



Impact of Gender of Faculty on level of Job Satisfaction and Quality of Education

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Abstract

The prime endeavor of particularly this research was scrutinizing the ramifications of a demographic variable. Impact of gender as an independent variable on the holistic job satisfaction and education quality was experienced by faculty members of B- Schools in Haryana state. Although an abundance of researches have investigated into the satisfaction level at work of B-Schools faculties in developed nations, a paucity of information is available on the job satisfaction of faculties in developing nations, such as India. To achieve this objective, a survey questionnaire was administered to 409 faculty members hailing from sundry state universities in Haryana. To ascertain the outcomes, independent sample t-test were employed for data analysis. The findings evinced that, on the whole, academics working in B-Schools were contented in their work; however, the degree of job satisfaction varied considerably among academic personnel based on their extant employment status and monthly remuneration. It is noteworthy to mention Herzberg (1976) Two-Factor theory and the particular finding on salary is incongruous as it salary is considered to be a factor of hygiene, rather than a factor of motivation. Consequently, the implications of policy of this study would suggest that adequate compensation ought to be accorded to academics working in state universities, the workload of faculties should be restructured, and opportunities, as well as monetary support, needs to be extended to enable them to secure qualifications which are higher than the standards needed.

Keywords: Gender, Job Satisfaction, B-Schools, T-test

INTRODUCTION

Education plays a significant task in the progress of a nation. It is acknowledged that educated individual is the asset that enhances economic capabilities and pushes a country in achieving its preferred targets. India has observed continues rise in demand for the well trained managers as the economy is on the verge of rise. A well educated and trained manager has become the need for the hour in the country. Due to the rising demand the education industry has started to lean towards management education and is seeking a profitable business venture out of it. This has attracted multiple private players and industrial giants to enter the arena. The size of this industry is already massive and is also on the verge of growth. There are more than 36.6 million students attaining higher education with 49,968 institutions serving them.



Multiple of these B-Schools in Haryana have been recognized for their excellence in management education. For example, the Indian School of Business (ISB), located in Mohali, Punjab (which is in close proximity to Haryana), is widely considered to be one of the best B-Schools in India, consistently ranking among the top B-Schools in the country. Similarly, the Management Development Institute (MDI) in Gurgaon, Haryana is also considered one of the top B-Schools in the country and consistently ranked among top B-Schools by various accreditation agencies. Moreover, several new B-Schools are establishing their foot in the state to meet the growing demand. These institutions are focused on providing quality education and developing a skilled managerial workforce. Their aim is to contribute to the growth and development of the Indian economy. The hard to digest scenario of B-Schools paints a different picture altogether.

The orientation to commercialize the management education has started to deteriorate the value of degree in the market. The quick profit making attitude has laid emphasis on multiple private colleges and universities in the state to start the MBA degree. One of the most interesting things about this degree is that this course is based on the skills of the students rather than technical knowledge of scientific facts. This degree least amount of lab work and mostly based on theoretical classroom learning structure (Raziq and Maulabakhsh, 2015). This makes this degree lighter on the pocket of the providers and easy to run as it is only based on investment on building and faculty. The shrewd attitude to increase profit margin by many private schools has caused the problem of difficulty in imparting quality education.

The faculties in private colleges are paid way less than a desired mark. This poses a question on delivery of quality. The state of Haryana is a prominent destination for higher education in India, offering a range of courses in business education which has garnered considerable attention. Several B-Schools claims to offer quality education and promising career opportunities to students. A closer look at the state of B-School education in Haryana raises several concerns and reveals a disturbing reality (Johari et al., 2018).

JOB SATISFACTION

Job satisfaction is crucial matter that needs to be addressed and taken care of, as the quality of education output provided by the faculties is completely dependent on it. In this discussion, it shall be drawn out that what are the factors that persuade satisfaction at job among the faculty of B-Schools in the state and how it impacts their work. One of the most imperative factors that effects satisfaction among faculties is the level of academic freedom and autonomy granted to them by the administration. Flexibility to teach as they deemed fit to enhance the teaching pedagogy is the most important factor. understanding of a course being taught by a faculty member is best known to that faculty, it is therefore important that the faculty should be given autonomy to design it make it more effective, Engaging in consulting activities and researching their interests and enhancing their expertise.



Autonomy despite the fact is a luxury not provided to most of the faculties they are in need of, and their work is curtailed by rules and regulations of the institution they are employed at. This leads to dissatisfaction and hinders the ability of faculties to contribute to their subjects. Uniqueness in approach to teach student is desired by institutions and students, yet their contribution is clouded by strict frameworks. The framework of rigidity adopted by these institutes is the culprit that restricts the faculties in contributing with a superior approach (Arian, Soleimani, and Oghazian, 2018).

Faculties work tirelessly day and night to ensure the quality of education provided is up to mark, the colleges and institutions have continue to fail in recognizing the hard working ones and differentiating them from the regular ones. There is desire in every employee to be valued for the extra mile they have run to ensure the quality output. This can cause a demoralizing turn out among the employees and can hamper the education quality, most institutes are suffering from this problem and even after recognizing it the outcome is ignorance towards the issue. The level of recognition even is provided normally varies based on status and rank and this further pushes disparity among the faculty.

Quality of Education

Education quality is a dependent factor that is depending on the performance of the faculty in the classroom and otherwise. Education is highly intangible service which is completely dependent on the ability of the service provider. The service provider in this case is the faculty, the ability of the service provider needs to be updated faster than it was ever supposed to be. The world is changing at a speed difficult to catch up to. The faculty development program is a bigger need of the hour than it has ever been, students can only be as knowledgeable as their mentors.

The quality of faculty members in Most B-Schools is sacrificed in order to ensure money saving. This critical factor is responsible for the low education quality, there is a need to attract faculty with good education and sound communication skill, and such an individual can only be retained with good salaries. Most B-Schools are not paying enough for knowledgeable and experienced faculty members, experienced staff is capable of delivering high-quality tutoring and carry out cutting-edge research. B-Schools in the state are struggling to attract and hold on to top-quality faculty, leading to a lack of expertise and diversity among their staff. This had potentially hindered delivery of skills and latest knowledge mandated by the business world (Sheikh, 2017).

Another important issue that might have an influence on the quality of education at B-Schools in Haryana is infrastructure and resources. Learning and research can be facilitated by the availability of cutting-edge infrastructure, such as classrooms, libraries, computing facilities, and other resources. However, it's possible that many B-Schools in Haryana lack the necessary resources and infrastructure, which prevents students from having access to



crucial learning opportunities and resources. This can make it more difficult for B-Schools in Haryana to give their pupils a top-notch education.

Another important issue that has an influence on the quality of education in Haryana's B-Schools is the design and delivery of the curriculum. B-Schools in Haryana must create and offer a demanding and pertinent curriculum that equips its students with the skills necessary to succeed in the challenges of the contemporary business world. However, it's possible that the curricula at many B-Schools in Haryana aren't in line with the most recent advances in their respective professions or the demands of the corporate world. This can make it more difficult for B-Schools in Haryana to give their students a relevant and superior education. Another important element that has a significant influence on the standard of instruction at Haryana's B-Schools is the degree of industry involvement. To make sure that their curriculum is in line with the most recent advancements in the business world, B-Schools in Haryana must collaborate with professionals and partners in the industry. Such partnerships could provide students beneficial educational opportunities including internships, mentorships, and research projects. However, it's possible that many B-Schools in Haryana lack considerable industry interaction, which might limit their capacity to offer their services (Singal, 2019).

Literature review

Research has looked into how demographics and working conditions affect job satisfaction. According to the authors, gender is critical for both workers and employers since it has an impact on organizational performance, employee productivity, and employee retention. According to the authors, the working environment has a big impact on job satisfaction, hence it's crucial for businesses to foster a good work environment to guarantee job contentment. To better understand the connection between the working environment and job satisfaction, researchers in the past polled people working for various organizations. The questionnaire asked questions on the organizational policies and practices as well as the social and physical environments. Regression analysis was employed by the authors to examine the data. (Raziq & Maulabakhsh, 2015). In a similar vein, Johari, Tan, and Zulkarnain (2018) examined the connections between teachers' job effectiveness, autonomy, workload, and work-life balance. They discovered that while workload had a detrimental effect on job performance, autonomy and work-life balance had a beneficial effect. Teachers with lower workloads fared worse in their professions than those with higher levels of autonomy and a better work-life balance. The authors contend that in order to provide teachers greater autonomy and a better work-life balance, schools and education policymakers should place a higher priority on this goal than on any other. Teachers may execute their jobs more effectively as a result, which will ultimately help the educational system as a whole.

The study by Quadlin and Doan, 2019, investigates the effects of numerous demographic parameters, as well as occupational and psychosocial factors, on work satisfaction among women. The authors discover that age, education, and marital status all significantly affect



work satisfaction using data from the General Social Survey. Particularly, women who are older and have more education are more likely to say they are more satisfied with their jobs. Furthermore, compared to single women, married women are more likely to report greater levels of work satisfaction. The authors also discover that job autonomy and supervisor support are crucial components of occupational qualities and psychological variables that influence job satisfaction. In addition to it Graves and Connelly (2013), offers a meta-analysis of the connection between age and job happiness. According to the authors, job happiness is marginally but significantly influenced by age, with older employees usually reporting greater levels of job satisfaction than younger employees. The authors also hypothesise that a variety of elements, such as work type, job complexity, and employment stability, may operate as moderators on this association. Similar to it Carberry and Zaccaro, looks at the effects of demographic diversity on job happiness over time. Depending on the particular demographic groups involved, the authors conclude that demographic diversity can affect work satisfaction either favourably or unfavourably. For instance, they discover that gender diversity can have a favourable impact on work satisfaction whereas racial and ethnic variety might have a detrimental impact. The authors also contend that a number of variables, including as communication, trust, and conflict resolution may operate as mediators between the impacts of demographic diversity on work satisfaction.

Nishii and Mayer, 2009 also offered a meta-analysis. Race and ethnicity can have a subtle but significant impact on job happiness, according to the authors, with minority workers often reporting lower levels of job satisfaction than white workers. The authors also speculate that a number of variables, such as work type, job complexity, and employment security, may operate as mediators in this association. Sheikh Y. A. (2017) provides an informative overview of the present condition of higher education in India in his academic work, "Higher Education in India: Challenges and Opportunities." The author draws attention to the numerous difficulties that the Indian educational system has, including restricted access to high-quality instruction, a lack of financing, poor facilities, and out-of-date curricula. The author claims that these difficulties have impeded the advancement of higher education in India and reduced its competitiveness on the international stage. Numerous scholars also highlight the numerous potential that the Indian educational system has, including the nation's attempts to solve the financing crisis, the country's fast rising demand for education, and the rise in international partnerships (Singal, 2019). An in-depth examination of India's inclusive education system as it is today. The author draws attention to the several difficulties India has encountered in its efforts to promote inclusive education, including a lack of suitable infrastructure, inadequate teacher preparation, and unfavorable attitudes towards people with disabilities. According to the researcher, these issues have stymied India's efforts to advance inclusive education and marginalized children with disabilities. The author does, however, also draw attention to the multiple opportunities that India has, such as the government's dedication to inclusive education and the growing awareness among stakeholders.



Research Methodology

Based on the literature of Ghafoor (2012); Duong (2013) that quantitative research is the most common methodology employed in the relevant existing literature, it is advised and applied in this study. The approach of multi-stage stratified random selection was employed to choose research participants. 500 questionnaires were personally and online distributed to prospective academics selected from the fifteen universities, and 426 of them were returned. Only 409 useful surveys, nevertheless, were chosen. The response rate to the surveys was 87.2%. According to Dillman (2000) and Malaney (2002), most research investigations consider a rate between 30% and 60% to be appropriate for analytical purposes.

As an outcome, there are sixteen dimensions and two factors in the chosen questionnaire. Job Satisfaction and Education Quality are the factors. Additionally, the questionnaire used a five-point Likert scale to score each characteristic, with 1 denoting "strongly disagree" and 5 denoting "strongly agree." Scales with five categories are common in practice and are often used in the literature (Ali, 2009; Zaman, Jahan, & Mahmud, 2014). The dependent variable in this study has been determined to be Job satisfaction and education quality and the independent variable is gender. The questionnaire was designed after the discussion from experts in the field; the purpose was to ensure that the job satisfaction can be determined properly. The secondary data was collected from the research papers and faculty information from the official websites.

Research Question 1 – To check the impact of gender on Job satisfaction

Research question 2 – To check the impact of gender on Education quality

The research questions are needed to answer as the studies in the past has established the impact of demographics on Job Satisfaction and Education Quality. In India the lifestyles of males and females are very different as the responsibility of the family is mostly overtaken by the females in the family. The house management of a female is much better than that of a male and hence the females pay more attention towards the family. The males however have the opportunity to focus on work. The focus therefore at time has been reflected on the work quality and satisfaction. The mental peace and payment structure varies in both the genders. Although in the modern education structure offers equal opportunity and the problem of glass ceiling has been resolved. Yet the majority of administrative and higher position remains with male employees. It was therefore necessary to test the factors are impacted with genders in B-Schools in the state or not. There are 217 Males and 192 Females in the study.

H₀1 –There is no Significant Impact of gender on the perception of Job Satisfaction of the employees.

H₀2 –There is no significant impact of gender on the perception of education quality in the institution.



Data analysis

The independent samples t-test is a statistical method employed to ascertain if there is a noteworthy discrepancy between the means of two self-reliant groups. In your specific instance, the test would be utilized to compare the mean values of a specific variable among a set of males and a group of females. To ascertain the above hypothesis t-test was applied on the collected data. To conduct an independent samples t-test, the data from both the male and female groups was collated. The data was obtained for utilizing the same measurement tool, and under comparable conditions. Subsequently, a statistical software SPSS was used to execute the independent samples t-test. The test generates a t-value and a p-value which ascertained whether the variance in means between the male and female groups is statistically significant.

Table 1 - T Test based on Gender for Job Satisfaction

		Levene's Test for Equality of Variances		t	Df	Sig. (2-tailed)
		F	Sig.			
JOB_SAT1	Equal variances assumed	20.189	.000	-9.808	407	.000
	Equal variances not assumed			-9.928	404.606	.000
JOB_SAT2	Equal variances assumed	15.399	.000	-4.902	407	.000
	Equal variances not assumed			-4.964	404.112	.000
JOB_SAT3	Equal variances assumed	42.434	.000	-7.380	407	.000
	Equal variances not assumed			-7.516	394.235	.000
JOB_SAT4	Equal variances assumed	18.055	.000	-7.161	407	.000
	Equal variances not assumed			-7.280	397.989	.000
JOB_SAT5	Equal variances assumed	.243	.622	-2.933	407	.004
	Equal variances not assumed			-2.921	393.302	.004
JOB_SAT6	Equal variances assumed	.933	.335	-4.777	407	.000
	Equal variances not assumed			-4.807	406.835	.000
JOB_SAT7	Equal variances assumed	3.493	.062	-3.502	407	.001
	Equal variances not assumed			-3.522	406.590	.000

It is imperative to note that the independent samples t-test does not assume that the data is normally distributed and to check that Levene's test has been applied which checks the variances of the two groups are equal or not. If the assumption of equality is not met, an alternative statistical test is taken to modify the data. The assumption of normally distributed data and equal variance is violated in four variables in table – 1 in which the significance



value of Levene's test is lower than the values of 0.05. In this scenario the significance value of 2 tailed t-test is observed under the head of equal variance not assumed.

As shown in the above mentioned table – 1 the p-value is lower than the generally acknowledged threshold of 0.05, it can be concluded that there exists a statistically noteworthy difference in the means of the male and female groups. Thus, the variables that were measured have varying average values for males and females in all variables. The opinion on this matter of job satisfaction being low has varied in the individual samples. The job satisfaction among the males is lower than that of the females. The work pressure is higher than it is supposed to be than the norms and the compensation is lower in comparison to similar job standards. But the males are in majority cases in this state the sole earner for the family, this increases the pressure of earning on them and this causes the satisfaction score to drop further. Null Hypothesis has been rejected.

Table 2 - T Test based on Gender for Education Quality

		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Sig. (2-tailed)
EDU_QUALITY1	Equal variances assumed	.973	.325	-4.961	395	.000
	Equal variances not assumed			-4.968	388.811	.000
EDU_QUALITY2	Equal variances assumed	10.786	.001	-4.692	395	.000
	Equal variances not assumed			-4.724	393.953	.000
EDU_QUALITY3	Equal variances assumed	.061	.805	-5.208	395	.000
	Equal variances not assumed			-5.202	384.628	.000
EDU_QUALITY4	Equal variances assumed	4.151	.042	-3.509	395	.001
	Equal variances not assumed			-3.530	393.407	.000
EDU_QUALITY5	Equal variances assumed	4.710	.031	-4.807	395	.000
	Equal variances not assumed			-4.840	393.904	.000
EDU_QUALITY6	Equal variances assumed	4.437	.036	-1.274	395	.203
	Equal variances not assumed			-1.284	394.216	.200
EDU_QUALITY7	Equal variances assumed	3.409	.066	-4.949	407	.000
	Equal variances not assumed			-4.976	406.607	.000
EDU_QUALITY8	Equal variances assumed	5.567	.019	-3.165	407	.002
	Equal variances not assumed			-3.190	406.986	.002
EDU_QUALITY9	Equal variances assumed	2.364	.125	-5.512	407	.000
	Equal variances not assumed			-5.520	402.946	.000
EDU_QUALITY10	Equal variances assumed	3.187	.075	-6.766	407	.000
	Equal variances not assumed			-6.785	404.623	.000



It is imperative to note that the independent samples t-test does not assume that the data is normally distributed and to check that Levene's test has been applied which checks the variances of the two groups are equal or not. If the assumption of equality is not met, an alternative statistical test is taken to modify the data. The assumption of normally distributed data and equal variance is violated in five variables in table – 2 in which the significance value of Levene's test is lower than the values of 0.05. in this scenario the significance value of 2 tailed t-test is observed under the head of equal variance not assumed.

As shown in the above mentioned table – 2 the p-value is lower than the generally acknowledged threshold of 0.05, it can be concluded that there exists a statistically noteworthy difference in the means of the male and female groups. Thus, the variables that were measured have varying average values for males and females in all variables except Education Quality variable number 6 which refers to profit seeking motive as the primary and only motive of private run B-Schools causing the impact on quality education. The opinion on this matter has been shared similar by the individual samples. Other than one variable all other variables show significant difference in opinion over education quality. Null hypothesis has been rejected.

Conclusion

In conclusion, this research has highlighted the significant impact of gender on both job satisfaction and education quality. Our findings suggest that gender-based disparities exist in both areas, with men reporting lower levels of job satisfaction and reduced access to quality education. These disparities have important implications for policy and practice, and we recommend further research into potential solutions to address these issues. It is important to acknowledge the limitations of our study, which was conducted in a specific geographic and cultural context and may not be generalizable to other settings. Nevertheless, this research adds to the growing body of evidence on the impact of gender on important social and economic outcomes, and underscores the need for continued attention and investment in this area. There are fewer possibilities for excellent learning in the state if it continued in the similar manner. It is in our best interests to explore more studies and coordinate efforts to address these inequities since these disclosures have significant consequences for both policymakers and practitioners. This study makes a substantial addition to the body of research about how gender affects key socioeconomic variables.

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