, satisfaction as well as remuneration (Hagedorn, 2001). Klecker (1997) examined seven dimensions of teacher job satisfaction, such as pay and opportunities for further development to compare satisfaction level of male and female teachers where five of these factors were shown to be more satisfactory for male teachers in that study. Barriers to professional progression, such as socioeconomic reasons and preconception, are more likely to harm female teachers who have low job satisfaction (Wilson, 1997). Some research results showed no gender effects on job satisfaction, which is not surprising as there have been reported disparities favoring women (Saad & Isralowitz, 1992) and men (Crossman & Harris, 2006). According to most of the research that are currently accessible, female teachers are more satisfied than their male counterparts

(DeNobile & McCormick, 2008; Ladebo, 2005; Spear *et al.*, 2000).

Although the abovementioned studies explored certain factors of gender differences in job satisfaction, they were unable to provide a comparative analysis of job satisfaction between male and female teachers in Bangladeshi secondary schools. In order to create a research basis for future researchers in this arena and to fill up the research gap, this study thus concentrated to draw the comparative picture of Bangladeshi male and female secondary school teachers' job satisfaction which expressed the uniqueness of the study. The main objective of this study was to compare the job satisfaction of male and female teachers at secondary level in Bangladesh. The researcher intended to address the following research question in order to fulfill the study's objective:

- What are the differences in job satisfaction between male and female secondary school teachers of Bangladesh?

MATERIALS AND METHODS

This study followed a quantitative approach and employed a survey that addressed the specific research issue in a way that helped to clarify the research question. As the main purpose of this study was to compare the job satisfaction of male and female teachers at the secondary level in Bangladesh, this study comprised the following activities:

- Developing a survey questionnaire based on several factors regarding teachers' job satisfaction.
- Conducting the survey among male and female secondary school teachers.

Conceptual Framework

A few key elements of the secondary schooling system in Bangladesh were taken into account during planning of this study. The whole study was conducted in four main segments in accordance with the given conceptual framework. The secondary level within the existing educational system in Bangladesh was discussed at first. Then clarification was given regarding the role of male and female teachers. The statements on teachers' job satisfaction were then taken into consideration while comparing the satisfaction level of male and female teachers of secondary schools.

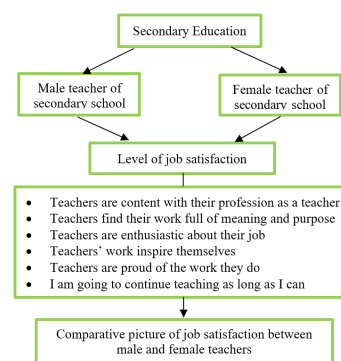


Figure 1: Conceptual framework of comparison regarding job satisfaction between male and female teachers in secondary schools

Questionnaire Design

The Minnesota satisfaction questionnaire, which comprises 100 items and 20 scores, is frequently used to measure how satisfied employees in various sectors are with their jobs. There are 5 questions on each scale, with 4 alternative responses. Job Satisfaction Scale of Spector (Spector, 1985) has been used extensively to measure nine aspects of job satisfaction in human services as well as to measure the job satisfaction in global context (Hassan, Hassan & Mabekoje, 2008; Sierpe, 1999). Employing the research tool developed by Dinham and Scott (2002) demonstrated the significance of a number of factors as determinants of teacher job satisfaction. The Teacher Job Satisfaction (TJS) scale is an international comparative measure of teacher job satisfaction levels which was developed in collaboration between the Trends in International Mathematics and Science Study (TIMSS) and the Progress in Reading and Literacy Study (PIRLS) assessment programs (Tunmer *et al.*, 2013). The scale has been adopted by a total of 52 different countries and regions representing a variety of income level and development. The scale has the following six statements:

1. I am content with my profession as a teacher
2. I find my work full of meaning and purpose
3. I am enthusiastic about my job
4. My work inspires me
5. I am proud of the work I do
6. I am going to continue teaching as long as I can

This scale was adopted by the researcher to carry out the study. The 'Likert' scale was used to develop the questionnaire, which had responses ranging from 'Strongly Agree' to 'Strongly Disagree'.

Sample Size And Sampling Technique

Secondary schools of Bangladesh and teachers of these schools were the sample of this study. A selection of 100 secondary schools was made conveniently from 4 districts (Dhaka, Chattogram, Rajshahi and Khulna) of 4 old administrative divisions of Bangladesh. To ensure the equal representation of male and female teachers, four (4) teachers were conveniently chosen from each school where 2 were male and another 2 were female. Thus, the sample size for teachers was $(4 \times 100) = 400$ where 200 teachers were male and 200 were female teachers from secondary schools.

Data Analysis Process

After being gathered, data were processed using both computer-based programs and manual techniques. The analysis was carried out using SPSS version 21 to calculate mean scores and standard deviations against each of the statements. Participant responses to each statement were rated on a five-point scale: 5=Strongly Agree, 4=Agree, 3=Uncertain, 2=Disagree, and 1=Strongly Disagree. An overall mean score above 3 for any statement indicated general agreement among respondents, while mean values closer to 5 reflected a notably high level of agreement.

RESULTS AND DISCUSSION

This section compares and discusses the job satisfaction level of male and female secondary school teachers. Both male and female teachers tended to disagree with the majority of the statements regarding job satisfaction, as can be seen from the statistics shown in Table 1 and Figure 2. There were disagree responses ($M < 3.00$) for male teachers against 4 statements and for female teachers against 3 statements, making it evident that the teachers were not very much satisfied with their jobs. It is noticeable that female teachers' mean scores on their responses to 5 statements were greater than those of male teachers. On the contrary, male teachers achieved higher mean score than female of their responses on just 1 statement. The statement that received the highest agree response ($M = 3.24$) among male teachers was "I am proud of the work I do" followed by "My work inspires me" ($M = 3.06$). In contrast, for female teachers, the highest agree response ($M = 3.77$) belonged to the statement "I am going to continue teaching as long as I can" followed by the statement "I am proud of the work I do" ($M = 3.66$). The lowest number of male respondents agreed with the statement "I am content with my profession as a teacher" ($M = 2.14$) whereas female teachers agreed lowest with the statement "I am enthusiastic about my job" ($M = 2.64$). It is also noteworthy that the responses' standard deviations (SD) on nearly all of the statements did not differ much ($SD < 0.50$), suggesting that the average distance between the data points was low.

This findings of this study are both consistent with and different from those of certain previous research. Sims

Table 1: Mean values and standard deviations on the statements regarding job satisfaction of male and female teachers

Sl. No.	Statements regarding job satisfaction of teachers at secondary level	Mean (M)		Standard Deviation (SD)	
		Male teacher (N=200)	Female teacher (N=200)	Male teacher (N=200)	Female teacher (N=200)
1.	I am content with my profession as a teacher	2.14	2.70	0.45	0.38
2.	I find my work full of meaning and purpose	2.58	2.94	0.65	0.43
3.	I am enthusiastic about my job	2.75	2.64	0.48	0.29
4.	My work inspires me	3.06	3.58	0.26	0.35

5.	I am proud of the work I do	3.24	3.66	0.47	0.37
6.	I am going to continue teaching as long as I can	2.95	3.77	0.31	0.49

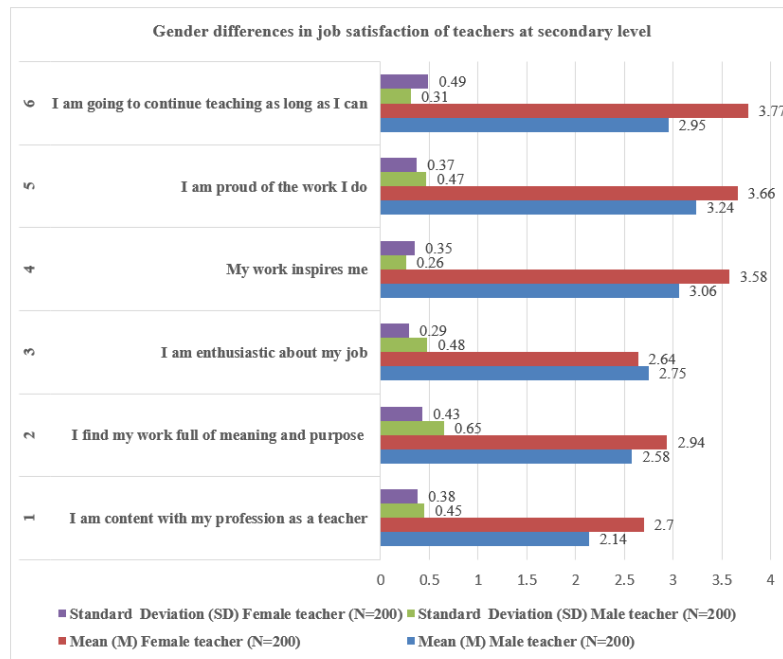


Figure 2: Comparison of job satisfaction between male and female teachers in secondary schools

(2018) provided cross-national research showing that gender had no effect on teachers’ job satisfaction, but age had a weak correlation. No noticeable gender inequalities were found by Mabekoje (2009). According to Menon and Athanasoula (2011), there were no appreciable variations between male and female secondary school teachers on the seven aspects of job satisfaction. Conversely it was found from a study that female teachers are happier in their positions than their male counterparts (Mahmood *et al.*, 2011). Kinman (1998) discovered that male teachers were less satisfied with their job comparing to female teachers. Female teachers often have higher levels of job satisfaction, according to Huei-Jane and Wu (2001). According to a different survey, women were more content with their jobs as teachers (Poppleton & Riseborough, 1990). Koustelios (2001) stated that female elementary and secondary school teachers expressed more satisfaction with their working conditions than did their male counterparts. According to a study by Ahmed, Raheem and Jamal (2003) on the job satisfaction of 236 senior secondary school teachers, female teachers were more satisfied than their male colleagues. These findings corroborate past research by Demato (2002) and Raisani (1988) showing that female teachers enjoy more satisfaction in their workplace than male teachers. According to some research, male teachers expressed greater satisfaction with their professional autonomy than did female teachers (Galloway *et al.*, 1985). Menon, Papanastasiou, and Zembylas (2008) found in a study

on teacher job satisfaction that men were more content with teaching than women. Male head teachers reported higher levels of job dissatisfaction than their female counterparts, according to Hill (1994). Numerous studies conducted in the US and Canada have found conflicting results about the relationship between teacher gender and job satisfaction, suggesting that either female (Liu & Ramsey, 2008; Ma & MacMillan, 1999) or male teachers (Klassen & Chiu, 2010; Mertler, 2002) have greater job satisfaction levels. According to Bedeian *et al.* (1992) and Klecker (1997), women are more content with a variety of aspects of their jobs. On the other hand, male teachers were somewhat happier than female teachers, according to Crossman and Harris (2006). So it is obvious that a numerous number of studies took place regarding teacher job satisfaction but none of these provided a comparative picture of job satisfaction considering Bangladeshi male and female secondary school teachers.

CONCLUSION

Job satisfaction is a psychological process that aims to improve organizational success and competitiveness. This study found that, with a few exceptions, secondary teachers’ job satisfaction was not satisfactory, particularly for male teachers. Changes must be made as the current situation is quite unacceptable. In order to improve the current state of affairs, it is crucial to determine the reasons behind that and act accordingly. Training

programs should incorporate both subject courses and specific pedagogical content courses to motivate teachers. Head teachers should aware of their supervisory styles in relation to teachers' satisfaction and to adopt supportive behaviors like offering real praise and handling criticism in a constructive manner. Enhancing the employment attraction for prospective teachers and keeping those who are already in the field should be focused. The study findings also revealed that, in most of the cases, teachers' job satisfaction is not gender specific. Rather the results of studies that established the gender inconsistency may have been influenced by other factors. The evidence that male teachers were less satisfied with their professions is discouraging and requires thorough analysis. To establish the reasons behind gender difference among teachers, research on how working conditions affect the job satisfaction of male and female teachers as well as a multilevel analysis of teachers' job satisfaction is required. Since qualitative studies can be utilized to understand quantitative findings, other study methods should also be taken into account. This is particularly crucial when it comes to gender, as gender obstacles have been methodically examined using qualitative research. It is hoped that further research will clarify the elements affecting teacher job satisfaction and motivation, given the significance of favorable environment for the well-being of both organizations and individuals. The key findings of this study should be available to school administrators and education policy makers so that they can take appropriate action to address gender differences in teachers' job satisfaction.

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