



FORMAN CHRISTIAN COLLEGE

(A CHARTERED UNIVERSITY)

The Relationship between Gender Discrimination and Job Satisfaction of University

Teachers

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Abstract

Literature suggests that male teachers are more satisfied with their jobs as they have more opportunities, salaries, and promotion chances, whereas comparatively female teachers do not have as many opportunities and face more gender discrimination. This study aims to investigate the relationship between gender discrimination and job satisfaction of university teachers in Pakistan, with a focus on differences between male and female teachers. This research has a quantitative design. Purposive sampling has been used to collect data from 100 university teachers. The results confirm that when gender discrimination is high job satisfaction is low. The results also revealed that male respondents show higher experiences of gender discrimination at the workplace which is contrary to the hypothesis. The findings of this study may have major implications for policymakers and university administrators who are tasked with establishing an environment that is beneficial to university instructors.

Keywords: *Relationship, Gender Discrimination, Job Satisfaction, University teachers*

Introduction

Job satisfaction of university teachers is very important. It directly affects the quality of education which is given to students. If the teachers are not satisfied with their jobs, then they will not be able to give good quality education to students. It is necessary for teachers to be satisfied with their jobs to be motivated to give students the quality education that they deserve. Job satisfaction will affect the attitude of teachers with the student, if the teacher is not satisfied with their job, then their attitude towards students might not be good. The job satisfaction of the teachers in university should be given more importance to succeed. There is a lot of gender discrimination in the workplace which also includes discrimination in universities. This gender discrimination badly affects the teacher's performance in academics and also their personal life. Mostly gender discrimination is faced by females in the workplace. They are not given equal pay and are not given equal opportunities in decision-making. They do not get many chances of getting promotion and are not easily promoted to higher ranks.

Significance of study

The purpose of the study is to identify the effects of gender discrimination on university teachers and understand how it influences their job satisfaction. This study helped us to know about the extent of gender discrimination in universities and also the level of job satisfaction of teachers. This study will further help in making policies that are friendly for both male and female teachers in universities. The research question for this study is: What is the relationship between gender discrimination and job satisfaction of university teachers in Pakistan?

Theoretical Framework

For this study, I have used the Theory of Job Satisfaction by Kalleberg (1977). This theory suggests that job satisfaction is influenced by six dimensions of work, including: (i) intrinsic, (ii) convenience, (iii) financial, (iv) relations with co-workers, (v) career opportunities, and (vi) resource adequacy. We'll examine the work itself when considering the intrinsic dimension. The worker will be satisfied with the work without worrying about the outcome if the task is fascinating and is seen as entertaining by the employee. At the same time, boring work will make a worker unhappy and prevent them from showing any interest in it. The outside of the task is referred to as the convenience dimension. The employee will be satisfied with the job if offered travel accommodation, personal time, no additional work, flexible work hours, and other benefits. If the salary is good, the employee will work more contentedly and joyfully. Relationships with coworkers are crucial for a happy workplace. If the position offers opportunities to network. A worker's job happiness and level of interest in the job will both increase if their colleagues are friendly and helpful. Another aspect of job opportunities is whether there is a chance for promotion and whether the promotion is offered equitably based on merit. Also, either everyone has a chance to be promoted or only specific people do. Equal opportunity will eventually lead to higher levels of job satisfaction. Another aspect of source sufficiency is whether the necessary tools, information, and authority are in place for effective task performance. Coworkers can also play a helpful role because they have effective coping mechanisms for a variety of circumstances. All these dimensions play an important role in the job satisfaction of the worker according to this theory.

Literature Review

The job satisfaction levels of university instructors assessed for one study showed gender variations (Okpara, 2005). While male counterparts were happier with their salaries, promotions, supervision, and overall job satisfaction, female faculty members were happier with their jobs overall and coworkers. The findings of Okpara's study also showed that ranking of position, for example, Lecturer versus Professor, was important in determining gender inequalities and work satisfaction.

In another study, it was discovered that while faculty members are satisfied in some areas, such as interpersonal skills, they are unhappy in others, such as salary, personal space, computer resources, office space, and restroom amenities (Ali, 2009). The same study also revealed that the training support is also unsatisfactory to the faculties. Moreover, the faculty indicated that universities need to be developed more in terms of access to technology, such as computer labs and good connection internet.

According to this study, women are generally isolated from decision-making processes (Shaukat,2014). The people who are at big posts often do not realize or see that there is a great inequality. On the other hand, the people who are at lower posts can observe that there is more inequality, especially lecturers. The obvious gender polarization of views is seen at the lower levels when teachers are predominately female. As they are being rewarded and getting promoted on time, females who obtain promotions on time frequently do not see inequality.

Another study revealed that the males are mostly satisfied with their jobs, but the females are not satisfied (Fatima, 2015). This is because it is a male-dominated society and women are not given many opportunities to express themselves. Females are also not promoted so quickly but

men on the other hand are always given priority in executive positions in any institution. They think that women cannot do the job with as much perfection as men do. They think that women cannot make bold decisions. Male dominant society is one of the biggest hurdles in women's work development and growth.

One study disclosed that females are more likely to experience gender discrimination in the workplace than males (Channar, 2011). We can infer from research that this gender discriminatory behavior is carried out more in public organizations than in private organizations. Also, it was shown that very few people are satisfied with their jobs because of gender-discriminatory behaviors in workplaces. The decreased motivation at work is partly a result of this unbalanced gender discrimination. One of the biggest causes of female employees' lack of motivation and commitment to their jobs is gender discrimination. It becomes difficult for women to work with commitment and enthusiasm in such a discriminatory atmosphere. Also, females feel more stressed in their jobs due to gender discrimination in the workplace.

Aim of Study

This research aims to explore and learn about the relationship between gender discrimination and the job satisfaction of university teachers in Pakistan.

Research Question

What is the relationship between gender discrimination and the job satisfaction of university teachers in Pakistan?

Hypothesis

H1: Female teachers face more gender discrimination in universities in Pakistan compared to male teachers.

H2: When gender discrimination is high among male and female university faculty then job satisfaction is low.

Methodology

The objective of this study is to examine the relationship between job satisfaction and gender discrimination among university teachers in Pakistan. This is a cross-sectional study using a quantitative survey.

Ethical Consideration

The Ethics Committee of the Sociology department and the Institutional Review Board of Forman Christian College (A Chartered University) gave their approval to this study. The IRB certificate is attached in **Appendix C**. Before completing the survey, every respondent was provided with an informed consent letter (**Appendix A**). The respondent's privacy and confidentiality were secured, and no identifiable information was collected. All data has been kept securely with the researcher and will not be shared with anyone.

Sample

Currently working and full-time university instructors are the selection criterion for this study. A total of 100 teachers were part of the sample, with 48 males and 51 females. Purposive sampling has been used for this study. The Forman Christian College University (FCCU) faculty was sampled through published email addresses on the FCCU website.

Survey

The data has been collected by using a survey. There are three sections to this survey. Using a Likert scale, the first section evaluated demographic information of the respondent which includes age, gender, and years of teaching experience, the second section evaluated perceived gender discrimination, and the third section evaluated job satisfaction. The gender discrimination scale has been developed for this research. A 5-point Likert scale has been used to measure gender discrimination and job satisfaction (Strongly agree to Strongly disagree), scoring 1 for strongly

agree to 5 for strongly disagree. The survey was administered to the respondents in person and online via email.

Data Analysis

The collected data was analyzed by using SPSS 25.0. The independent variable for this study is gender discrimination and the dependent variable is job satisfaction for this research. The hypothesis for this study is H1: Female teachers face more gender discrimination in universities of Pakistan compared to male teachers; and H2: When gender discrimination is high among male and female university faculty then job satisfaction is low. Descriptive statistics and regression have been reported and a significance level of $p < 0.05$ has been considered significant. The reliability results for the two scales of this study are satisfactory with Cronbach alpha values for gender discrimination at 0.882 and for job satisfaction at 0.627 (**Table 1**).

Table 1:
Reliability results

	Items	α
Gender Discrimination	07	0.882
Job Satisfaction	03	0.627

Results

Sociodemographic results

Table 2 presents and summarizes the socio-demographic information of the participants.

According to the result, the number of female respondents is 51% and male respondents is 48%.

Among the respondents 12% belong to the age group 20-29 years, 46% belong to the age group 30-39 years, 25% belong to the age group 40-49 years, 16% belong to the age group 50-59 years and only 1% are 60 years or above. Nineteen percent have teaching experience of 1-5 years, 30% have experience of 6-10 years, 24% have experience of 11-15 years, 12% have experience of 16-

20 years and 15% have experience of 21 or above years. Most of the respondents are married (86%), 13% are unmarried and 1% are divorced. Among them 19% have no children, 44% have 1-2 children, 34% have 3-4 children and 3% have more than 5 children. With regards to designation, 49% are Assistant Professors, 29% are Lecturers, 17% are Professors, 4% are Associate Professors and 1% are Visiting Assistant Professors.

Table 2:
Socio-demographic variables (N=100)

Variables	f	%
Age		
20-29	12	12%
30-39	46	46%
40-49	25	25%
50-59	16	16%
60 and above	1	1%
Gender		
Female	51	51%
Male	48	48%
Prefer Not to say	1	1%
Teaching Experience		
1-5	19	19%
6-10	30	30%
11-15	24	24%
16-20	12	12%
21 and Above	15	15%
Department Name		
School of Management	10	10%
Faculty of Computer and Mathematical Sciences	22	22%
Faculty of Natural and Social Sciences	36	36%
Faculty of Education and Humanities	30	30%
Prefer Not to say	2	2%
Designation		
Lecture	29	29%
Assistant Professor	49	49%
Visiting Assistant Professor	1	1%
Associate Professor	4	4%
Professor	17	17%
Marital Status		
Married	86	86%
Unmarried	13	13%
Divorced	1	1%
Number of Children		
None	19	19%
1-2	44	44%
3-4	34	34%
More than 5	3	3%
List Any Leadership position at the workplace		
Dean And Chair	2	2%
HOD-Coordinator-Society Advisor And Supervisor	36	36%

House Mistress And Editor	3	3%
Several	3	3%
None	56	56%

Table 3 presents the descriptive statistics for gender discrimination. The majority of respondents disagreed that they felt any kind of gender discrimination at their workplace (75%). A majority 93% disagreed that they lost their job because of their gender and only 1% agreed with this statement. Similarly, 69% disagreed that they have to work harder because of their gender and 10% reported that they find it harder to work because of their gender. Another majority 88% disagreed that men are considered superior to women in the workplace while 6% agreed that men are considered superior. Nearly all the respondents 93% disagreed that women in the workplace receive fewer opportunities than men while 3% agreed that women receive fewer opportunities.

Again, nearly all respondents 93% agreed that a woman could hold a senior position in the workplace while 3% disagreed with it. A majority of 82% did not take any desperate measures to get a promotion and 2% took desperate measures to get a promotion. Very few 7% agreed that men get more easily promoted than women while the majority (82%) of the respondents opposed this statement. More than half 59% believed that men and women get the same amount of money while 16% disagreed with this and 25% responded neutrally. The majority (85%) of the respondents reported that they get the respect they deserve from their colleagues while only 2% disagreed with this.

Table 3:
Gender Discrimination (N=100)

	Strongly agree/ Agree		Neutral		Strongly disagree/ Disagree	
	f	%	f	%	f	%
Do you feel any kind of gender discrimination at your workplace?	9	9%	16	6%	75	75%
Have you ever lost your job because of your gender?	1	1%	6	6%	93	93%
Do you have to work harder at your job because of your gender?	10	10%	21	21%	69	69%
Do you feel that men are considered superior to women in the workplace?	6	6%	6	6%	88	88%

Do women at your workplace receive fewer opportunities than men?	3	3%	4	4%	93	93%
Do you believe a woman could hold a senior position at your workplace?	93	93%	4	4%	3	3%
Have you ever taken any desperate measures to get a promotion?	2	2%	16	16%	82	82%
Do you think men get more easy promotions than women at your workplace?	7	7%	5	5%	88	88%
Do men and women get the same amount of money for the same job at your workplace?	59	59%	25	25%	16	16%
I am given the respect that I deserve from my colleagues.	85	85%	13	13%	2	2%

Table 4 presents the descriptive statistics for job satisfaction. A near majority 48% disagreed that rules and procedures at their workplace need to be streamlined, while 24% agreed to it. The majority of the respondents (88%) reported that they liked their colleagues. Very few 13% agreed that they have to work harder because of the incompetence of their colleagues, while the majority (65%) disagreed with this. Nearly all respondents at 95% liked doing the things they do at work. The majority of the respondents (68%) believe that they have too many duties and responsibilities while 13% agreed to this. Another majority, 88% believed that they have the opportunity to take part in trainings, webinars, meetings, and other outreach activities.

Nearly all (94%) of the respondents agreed that they receive the tools and resources to do their jobs more effectively, while 6% remained neutral. The majority of the respondents (98%) were well aware of what is expected from them at work. Another majority, 83% agreed that they were allowed to make decisions on their own to solve the problems of their students. Nearly all the respondents 96% agreed that they are well aware of how to measure the quality of their work. The majority of the respondents (77%) believed that their colleagues cooperate as a team at the workplace, while only 6% disagreed with it. All of the respondents (100%) believed that they had a safe workplace.

Another majority, 72% agreed that they will not consider leaving their jobs while only 7% disagreed with this. Nearly half 48% agreed that they would consider leaving their jobs for

another with better pay, while 27% disagreed with this. Most of the respondents (70%) agreed that they would consider leaving their jobs if they get better opportunities for advancement while 10% disagreed with it. Most of the respondents (87%) believed that all employees have equal opportunity to further their education, while 2% disagreed with it. Almost 99% of respondents believed that their job has value to the community, while 1% disagreed. Most of the respondents (94%) agreed that they would like to learn other job skills.

Table 4:
Job Satisfaction (N=100)

	Strongly agree/ Agree		Neutral		Strongly disagree/ Disagree	
	f	%	f	f	%	f
Many of our rules and procedures need to be streamlined.	24	24%	28	28%	48	48%
I like the people I work with.	88	88%	10	10%	2	2%
I find I have to work harder at my job because of the incompetence of people I work with.	13	13%	22	22%	65	65%
I like doing the things I do at work.	95	95%	5	5%	0	0%
I have too many duties and responsibilities.	68	68%	19	19%	13	13%
I have the opportunity to take part in trainings, webinars, meetings, and outreach activities.	88	88%	12	12%	0	0%
I receive the information, tools, and resources I need to do my job effectively.	94	94%	6	6%	0	0%
I know what is expected of me at work.	98	98%	2	2%	0	0%
I am allowed/encouraged to make decisions to solve the problems of my students.	83	83%	17	17%	0	0%
I know how to measure the quality of my work.	96	96%	4	4%	0	0%
The people I work with cooperate as a team.	77	77%	17	17%	6	6%
I have a safe workplace.	100	100%	0	0%	0	0%
I would not consider leaving my job.	72	72%	20	20%	7	7%
I would consider leaving my job for another with better pay.	48	48%	25	25%	27	27%
I would consider leaving my job for another with greater opportunities for advancement.	70	70%	20	20%	10	10%
All employees have an equal opportunity to further their education.	87	87%	11	11%	2	2%
I feel my job has value to the community.	99	99%	1	1%	0	0%
There are other job skills I would like to learn.	94	94%	6	6%	0	0%

Mean Analysis

Table 5 presents the results of the independent sample t-test for discrimination in the workplace, based on gender. The results show that male respondents show higher experiences of gender

discrimination at the workplace (M=31.91, SD=±3.18), compared to female respondents (M=27.31, SD=±4.50).

Table 5
Mean analysis for discrimination at the workplace, based on gender

	Females			Males			95% CI for Mean Diff	t	df
	M	SD	n	M	SD	N			
Gender discrimination faced at the workplace	27.31	4.50	51	31.91	3.18	48	-6.16, -3.03	-5.83	97

Regression Analysis

Table 6 shows the simple linear regression results for the relationship between gender discrimination and job satisfaction. A significant regression equation was found ($F(1,98) = 23.393$, $p = .000$), with a t value of -4.837 ($p = .000$). The results confirm that when gender discrimination is high job satisfaction is low.

Table 6
Regression table for the relationship between Gender Discrimination and Job satisfaction

Model	Coefficients						
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
Constant	16.67	1.504		11.09	.000	-5.83	97
Gender discrimination	-.244	.050	-.439	-4.83	.000		

Dependent Variable: Comp. JS

Discussion

The study hypothesized that female teachers face more gender discrimination in universities in Pakistan compared to male teachers. However, this study's results do not prove the hypothesis

and instead report that females face less discrimination. Our findings represent FCCU female faculty, and the results suggest that women teachers at FCCU are happy with equality in the workplace. Also, it may be that male faculty at FCCU feel that women are preferred for promotions, salaries, and respect. Other literature suggests that male Muslim teachers may face discrimination due to their religious affiliations and physical representation of affiliation with religion, such as having a beard and wearing traditional clothes to the workplace (Shah,2010). There are certain reasons in which not only women but also men face severe discrimination in university teachers. The male teachers face gender discrimination in several places due to their religious beliefs and they are targeted on these bases. Another study reports that male teachers are discriminated against due to social and cultural perceptions that support females as nurturing teachers and leaders in the educational setting (Zeringo,2001). Male teachers face discrimination when they follow their cultural norms at some place, and they are targeted based on it and are deprived of the opportunities they deserve. They are not given equal chances of promotion and in this way they not only face gender discrimination but also their job satisfaction is low as they cannot fully focus on their jobs due to these discrimination issues. The study revealed that males face more gender discrimination in the workplace compared to females. Also, the results revealed through linear regression that when gender discrimination is high in the workplace then job satisfaction is low, which proves the hypothesis. When a person is satisfied with their jobs and has opportunities without any discrimination then they can work much better in their jobs and can focus on better development of their students as they have equal salaries and chances of promotion so they have nothing to worry about which leads to better job satisfaction.

Limitations

The self-report nature of the data, which could be vulnerable to answer biases, is one of the study's limitations. Additionally, the study's sample strategy could not be representative of all university instructors.

Recommendations

The findings of this study may have major implications for policymakers and university administrators who are tasked with establishing an environment that is beneficial to university instructors. To improve gender equality in educational institutions the focus should be on the government legislation which is the most effective way to promote gender equality in academic institutions. Such legislation should be made by the government which could reduce gender inequality and provide equal chances of employment. Such committees should be formed which should keep a check on equal opportunities for men and women in educational institutions. Also, universities should be encouraged to take steps and make strategies that are useful to promote gender equality on a merit basis. Also, gender discrimination is directly related to job satisfaction, if a person is happy with the job then the job satisfaction level will be high. Universities should adopt such policies and strategies which help make an environment that is job-friendly. Salaries should be enough so that the teachers can fulfill their daily needs and they can also focus on giving better education to students instead of worrying about their issues. Also, such teachers should be hired who have a positive attitude towards others so that everyone can work in a friendly environment. There should be also a special quota in educational institutions to ensure that women also get equal chances to get the jobs in educational institutes and committees should be formed to ensure the institutes are giving the jobs according to quota and equal pay.

Conclusion

The study's goal is to look into the relationship between job satisfaction and gender discrimination in Pakistani university teachers. To determine the strength of the relationship between the two variables, various statistical approaches were applied to the participant data. Gender Discrimination and Job Satisfaction are closely related. Many people lack equal opportunities for advancement and payment, and this deprivation can have an impact on students' education. Teachers will be able to give high-quality education when they are happy with their jobs and have equal opportunities for growth, enrollment, and salary. There should be certain mechanisms to curb this gender discrimination in the field of education. The results also revealed that not only women face gender discrimination in educational institutes but also male teaching staff faces gender discrimination. Also, various steps should be taken to eliminate gender discrimination as it not only affects individuals but also has an impact on society as a whole. Eliminating gender discrimination will help in promoting a safe and positive work environment in educational institutions.

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Discriminatory Hiring Practices and Other Contributing Factors.

Appendices

Appendix A: Cover Letter

Date: _____

Dear Participants,

You are invited to participate in a study titled: “What is the relationship between gender discrimination and job satisfaction of university teachers in Pakistan?” The study aims to know the relationship between gender discrimination and the job satisfaction of university teachers in Pakistan. The purpose of the study is to know the effects of gender discrimination on university teachers and understand how it influences their job satisfaction.

The questionnaire will take approximately 10-15 minutes to answer. There is no compensation for responding nor is there any kind of known risk. Your names are not required for participation and none of your data will be disclosed or shared. The data will remain with the researcher and be analyzed without compromising confidentiality or anonymity.

Your participation in this study is completely voluntary and you have the right to withdraw from answering the survey at any point.

By signing this form, you are agreeing that you have read the above information and are indicating your consent to participate in this research study.

Thank you!

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Signed consent of the participant: _____

Appendix B: Survey

Section A: Demographic Information

1. Age: 20-29 years, 30-39 years, 40-49 years, 50-59 years, 60 and above
2. Gender:
3. Years of teaching experience:
4. Department name:
5. Designation (e.g., Lecturer, Assistant Professor):
6. Marital status:
7. Number of children:
8. List any leadership position at the workplace (e.g., society advisor, department head):

Section B: Gender Discrimination

Sr. No	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
1.	Do you feel any kind of gender discrimination at your workplace?						
2.	Have you ever lost your job because of your gender?						
3.	Do you have to work harder at your job because of your gender?						
4.	Do you feel that men are considered superior to women in the workplace?						
5.	Do women at your workplace receive fewer opportunities than men?						
6.	Do you believe a woman could hold a senior position at your workplace?						

7.	Have you ever taken any desperate measures to get a promotion?						
8.	Do you think men get more easy promotions than women at your workplace?						
9.	Do men and women get the same amount of money for the same job at your workplace?						
10.	I am given the respect that I deserve from my colleagues.						

Section C: *employee satisfaction scale.* (n.d.-a). Job Satisfaction Survey - NACCHO. (n.d.).

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S\N		Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	
1.	Many of our rules and procedures need to be streamlined						
2.	I like the people I work with.						
3.	I find I have to work harder at my job because of the incompetence of people I work with.						
4.	I like doing the things I do at work.						
5.	I have too many duties and responsibilities						
6.	I have the opportunity to take part in						

	trainings, webinars, meetings and outreach activities						
7.	I receive the information, tools, and resources I need to do my job effectively						
8.	I know what is expected of me at work						
9.	I am allowed/encouraged to make decisions to solve the problems of my students.						
10.	I know how to measure the quality of my work						
11.	The people I work with cooperate as a team.						
12.	I have a safe workplace						
13.	I would consider leaving my job for another.						
14.	I would consider leaving my job for another with better pay						
15.	I would consider leaving my job for another with greater opportunities for advancement.						
16.	All employees have an equal						

	opportunity to further their education						
17.	I feel my job has value to the community						
18.	There are other job skills I would like to learn						

Appendix C: IRB Certificate

