



SATISFACTION OF MALE AND FEMALE TEACHERS IN INDIAN HIGHER EDUCATION: A REVIEW

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ABSTRACT

A vibrant higher education system is the foundation for development of human capital for a country. India has the third largest higher education system in the world. The outcomes of higher education for students have been below expectations. The asset driven higher education system has ignored the teacher job satisfaction. The paper reviews the job satisfaction of male and female teachers in Indian higher education. Gender disparity at workplace is a challenge for inclusive growth. Human resource policies for teacher can be made more inclusive and sustainable by understanding the intrinsic and extrinsic factors influencing job satisfaction of male and female teachers. The regulatory framework needs to fix the issues concerning job satisfaction of teachers irrespective of gender. Human resource policies need to be made flexible so that both male and female faculties are able to explore means of achieving job satisfaction. Only a satisfied and motivated teacher can produce creative and innovative human capital competent to lead organizations.

KEYWORDS: India, Higher Education, Job Satisfaction, Male, Female, Teachers

1. INTRODUCTION

Socio-economic development of the country is significantly influenced by higher education system. India was known to have higher education institutions of fame in the forms of Nalanda, Taxila and Vikramshila. Students from different countries used to come to these institutions for higher education (UGC, 2014). In vedic period also the teaching institutions, referred to as *Gurukuls*, were imparting relevant education. The children's from royal families also had to stay in these institutions as hostellers along with other students belonging to different socio-economic class. The teachers (Gurus) were highly respected individuals. Under British rule modern higher education system was established to prepare clerks for British administration by Lord Macaulay. After many decades of Independence, we still continue with the same legacy of producing graduates with low critical thinking skills. It was argued by Yashpal that University is a place to develop analytical and questioning attitude and continuous exercise of reason (Yash Pal, 2009). Hofstede study found prevalence of high power distance in India (Hofstede, 2014). The entry of private players has provided more options to students for pursuing higher education (Tiwari & Anjum,

2013). The Indian higher education not only performs badly in international rankings but domestically also the acceptance of graduates by industry is very poor (Aspiring minds, 2013). There are significant differences between public and private school teacher citizenship behavior (Garg & Rastogi, 2006). There are differences in the belief of male and female teachers (Mills & Smith, 2003). Poor quality of education is a constraint in skill development of students. Poor employment status of educated youth is a badly influencing economic growth in India (Khem Chand et al. 2017). Good teachers are required for developing entrepreneurship skills. Entrepreneurship is crucial for fulfilling the aspirations of young people in India and developing the economy (Choudhary, & Kumar, 2021). Just increasing the supply of private educational institutions would not solve the problems faced by Indian higher education (Anjum & Tiwari, 2012a). Education sector is different from traditional business and it is not easy to manage inorganic growth (Tiwari et al. 2019). Affiliation system has restricted the autonomy of educational institutions and reduced the utility of higher education in India (Sharma et al. 2013). Instead of large private universities, it is better to develop micro, small and medium sized



institutions in higher education. Decentralisation would enhance the access of higher education. Government support has played a constructive role in the development of micro small and medium (MSME) enterprises. MSME sector has an important contribution in development of India (Rana & Tiwari, 2014). MSME model needs to be explored in higher education in India. Intent is more important to enhance the results and satisfaction of employees. Dedication and commitment provides ability to manage challenging operating conditions (Choudhuri et al. 2015). Uniformity has been prominence and this has led to sub optimal efficiency in regional institutions. Demographic factors have a significant impact on satisfaction and effectiveness of teachers (Tiwari & Anjum, 2014a). Women find it harder than men to find a job (Grusky, 1966). China has transformed higher education system which supported the rapid economic growth, but human capital development through higher education reforms has been ignored in India (Tiwari et al. 2017). Entrepreneurship has also been ignored in Indian higher education (Choudhary & Kumar, 2021). A vibrant higher education system will reverse the brain drain and bring students from abroad to develop domestic economy (Tiwari & Anjum 2016). Indian higher education needs to focus on customer, culture, curriculum, creativity and collaboration (Tiwari & Anjum 2014b) instead of relying only on teaching and research publications.

Poor participation of females is another cause of concern. India performs poorly in gender inequality index (GII). India ranks 127 out of 142 countries in gender inequality index (Ray, 2015). Labor force participation rate of females is just 22.5% (Sanghi et al. 2015). Female political leaders account for just 11% seats in parliament in India (NDTV, 2014). Hiring more female teachers will decrease the gender disparity in academic outcomes (Muralidharan & Sheth, 2016). Female teachers are more productive in teaching languages (Chudgar & Sankar, 2008). Simplicity enhances relevance (Tiwari et al. 2018) but simplicity has been overlooked in Indian higher education. Complex procedures have been kept in system to benefit select few individuals and penalize most of the students and teachers. Experience of senior teachers is not utilized properly (Tiwari & Anjum, 2014c). The paper reviews the satisfaction of male and female teachers in Indian higher education.

2. ECOSYSTEM OF NEGLECTING TEACHERS REQUIREMENTS

The new national education policy has provided a platform for radical reforms in Indian higher education, but fails to take care of problems faced by teachers. The policy has ignored teacher issues (Pathak, 2021). Industry academia collaboration has not received the required

consideration in policy framework. Collaboration not only enhances skill but provides opportunity for teachers to relate theory with practice and keep their content relevant with the requirements of the industry (Tiwari & Anjum, 2014d) (Role of Higher Education Institutions and Industry Academia Collaboration for Skill Enhancement). Private sector institutions have better industry academia collaboration (Tiwari & Anjum, 2014e). Convey (2010) found that academic philosophy and environment significantly influences job satisfaction of teachers. There is no significant difference in teaching effectiveness of public and private sector higher education institutions (Tiwari & Anjum 2014f). Klassen, Usher & Bong (2010) found that satisfaction is negatively associated with stress.

Mentoring is ignored in Indian higher education. Ignorance of genuine needs of teachers has made them insensitive towards mentoring requirements of students. Though financing is available for paying fees of the institution (Tiwari & Anjum, 2013) but students are not able to access online teaching due to lack of resources to buy gadgets to attend online classes. A student of a prestigious college of national capital committed suicide due to lack of laptop to attend online classes. The insensitive attitude of the administration has converted educational institutions from respected part of society to a neglected part of society. The neglect of teachers has adversely impacted motivation of teachers. Teachers are only concerned with completion of their syllabus and assessments. They do not take much interest in skill development and mentoring of the students. Lack of skills is negatively impacting industry segments and government policies like Make in India (Tiwari & Anjum, 2015). Umme (1999) argued that attitude of teacher significantly affects the job satisfaction. Babu and Reddy (1996) found that higher work load leads to low job satisfaction. Unplanned privatisation of higher education has created distortions in Indian higher education. Though private sector enhances inclusion (Anjum & Tiwari, 2012b) by providing alternative to students who could not get admission in public sector educational institutions but these institutions have become centres of exploitation of teachers. Indian higher education sector cannot be transformed unless teacher's issues are addressed properly (Tiwari & Anjum 2014g). Viel-Ruma, Houchins, Jolivet and Benson (2010) found that self efficacy of teacher influences the job satisfaction. Country first approach should be given priority over profit first approach (Bhatt & Smita 2021) in Indian higher education.

Technology can enhance the satisfaction of teachers. Technology has been underutilised in Indian higher education. Technology driven autonomy can provide teachers to work on multiple projects without need for physically coming to educational institutions and staying there for six to eight hours. Technology will



also benefit the users of educational service. It has been found that technology enhances efficiency and access (Tiwari et al. 2020). Both extrinsic and intrinsic motivation of teachers has been ignored in Indian higher education (Tiwari & Anjum, 2014h). Blended learning can ease work life of teachers by optimising teaching load and maintain work life balance (Mishra & Smita, 2021).

3. SATISFACTION OF MALE AND FEMALE TEACHERS

Sharma and Jyoti (2009) found that female teacher were more satisfied. It was argued that higher satisfaction of female teachers is due to nature of job and socio-cultural values of the profession. Sharma and Jyoti (2009) found in a study on teachers of University of Jammu that female teachers were more satisfied. Srivastava and Chabra (2012) in a study on teachers in self financing colleges of education in Greater Noida found that gender did not had any significant impact on the satisfaction of teachers. Patel and Tailor (2005), Naik (1990) also found no difference between satisfaction of male and female teacher. Muralidharan and Sundararaman (2010) argued that performance based pay program will have broad based support among teachers and attract effective teachers into teaching profession. Rana and Soodan (2019) in a study on teachers in Punjab in India found that only 47% teachers were satisfied with teaching as a career. Chaudhary and Malik (2014) investigated satisfaction of teachers in Delhi NCR region and found that female teachers are more satisfied. Seifert, Tricia and Paul (2008) found that female teachers are less satisfied. Bhatia (2012) examined job satisfaction of teachers in Haryana and found that both male and female teachers are less satisfied due to low salaries and job security. Nagar (2012) examined job satisfaction of teachers during times of burnout. It was found that female teachers were more satisfied than male teachers. Female teacher scores were higher on emotional exhaustion and male teacher scores were higher on de-personalization. Mishra and Dkhar (2016) found no significant difference between male and female teachers and teachers of private and public sector. Mishra and Rinsangi (2020) examined job satisfaction of teachers in Mizoram. It was found that there was no significant difference between male and female teachers. Culture influences teachers and entrepreneurs (Tiwari & Anjum, 2014i) Non inclusiveness education system is no sustainable. Sustainable growth needs inclusion of the stakeholders and members of society (Tiwari & Choudhuri, 2015).

Pabla (2012) compared satisfaction of male and female faculties in professional colleges of Punjab. It was found that female teachers are significantly more satisfied as compared to male

teachers. However the satisfaction was not bifurcated into extrinsic and intrinsic factors. Rajareegam and Doss (2013) studied satisfaction of teachers in engineering colleges at Puducherry. It was found that there was no difference between satisfaction of male and female teachers and teachers of different age category. Carke (1997) argued that higher satisfaction of female teachers is attributable to low expectancy.

Lakshmi and Gopinath (2013) found that volume and length of working hours affect work life balance. Married women accepted overtime due to financial considerations. Subha (2013) argued that females prefer teaching due to family engagements, females require career breaks and teaching career provides such opportunity. Ahluwalia and Preet (2014) studied satisfaction of college teachers in Jalandhar and Amritsar cities of Punjab. It was found that the important factors for satisfaction were; possibility of growth, salary, hygiene and infrastructure, possibility of turnover, coordination & cooperation, interpersonal relations, and unbiased administration. It was found that male teachers were more satisfied with salary and perks, whereas female teachers were more satisfied with working conditions and professional growth. A 360 degree performance appraisal system is needed for Indian higher education. (Tiwari, Anjum 2014j). Male teachers are found to be less satisfied (Mwamwanda 1997). Kumar, Anand and Shrivastava (2015) examined satisfaction of faculties in private higher education in Northern India. It was found that overall satisfaction of faculties was very poor. It was recommended that private institutions should give more attention to the environment in addition to monetary factors. Mishra and Dkhar (2016) investigated that job satisfaction of B.Ed college teachers of public and private sector institutions. It was found that there is no significant difference between satisfaction of male and female faculties. No significant difference was found among the satisfaction of faculties of private and public sector institutions. Skills and hierarchy of teachers need to be considered while designing human resource policies (Tiwari, Anjum 2018).

4. CONCLUSION

The findings of previous studies give a mixed outcome. Some studies found female teachers to be more satisfied, some found male teachers to be more satisfied. Some studies found no significant difference between job satisfaction of male and female teachers. The inconclusive findings of previous studies indicate a research gap. There is need to further investigate the factors influencing job satisfaction of male and female teachers is a nationwide study, as most of the studies have been done in a narrow geographical region. Equal opportunity for all irrespective of gender discrimination is the need of hour in Indian higher



education. The social needs and aspirations of male and female teachers need to be understood for developing policies for enhancing satisfaction of male and female teachers. The lack of autonomy restricts the growth of teachers. The job design of a teacher needs to be redesigned to provide flexibility to choose activities and responsibilities according to the aspirations of the faculty and skills possessed by the concerned teacher. Work life balance should be given top priority. Only a happy teacher can create happy learners. A country aspiring to reap the demographic dividend cannot afford to have demotivated teachers. The new national policy fails to address the key issues concerning satisfaction of male and female teachers in higher education. The unique aspirations of male and female teachers should be considered while devising gender neutral and gender sensitive human resource policies. Teachers should be allowed to work on start up projects and designing their own courses in an organized framework. The revenue sharing model for all the institutions should be framed so that teachers can undertake consultancy assignments, outsourced assignments to enhance their income. The timing of colleges and universities should be made flexible so that teachers can work on other projects on a revenue sharing model with the concerned institute or university. A major revamp is required in the mindset of the administrators towards the social, emotional needs of the teachers. The research only focus of performance appraisal should be revised to include community work, entrepreneurship, social enterprise, mentoring of students so that teachers can contribute whole heartedly in the development of human capital for the country. Technology should be used as an enabler and soothing tool rather than a barrier and competitor for teachers. Fixing higher education issues should first start with making the system sensitive towards teachers. Empowered and happy teachers will create a new India, where learning will be a mechanism to unleash the hidden potential of a human being and transform India into a knowledge and innovation driven society.

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