

Gender-Based Inequality in Faculty Job Satisfaction at the Central Department of Education

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Abstract

This paper analyzes the gender-based inequalities in faculty job satisfaction at the Central Department of Education. Gender-based inequality in job satisfaction refers to the disparities in perceived work-related contentment, fulfillment, and overall satisfaction between male and female faculty members in academic institutions. The study aims to identify factors influencing job satisfaction among male and female academic staff in a university setting, focusing on their significance for both genders. A cross-sectional quantitative research method has been employed by utilizing a census survey of 104 faculty members at the Central Department of Education. This paper has analyzed job satisfaction through a six-point Likert scale (JSS), considering factors such as pay promotion, supervision, and work conditions. The findings reveal that male faculties have higher levels of total job satisfaction (92.86%) compared to their female counterparts. The study has found a significant difference in satisfaction with contingent rewards and operating conditions among female faculty at a p-value of less than 0.05. This paper has utilized an independent T test which makes it possible to identify gender disparities in fringe benefits, operating conditions, and communication. The paper suggests that gender-sensitivity in job satisfaction patterns is a complex issue that necessitates more targeted policy measures to reduce workplace gender inequality.

Key words: Job satisfaction, gender inequality, faculty members, operating conditions, female counterparts

Introduction

This paper analyzes the level of gender-based job satisfaction among the faculty members of the Central Department of Education. Teachers are considered the foundation of any educational institution, as they equip students with the necessary tools to enhance

their intuitive learning abilities (Paniagua & Istance, 2018). The department is actively seeking qualified faculty members for recruitment and job placement to achieve desired outcomes. Indeed, job satisfaction is a crucial factor influencing teachers' performance, as qualifications alone cannot guarantee success in the job (Baluyos et al., 2019). Job satisfaction among teachers is gaining interest among scholars as it meaningfully contributes to educational institution success by ensuring well-completed work and a sense of enjoyment or fulfillment (Kitching et al., 2009; Larkin, 2015). High job satisfaction leads to increased production, reduced employee turnover, improved psychological well-being, and organizational commitment, while low satisfaction results in low performance, high absenteeism, and poor working conditions (Boštjančič & Petrovčič, 2019). Organizations must understand job satisfaction factors to achieve a motivated workforce, as it significantly impacts the development and maintenance of desirable interpersonal relations within the workplace (Mabaso, 2017).

Gender-based inequality in faculty job satisfaction refers to the disparities in overall satisfaction, fulfillment, and contentment between male and female faculty members in academic institutions. Inequality in the job and work environment is evident in various aspects such as salary, benefits, and other forms of remuneration. Career advancement disparities involve differences in promotion opportunities, tenure tracks, and leadership roles, while workload distribution inequalities involve inequalities in teaching assignments, administrative duties, and research expectations (Bender & Heywood, 2006; Hagedorn, 2000; Tack & Patitu, 1992). Professional development disparities stem from insufficient access to resources, mentoring, and skill enhancement opportunities, while workplace culture differences pertain to differences in inclusivity, collegiality, and sense of belonging (Troeger, 2022). Disparities in decision-making power, job security, and academic freedom can lead to disparities in long-term employment stability and freedom to pursue research interests (Olsen et al., 1995; Oshagbemi, 2000; Settles et al., 2006).

University management and education policymakers should evaluate employee job satisfaction to enhance happiness and diversity, as studies reveal gender disparities in work expectations, experiences, and personal characteristics (Okpara et al., 2005; Sabharwal & Corley, 2009). Gender differences in faculty job satisfaction across disciplines are evident, with women in sciences reporting lower satisfaction. Departmental climate, salary, advancement opportunities, intellectual challenge, and responsibility significantly predict job satisfaction among female faculty members (Sabharwal & Corley, 2009).

Job satisfaction analysis has been influenced by various theories, including Maslow's hierarchy of needs, Herzberg's two factor theory, Adam's equity theory, McGregor's theories X and Y, McClelland's need achievement theory, and Varum's expectancy theory (Patricia & Asoba, 2021). Callister (2006) highlighted that department climate significantly influences job satisfaction and quit intentions among faculty in science and engineering fields, with negative climate significantly predicting women's quit intentions. The author highlights the factors influencing satisfaction and retention are department climate, collegial relationships, and career development support. These studies emphasize the influence of departmental climate on job satisfaction, gender disparities in STEM fields, the role of professional relationships and mentoring in faculty satisfaction.

Solanki and Mandaviya (2021) revealed that female university teachers in Gujarat, India, face higher job stress, lower career resilience, and more health issues compared to male teachers. Tinu and Adeniji (2015) found that female lecturers reported higher job satisfaction than their male counterparts but no significant difference in job commitment between genders, suggesting consistent satisfaction levels. Machado-Taylor et al. (2014) observed that women in Portuguese higher education are more satisfied with management, colleagues and institutional prestige but less satisfied with teaching research and personal development, indicating persistent gender discrimination. Okpara et al. (2005) highlighted that female university faculty members generally have higher job satisfaction and better relationships, while male faculty members report higher satisfaction with pay, promotions, and overall job satisfaction, with faculty rank being a significant factor. NECŞOI (2011) found Romanian university teachers have high job satisfaction, but female teachers reported lower global satisfaction compared to male teachers.

The study in Nepal reveals that job satisfaction is significantly influenced by factors like teaching, collegiality, salary, benefits, promotion opportunities, and administrative support. Various studies found moderate job satisfaction among university faculty members in work, responsibility, achievement, salary, working conditions, and interpersonal relations but did not consider gender differences in Nepal. Job satisfaction at Tribhuvan University, Nepal, is influenced by challenges like workload, limited resources, political interference, and academic freedom, while also considering resources, workload, career advancement, gender disparities, and professional relationships (Adhikari, 2018; Karki et al., 2024; Neupane, 2023). Their studies identified gender differences in job satisfaction among faculty members, highlighting potential deficiencies and promoting strategies for improvement to enhance overall work satisfaction.

In Nepal, the higher education system is still grappling with persistent gender disparities in faculty representation, work-life balance, cultural expectations, and mentoring opportunities, along with policy gaps. Indeed, studies also have shown that departmental climate, gender disparities in STEM fields, and professional relationships and mentoring significantly impact job satisfaction and faculty satisfaction globally (Callister, 2006; Okpara et al., 2005; Sabharwal & Corley, 2009). The Central Department of Education faculty members emphasize the importance of understanding job satisfaction disparities to foster a supportive organizational culture. The study investigates job satisfaction levels among Central Department of Education faculty members, focusing on factors like pay, promotion, and communication to identify gender disparities. In this context, this paper has utilized quantitative methods to examine the gender-based job satisfaction levels and their causal factors in higher education in Nepal. The following hypothesis is proposed to address an unresolved objective and question.

H1: There is no significant difference in job satisfaction dimensions based on gender.

Methods and Materials

This paper aims at investigating gender-based differences in job satisfaction among faculty members at the Central Department of Education. It is a cross-sectional study. It is based on a quantitative approach with a descriptive research design. It has targeted all the academic faculties at the central department of education. 112 faculty members are included, on the basis of departmental record. The Job Satisfaction Survey (JSS) serves as data collection tool. It measures various facets of job satisfaction such as pay, promotion, supervision and work conditions. The survey was distributed both in person and electronically. This resulted in 104 completed responses (male = 88, female = 16) from 112 faculty members using the Job Satisfaction Survey (JSS) tools. This represents a high response rate of 92.86%. The data are analyzed using SPSS, with descriptive statistic. An independent t-test was employed to compare satisfaction levels between male and female faculty members. The level of statistical significance was determined at a p-value of less than 0.05, and all participants provided informed consent. Confidentiality of the responses was maintained throughout study. Data were stored securely. They were used solely for research purpose.

Results and Discussion

A comprehensive analysis of gender-based job satisfaction

Among the 112 participants, data is obtained from 104 participants (male = 88, female = 16). Descriptive statistics was conducted to analyze mean and standard deviation of the

study variables on the basis of gender. Table 1 shows the comprehensive job satisfaction of the study population.

Table 1: Descriptive statistics of study variables on the basis of gender

Variable	Gender of the respondent	N	Mean	SD
TJS	Male	88	140.3636	22.15784
	Female	16	135.1250	16.25167
Pay	Male	88	14.1932	4.65316
	Female	16	12.8125	5.03612
Promotion	Male	88	14.8636	4.12501
	Female	16	13.2500	4.29729
Supervision	Male	88	16.9773	4.18255
	Female	16	16.6250	3.77492
Fringe Benefits	Male	88	14.7841	4.34556
	Female	16	12.1250	3.44238
Contingent Rewards	Male	88	13.0227	4.07114
	Female	16	14.0625	3.12983
Operating Conditions	Male	88	12.7273	3.42649
	Female	16	15.7500	2.69568
Coworkers	Male	88	18.0568	3.53751
	Female	16	18.3125	3.09233
Nature Of Work	Male	88	20.3182	3.76477
	Female	16	20.3750	3.22232
Communication	Male	88	15.4205	3.31046
	Female	16	11.8125	3.70978

Source: Field Survey, 2023

Table 1 presents a comprehensive analysis of gender-based job satisfaction among faculty members in the Central Department of Education. The result reveals that there are significant disparities in key variables such as pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, and communication among faculty members. Male respondents have reported higher satisfaction levels in most variables, including higher mean scores in Total Job Satisfaction (TJS). They often have expressed higher job satisfaction, but female employees score higher satisfaction in contingent rewards and operating conditions.

Notably, satisfaction with operating conditions is significantly higher for females. The mean score is 15.75 compared to 12.73 for males. The result indicates that women generally have more positive experiences in this field, with coworker satisfaction remaining consistent and the work exhibiting gender-neutral similarities. The finding shows that there are minimal gender differences, but men have reported significantly higher communication satisfaction scores compared to females. This suggests that women have had more consistently favorable experiences in this area. Coworker satisfaction was large at the same level. The nature of the work also reveals gender-neutral similarities. The differences between males and females are minimal. On the other hand, a notable variation in communication satisfaction is noted. When compared to females, men have reported a much higher mean score. The paper suggests that there are significant gender disparities in job satisfaction, emphasizing the need for targeted interventions to create a more equitable work environment.

This paper has used an independent sample t-test to determine if there is a significant difference in mean scores based on gender. Table 2 shows the result.

Table 2: Comparison of study variables on the basis of gender

Variables	t-value	df	Sig (2-tailed)
TJS	.901	102	.370
Pay	1.078	102	.283
Promotion	1.430	102	.156
Supervision	.314	102	.754
Fringe Benefits	2.316	102	.023*
Contingent Rewards	-.969	102	.335
Operating Conditions	-3.341	102	.001*
Coworkers	-.271	102	.787
Nature Of Work	-.057	102	.955
Communication	3.937	102	.000*

Source: Field Survey, 2023

*Note: *p < 0.05*

Table 2 shows the analysis of variables by gender which reveals significant differences in perceptions of fringe benefits, operational conditions, and communication. The result indicates significant differences in fringe benefits and operating conditions based on gender, with a P-value of .023 and .001, respectively. This paper also reveals that gender significantly influences communication, with a low P-value of .000, indicating that different genders perceive these conditions differently. The finding also indicates

that there are no significant differences in beliefs about Total Job Satisfaction (TJS), such as pay, promotion supervision, contingent rewards coworkers, and the nature of work between male and female participants. It shows that gender perceptions do not significantly influence fringe benefits, operating conditions, and communication, despite most areas not experiencing gender inequality differences.

Discussion

The finding confirms gender-based job satisfaction among university teachers, supporting some literature while contradicting others. The result reveals that male respondents are slightly more satisfied with the service compared to female respondents in most variables. The factors considered include Total Job Satisfaction (TJS) pay, promotion supervision level, fringe benefits, and communication. Males generally experience higher job satisfaction in these aspects of their work, possibly due to a more diverse range of experiences. The study's diverse responses suggest a diverse sample of experience, aligning with Okpara et al. (2005) findings that male faculty in the US experience higher satisfaction levels. Tinu and Adeniji (2015) found that female lecturers in Nigeria are more satisfied with their jobs, with higher satisfaction in contingent rewards and operating conditions compared to their male counterparts.

In addition, Machado-Taylor et al. (2014) found females are generally satisfied with their working conditions, management, and institutional support, but there was no significant gender difference in satisfaction with coworkers or work nature, unlike previous studies with smaller disparities. Job satisfaction varies across institutional contexts, with gender differences in pay, promotions, operating conditions, and communication. Differentiated measures, such as fringe benefits and improved communication, are needed to bridge these gender gaps. M. Shrestha (2019) found that female urban teachers have higher job satisfaction than male teachers, particularly in remuneration and working conditions. However, this study found no overall pattern of job satisfaction with gender. I. Shrestha (2019) identified income and designation as key factors affecting job satisfaction, while gender and age had minimal effects. However, the current study reveals a gender divide in aspects like fringe benefits, operating conditions, and communication, suggesting gender influences job satisfaction. The conclusion reveals that gender significantly influences the prevalence of this condition.

Conclusion

This paper reveals significant gender-based differences in job satisfaction among university teachers at the Central Department of Education. So the hypotheses is rejected. However, female teachers expressed greater satisfaction in specific dimensions,

including contingent rewards and operating conditions. These results suggest that job satisfaction is influenced by gender-specific factors. The findings highlight the need for targeted strategies to address gender-related issues in the workplace, with the goal of improving job satisfaction and well-being for all teachers, regardless of gender.

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