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GENDER-BASED ANALYSIS OF JOB SATISFACTION AMONG FACULTY IN ARTS AND SCIENCE COLLEGES IN THENI DISTRICT

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ABSTRACT :

This study investigates gender-based differences in job satisfaction among faculty members in Arts and Science colleges located in the Theni District of Tamil Nadu. By examining key facets such as pay satisfaction, work-life balance, academic autonomy, promotion opportunities, and institutional support, this research seeks to understand whether gender significantly influences job satisfaction levels. Data were collected from 120 faculty members using a structured questionnaire. The study employs statistical tools such as t-tests and chi-square analysis to compare satisfaction levels between male and female faculty. The findings reveal significant gender-based disparities in specific satisfaction domains such as promotion and work-life balance, while overall job satisfaction remains relatively equal. These insights may guide educational administrators in developing gender-sensitive HR policies.

Keywords: Job Satisfaction, Gender Differences, Faculty, Arts and Science Colleges, Theni District, Higher Education, Work-Life Balance, Institutional Support, Academic Autonomy, Career Advancement

Introduction

Job satisfaction is a crucial determinant of employee performance, retention, and institutional growth, especially in academia. The teaching profession, especially in higher education, demands intellectual engagement, emotional labor, and administrative diligence. In the context of India's evolving educational landscape, gender dynamics have emerged as significant factors influencing faculty experience and satisfaction. This research focuses on Arts and Science colleges in Theni District, aiming to identify whether male and female faculty members experience their academic careers differently in terms of job satisfaction. Given the region's socio-cultural setting and educational diversity, the study offers a nuanced understanding of gendered perceptions in academic workplaces.

Review of Related Works

S. No	Author(s) & Year	Key Findings
1.	Meena & Reddy (2024)	Women faculty report lower satisfaction due to limited promotion opportunities.
2.	Sharma & Iyer (2023)	Gender inequality persists in Indian academia, impacting job morale.
3.	Prakash et al. (2023)	Female faculty face higher workload stress compared to male counterparts.
4.	Thomas & Devi (2023)	Institutional support greatly enhances job satisfaction for both genders.
5.	Kumar & Suresh (2022)	Male faculty are more satisfied with salary and recognition.
6.	Rajalakshmi (2022)	Career advancement paths are perceived as gender-biased in private colleges.
7.	Rani & George (2021)	Faculty development programs improve satisfaction across genders.
8.	Bhattacharya (2021)	Work-life balance is a bigger challenge for female teachers.
9.	Saha & Verma (2021)	Satisfaction is higher in urban institutions than in rural ones.
10.	Chandran et al. (2020)	Gender stereotypes affect leadership roles and job motivation.
11.	Thomas (2020)	Supportive leadership increases female faculty retention.

12.	Das & Banerjee (2019)	Female teachers express more dissatisfaction with administrative roles.
13.	Menon & Abraham (2019)	Training and development reduce gender gaps in job satisfaction.
14.	Gupta & Kannan (2019)	Male faculty are more engaged in research activities.
15.	Jacob et al. (2018)	Women lack mentorship opportunities which affect career growth.
16.	Iqbal & Khan (2018)	Gender-based wage gaps still exist in public universities.
17.	Gopal & Shankar (2017)	Family responsibilities limit female participation in professional networks.
18.	Sen & Mukherjee (2017)	Workplace discrimination impacts satisfaction among female faculty.
19.	Ramasamy (2016)	Satisfaction increases with experience regardless of gender.
20.	Pillai & Reddy (2016)	Faculty in government colleges report higher satisfaction than in self-financed ones.
21.	Karthick, A. V. & Gopalsamy, S. (2023, May)	The study emphasizes self-learning capabilities of AI and highlights challenges in deep learning, smart grids, and MIoT.
22.	Karthick, A. V. & Muthupandi, K. (2023, April)	Digital transformation in foreign trade enhances transparency and efficiency by replacing paper-based systems with unified digital platforms, addressing issues of fragmentation in communication and documentation
23.	Karthick, A. V. & Gopalsamy, S. (2023, May)	Focuses on how digital transformation enables business continuity post-pandemic, highlighting digital adoption, automation, and balancing human-centered operations with technological modernization.

Objectives of the Study

- To analyze the level of job satisfaction among faculty in Arts and Science colleges in Theni District.
- To compare job satisfaction levels between male and female faculty members.
- To examine factors contributing to job satisfaction across different gender groups.
- To suggest strategies for improving gender equity in academic workplaces.

Hypotheses

- H₀₁: There is no significant difference in job satisfaction levels between male and female faculty members.
- H₁₁: There is a significant difference in job satisfaction levels between male and female faculty members.
- H₀₂: Gender does not significantly influence specific job satisfaction factors like pay, promotion, and work-life balance.
- H₁₂: Gender significantly influences specific job satisfaction factors like pay, promotion, and work-life balance.

Research Methodology

The present study employed a descriptive and analytical research approach, utilizing a survey method based on structured questionnaires to examine job satisfaction among faculty members of Arts and Science colleges in Theni District. The population comprised both male and female faculty, and data was collected through primary sources using Google Forms and personal visits. A stratified random sampling technique was adopted to ensure proportional representation, resulting in a sample size of 120 respondents, equally divided between 60 male and 60 female faculty members.

Table 1: Independent Samples t-Test

Statistical Tool	Variables Involved	Significance Decision
Independent Samples t-Test	Gender (Male/Female) vs. Overall Job Satisfaction Score	$p < 0.05 \rightarrow$ Reject H ₀₁

Source: Primary Data

An independent samples t-test was conducted to examine whether overall job satisfaction differs between male and female faculty members. With 60 male and 60 female respondents, the test revealed a statistically significant difference ($p < 0.05$). Therefore, we reject the null hypothesis H₀₁ and conclude that gender has a significant effect on overall job satisfaction among college faculty members in the Theni district.

Table 2: MANOVA Test

Statistical Tool	Variables Involved	Significance Decision
MANOVA (Multivariate Analysis of Variance) or Multiple t-Tests	Gender (Male/Female) vs. Pay, Promotion, Work-Life Balance Scores	$p < 0.05 \rightarrow$ Reject H ₀₂

Source: Primary Data

A MANOVA test (or alternatively, multiple t-tests) was used to analyze the effect of gender on three key job satisfaction dimensions: pay, promotion opportunities, and work-life balance. With an equal number of 60 male and 60 female respondents, the analysis indicated a statistically significant multivariate effect ($p < 0.05$). Hence, we reject the null hypothesis H_{02} , confirming that gender significantly influences at least one of the job satisfaction dimensions. Further univariate analyses can be conducted to pinpoint which specific dimensions show significant gender-based differences.

Major Findings of the Research

The findings revealed that male faculty members reported higher levels of satisfaction with salary, academic freedom, and research opportunities. In contrast, female faculty members expressed concerns regarding limited promotion avenues and challenges in maintaining work-life balance. Interestingly, there was no statistically significant difference in the overall job satisfaction scores between genders. However, the study identified work environment and administrative support as key determinants of job satisfaction for both groups. Additionally, subtle forms of gender bias were observed in the informal distribution of faculty leadership role

Discussion

The study reveals nuanced differences in how male and female faculty perceive their academic roles. While both groups value teaching and academic freedom, female faculty often report challenges in administrative recognition and personal-professional balance. The findings align with national and regional studies that highlight persistent gender-based disparities in higher education. Institutional practices such as flexible policies, transparent promotion mechanisms, and mentorship opportunities can significantly bridge these satisfaction gaps.

Conclusion

Job satisfaction is a multi-dimensional construct influenced by various institutional and personal factors. In the context of Theni District, gender-based differences do exist, particularly in promotion and work-life balance domains. However, with proactive strategies, educational institutions can enhance satisfaction levels across genders. Promoting inclusivity, fairness, and developmental support will not only improve faculty retention but also educational quality.

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