

GENDER: AS A CORRELATE OF JOB SATISFACTION AMONG AIDED AND SELF FINANCED COLLEGE TEACHERS

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ABSTRACT

The resolute plans of both the public and the private sector for the immense development of higher education in India have a chance to succeed; one of the key fundamentals is a large and highly capable group of scholars who can provide academic leadership in teaching and research. The survey method enabled the researcher to reach a bigger and more extensively distributed sample of teachers in Ghaziabad and NCR areas. The tool TJSS by Mudgil, Muhur, and Bhatia's (1991) is used for this study. Finding of the study is said that Gender and job satisfaction were found to be significant and this indicates that female teachers are more satisfied than their counterparts. Here in the present study it can be concluded that male teachers are not showing up to the mark satisfaction in relation to female teachers.

Keywords: Gender, Aided College Teachers and Self Financed College Teachers.

INTRODUCTION

The contribution of unaided private institutions in the higher education sector has increased noticeably over the last few years. The majority of institutions offering programs in professional disciplines such as engineering, pharmacy, and hotel management have been established by the private sector. As of 2006-07, private sector involvement ranged from 50% to 95% of the total number of institutions for different professional courses. Aided colleges are the colleges, privately managed but funded by the Government. Section 3 (b) of the Private professional educational institutions bill, 2005 defines an 'aided institution' as a private professional educational institution, receiving financial aid in whole or in part from the government. Unaided colleges are privately managed and raise their own funds. These are called self financing colleges. The Honorable Supreme Court has announced that the right to admit students being an essential facet of the right to administer educational institutions of their choice (Article 30 of the constitution).

Should the resolute plans of both the public and the private sector for the immense development of higher education in India have a chance to succeed, one of the key fundamentals is a large and highly capable group of scholars who can provide academic leadership in teaching and research. Some challenges are: Maintaining and projecting legitimate ideals accessibility and impartiality, Problem of money seeking approach and risk of international interference etc. An adequate amount of staffing may

well be the critical segment in India's ambitious plans for expansion and excellence. To muddle through with it will require a concentrated endeavor concerning the academic culture, and conditions. So the job satisfaction is an effective reaction of feeling, of employees with their current and future career progress. The researcher wants to measure teacher's job satisfaction in relation to their gender.

METHODOLOGY

There are demographic variables as age, gender and marital status; academic variables and organizational variables. In this study the researcher will be find the relationship of Gender variable with Job Satisfaction with the help of point biserial correlation method. In this study the researcher used quantitative methods concerning survey questionnaires to accumulate quantitative data. The survey method enabled the researcher to reach a bigger and more extensively distributed sample of teachers in Ghaziabad and NCR areas. To address such diversity in an investigation, a quantitative method using survey questionnaires is intelligent to provide a degree of freedom to respondents to freely act in response to the questions asked. In this study, the descriptive research method was employed so as to make available information about the correlates of Job Satisfaction among teachers in Aided and Self-financed institutions during the time of research.

Tool: Teacher's Job Satisfaction Scale (TJSS) by Mudgil, Muhur, and Bhatia's (1991) is used for this study. The scale was validated against Brayfield and Rother's (1951) job satisfaction index. The validity coefficient was worked out and it was found to be 0.87.

Relationship in Job Satisfaction and Gender: Out of the sample, 167 teachers were female, and they represented 56% of the sample. Rests of 133 teachers were male and they represented 44% of the total sample. To find out the relationship between Job satisfaction and gender following hypothesis was tested:

Testing Hypothesis: There exists no relationship in Job Satisfaction of college teachers with Gender

Table 1: Point Biserial Correlation Coefficient in Job Satisfaction of College Teachers and Gender

S.N	GENDER GROUPS	N	MEAN OF P/Q	SD	r_{pbis}
1.	Female	167	246.31	17.68	0.24**
2.	Male	133	237.61		

** (P<0.05& 0.01)

It may be read from table 1 that calculated value of r_{pbis} is found 0.24 which is positive and significant at both levels of confidence i.e., 0.01 and 0.05 levels. Consequently, the null hypothesis was rejected.

Moreover, on the basis of mean of P/Q, it can be interpreted that female teachers are having more job satisfaction than their counterparts. Generally, females are more likely to be more committed and obviously satisfied to the colleges in relation to their male counterparts, when they are provided a proportionate amount of job autonomy and basic facilities.

CONCLUSION

Gender and job satisfaction were found to be significant and this indicates that female teachers are more satisfied than their counterparts. Here in the present study it can be concluded that male teachers are not showing up to the mark satisfaction in relation to female teachers. It is said that in today's competitive world female teachers have identified behaviors and conditions that promote job satisfaction. Perhaps they are more likely to be more committed to the colleges in relation to their male counterparts, when they are provided a proportionate amount of job autonomy and basic facilities. Also male population leading only 44% of the total sample. It means females are dominated the teaching field, conceivably the difference between the groups could be the reason of this finding. With regard to gender, this study found that, in general the female teachers are more satisfied with their job than the male teachers. This finding is supported by Nynga et al (2012) and Nazma's (2011) findings, which exposed that women teachers were more satisfied in their job with comparison to men, whether they belonged to a college or a university. Gupta, Pasrija and Bansal (2012) also reported that female teachers were more satisfied than their male counterparts.

REFERENCE

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