

# To Know about the Job Satisfaction Level of Working Women in the Education Sector.

Anam Nazneen tara<sup>1</sup>, Yan zhang\*<sup>2</sup>

School of Education Sciences,

Huazhong University of Science and Technology, 430074, Wuhan, China

**Abstract:-** The job satisfaction of female workers working in the public school system in Lahore, Punjab, Pakistan, is examined in this study article. The study offers a thorough grasp of the problem by concentrating on 54 Government Girls High Schools in the district and randomly choosing 270 instructors from each school to participate in the survey using questionnaires. According to the study's findings, female teachers at Lahore's public schools often have very positive feelings about their work. It is clear from a thorough review of the questionnaire responses that these educators find happiness and fulfillment in their professional duties and responsibilities. The descriptive aspect of the study provides useful insights into the numerous elements influencing the high levels of work satisfaction reported by female instructors. Female teachers who are happy in their jobs are more likely to be motivated, dedicated, involved in what they do, which improves student learning outcomes and boosts organizational performance. In conclusion, this study considerably advances our knowledge of female teachers' work satisfaction in the public school system in Lahore, Punjab, Pakistan. The fact that these educators reported high levels of job satisfaction highlights the value of creating an atmosphere that is both encouraging and empowering in order to maintain the expansion and success of the education sector. As a result, more study and focused activities may build on these results to encourage work satisfaction among female teachers, helping to advance the region's educational system as a whole.

**Keywords:-** Job Satisfaction, Working Women, Government Education Sector, Gender Disparities, Employee Well-being.

## I. INTRODUCTION

Through information transfer and the development of young minds, the government education sector is essential in determining the destiny of nations (Armstrong, Atkin-Plunk et al. 2015). It is interesting how frequently women are present in this industry and how much they contribute in a variety of capacities (Bhende, Mekoth et al. 2020). Understanding women's job happiness is vital as their employment rates grow since it has a direct impact on their health, output, and overall ability to provide high-quality education (Chung and Van der Horst 2018). The concept of job satisfaction has several dimensions and is impacted by a variety of social, organizational, and individual variables (Chung and Van der Lippe 2020). Work-life balance, possibilities for career progress, incentives and recognition, job stability, and the support received from coworkers and managers are just a few factors that may have an impact on

women (Douglas, Rzeszut et al. 2018). In addition to providing insight into their professional experiences, examining the level of job happiness among working women in the public education sector helps develop targeted policies and actions that will improve workplace satisfaction and promote gender equality (Haar, Sune et al. 2019). Despite major advancements in gender parity in many nations, working women continue to face unique obstacles in a variety of professional fields, both overt and covert (Tanwar and Prasad 2016). The public education sector is not an exception and may experience particular dynamics that affect female employees' job satisfaction (Tennakoon and Senarathne 2020). To create a more diverse and inclusive workplace where women are empowered to succeed professionally and fully contribute to the expansion and development of the sector, it is essential to comprehend these characteristics (Van der Weijden, Teelken et al. 2016). This study intends to analyze in-depth how satisfied working women are with their jobs in the public education sector. We aim to identify possible hurdles or inequities, as well as the underlying determinants that impact their job happiness, using an empirical investigation (Chanana 2021). We also offer evidence-based interventions to enhance workplace wellbeing for this important group (Chen, Liu et al. 2020). We hope to add to the body of knowledge on gender and work satisfaction in the context of the public education sector by addressing these research aims (Inayat and Jahanzeb Khan 2021). The results of this study will not only be an invaluable tool for legislators, managers, and educators, but they will also pave the way for new lines of inquiry into how to improve gender inclusion and general job happiness in the workforce (Kara 2020). This study project aims to make a significant change that empowers working women and promotes the growth and success of the government education sector as a whole in the quest of gender equality and establishing a healthy work environment (Khaliq, Kayani et al. 2020). The advancement of women in the workforce has been steady in the government education sector, which is a critical area. Women employees have contributed significantly to this industry throughout the years in a variety of capacities, from legislators and academics to instructors and administrators (Ortan, Simut et al. 2021). It is crucial to measure their levels of job satisfaction, consider the variables affecting their workplace happiness, and look for ways to improve their general wellbeing as their representation increases. Job satisfaction is a broad notion that describes how people feel about their jobs and work environments on an emotional, psychological, and attitude level (Padmanabhanunni and Pretorius 2022). Numerous interconnected factors affect the level of job satisfaction for women who work in the public education sector (Sahito and Vaisanen 2020). They may include things like opportunities for professional development and career

advancement, a work-life balance, appreciation from coworkers and managers for their contributions, job security, the presence of an inclusive and equitable workplace culture, and the significance of their contributions (Sapta, Muafi et al. 2021). Women who work in the public school system have a particular mix of difficulties and possibilities. On the one hand, they can feel satisfaction in influencing the thinking of future generations and strengthening the social fabric of the country (Toropova, Myrberg et al. 2021, Aktan and Toraman 2022). On the other side, they could have work-life conflicts, gender-related inequities, and a lack of leadership roles, all of which can have an effect on their career trajectory and level of job satisfaction (Boakye, Asravor et al. 2023). This study intends to investigate and evaluate in-depth the levels of job satisfaction experienced by working women in the public education sector (Gajić, Petrović et al. 2021). We want to understand the unique issues they may encounter, acquire insights into the elements that contribute to their job satisfaction, and provide evidence-based ways to improve workplace well-being by performing an extensive empirical investigation (García-Rodríguez, Dorta-Afonso et al. 2020). To close the gap between theory and practice and to enrich policy and decision-making processes, the research aims to shed light on the subtleties and complexity of women's experiences in this field (Kitsios and Kamariotou 2021). This study is important because it has the ability to improve things and promote gender equality in the public school system (Lantican 2021). We want to contribute to a work environment that not only supports and fulfills women employees, but also optimizes their potential to have long-lasting and revolutionary effects on education and society at large by identifying impediments and areas for change. In conclusion, it is crucial to comprehend the levels of job satisfaction experienced by women employed in the public education sector in order to foster an atmosphere that supports their professional development and overall wellbeing. In order to create a more equal, satisfying, and fulfilling working environment for everyone, this research intends to explore the specifics of individual experiences (Pantha 2020).

#### A. Statement Of The Problem:

This study aims to assess the degree of job satisfaction among female employees in the public education sector. This study aims to provide useful insights that might result in a more gratifying and encouraging work environment for female employees in the industry by examining the elements impacting their job satisfaction, comprehending potential problems, and finding chances for change.

#### B. Research Objectives:

- To assess the overall level of job satisfaction among female employees in the public education sector.
- To determine the important variables that affect women's employment happiness in the public education sector.
- To compare the degree of job satisfaction between women working in the public education sector and those in other sectors.

#### C. Research Questions:

- How satisfied are women with their jobs generally who work in the government education sector?
- Do women in different positions within the government education system have significantly different levels of work satisfaction?
- How does female employees' job satisfaction in the government education sector compare to that of female employees in other fields?

#### D. Significant Of The Study:

**Empowering Women:** By understanding the work satisfaction of women in the public education sector, specific measures and policies may be made to encourage and support the retention of female employees in this crucial industry. **Improvement of educational policies:** The study's conclusions can help policymakers create plans that enhance the working conditions and job happiness of female educators, consequently raising the standard of instruction given to children. **Gender Equality:** Researching job satisfaction among female employees in the public education sector might reveal possible gender-based discrepancies and advance the cause of gender equality at work. **Organizational Improvement:** Educational institutions may make adjustments to promote a positive workplace culture, which will boost employee happiness and productivity, by understanding the elements that have an influence on job satisfaction. **Workforce Retention:** Recognizing the elements that affect workplace happiness may aid in keeping competent and seasoned women professionals on staff, lowering turnover rates and related hiring expenses. **Employee Well-being:** The research may emphasize the significance of employee well-being and work satisfaction in the public education sector, which may result in more focus on and funding for employee support services. **Comparative Analysis:** By comparing the levels of job happiness among women in various jobs and industries, it is possible to gain a better understanding of the variables that affect job satisfaction and to develop sector-specific changes. Overall, this research can aid in improving knowledge of working women's job satisfaction in the public education sector, guiding policy choices, and encouraging a more welcoming and inclusive workplace for women in the education field.

## II. MATERIAL & METHODS

It was a descriptive research to find out how working women in the education sector felt about having a work-life balance and being satisfied with their jobs. All female instructors from Government Girls High Schools in the Lahore area of Punjab, Pakistan, participated in the study. There are 179 Government Girls High institutions in the District of Lahore overall and there are 5969 female teachers working in those institutions. "Pakistan First Educational Institutes Online Library Schooling.com" included 54 Government Girls High Schools district Lahore as references. The technique of random sampling was applied. 30% of the female instructors in the district of Government Girls High Schools in Lahore, Punjab, Pakistan, were chosen at random. Five teachers from each of the 54 government schools were chosen as Division School top performers. 30% Teacher Sampling City of Lahore  $71 \ 25 \ 25 * 5 = 125$  Town model 36

18 18\*5 = 90 Raiwind 11 3 3\*5 equals Shalimar 35 5 5 \* 5 = 25 Lahore Cantt. 25, 3, 5, and 15. Lahore has 179 total schools, 54 samples, and 270 instructors. Data were gathered from the district of Lahore's 54 government high schools for girls. Based on the replies of the random sample, it was a descriptive research. Tables were used to examine the data and convert it to percentages.

**A. Research Instruments And Procedure**

The questionnaire was the study's primary tool. A questionnaire was created by the researcher with the study's goal in mind, using relevant literature as a base. The research tool for the study of instructors was a questionnaire. The likert scale of five points was applied to the aforementioned indicators. The following is the coding for the options given: 1 2 3 4 5 Definitely Agree Natural Dis-agree vehemently disagree. It will be decided whether to validate the research instrument by consulting experts. Data was gathered from 20 female high school teachers as part of a pilot test of the instrument to determine its validity and reliability. The data were gathered by the researcher directly from the pilot study

sample. For the instrument's dependability, a Cronbach Alpha was used. After consulting with supervisors, experts, and educationalists, some of the questionnaire's items' phrasing was modified and changed in light of these instructors' comments. This helped to verify the questionnaire. A pilot research on 20 high school teachers was carried out on a modest scale prior to the instrument's administration at the macro level. The instrument's dependability was measured by the Cronbach Alpha value, which was 0.801, which is a good and acceptable score. Additionally, a professional opinion was obtained on the study's instrument.

**B. Statistical Analysis**

SPSS (Statistical Packages for Social Sciences software for analysis by utilizing version 23) was used to examine the data. The formulae below were used. 3.9.1 Mean 211 (Best and Kahn, 1986) Where: (occasionally the x-bar is referred to as the mean) X sands for = signifies Standard Deviation 3.9.2 Using the formula, Standard Deviation was calculated. Where: The total of standard deviations, each sample's standard deviation, the number of values, and the number of scores.

**III. RESULTS AND DISCUSSIONS**

Table 1: How satisfied are women with their jobs generally who work in the government education sector?

Percentage	Descriptive Statistics							
	Respondents	SA	A	N	DA	SD	N	MEAN
Teachers	60	34	2	4	0	270	2.3963	0.55412

Table 2: Do women in different positions within the government education system have significantly different levels of work satisfaction?

Percentage	Descriptive Statistics							
	Respondents	SA	A	N	DA	SD	N	MEAN
Teachers	3	65	9	22	1	270	2.5111	0.86542

Table 3: How does female employees' job satisfaction in the government education sector compare to that of female employees in other fields?

Percentage	Descriptive Statistics							
	Respondents	SA	A	N	DA	SD	N	MEAN
Teachers	9	71	15	5	0	270	2.1519	0.64172

The purpose of the study was to look at how satisfied women were with their jobs in the public school system. The research gathered information from female instructors in a range of roles within the industry and compared their job satisfaction to that of female workers in other industries. Three tables with distinct perspectives on the study issue were used to display the findings. Table 1 displays the overall job satisfaction of female educators employed in the public

school system. The majority of responders (94%) said they were happy with their positions, which is encouraging for the industry. Only a tiny portion (4%) disagreed with the assertion, and an even smaller portion (2%) had no opinion on the matter. The majority of instructors appeared to be somewhat content with their jobs, and there was only a small amount of variation in their replies, according to the mean score of 2.3963 and standard deviation of 0.55412. Overall,

this shows a rise in female teachers' work satisfaction in the public school system. Table 2 examines whether various roles in the public school system have a major influence on women's work satisfaction levels. According to the results, 68% of instructors agreed that job satisfaction levels vary depending on roles, while 9% disagreed. Additionally, 23% of educators had no opinion on the matter. The replies were more varied than in Table 1 according to the results, which had a mean score of 2.5111 and a standard deviation of 0.86542. This implies that, despite the widespread belief that job satisfaction varies depending on position, there are divergent views on the subject. Exploring the precise elements impacting job satisfaction in the range of occupations in the public school sector may merit additional research. Table 3 answers the more general query of how the work satisfaction of female employees in the government education sector compares to that of female employees in other areas. According to the findings, 80% of instructors concur that women working in government education are happier than women working in other sectors. Only 15% of respondents had no opinion, and 5% disagreed with this viewpoint. According to the mean score of 2.1519 and standard deviation of 0.64172, female teachers in the public school system often exhibit a greater degree of job satisfaction than their colleagues in other professions. Overall, the study article offers insightful information about the levels of job satisfaction of female employees in the public education sector. According to the research, the majority of female instructors in the field appear to be content with their positions. The retention, motivation, and general job performance of employees inside the educational system may be impacted by this favorable job satisfaction (Sowunmi 2022). The report also notes that work satisfaction may vary depending on a position's status within the public school system. There were differing views on this subject, despite the fact that a sizable number of respondents thought that varied roles had an impact on work satisfaction levels (Yousaf 2020). This emphasizes how critical it is to comprehend the elements that influence job satisfaction across various professions. Additionally, the study shows that women working in government education tend to be happier than their peers in other sectors. This conclusion could point to the existence of certain advantageous characteristics in the education industry, such as employment security, work-life harmony, or a sense of fulfillment from supporting education (Yu and Choe 2021). However, it is difficult to pinpoint the precise causes of this disparity without a direct comparison to data from other industries. The study clarifies the levels of job satisfaction among women employed in the public school system. The study's findings could help educational institutions and legislators better understand the wants and requirements of female employees and develop supportive workplaces. To acquire a thorough grasp of female employees' job satisfaction across various sectors, more study might dive deeper into the variables impacting it in various professions within the sector and compare these findings with other disciplines.

#### IV. CONCLUSION

In conclusion, this study has important ramifications for the education sector and beyond, and it offers insightful information about the levels of job satisfaction of female educators working in the public school system. According to the statistics, most female teachers in the public school system are happy with their professions, which is good news for the industry's general health and efficacy. Employee retention rates rise and possible academic results might rise as a result of motivated, better-performing, and longer-tenured personnel. The study clarifies how various responsibilities within the public school system affect job satisfaction. Although it's a common idea that job satisfaction differs based on one's position, the findings show that there are different perspectives on the subject. For educators and policymakers, more study on the precise variables affecting work happiness across a range of professions in the public school sector might provide useful insights, enabling them to better target assistance and resources to address any possible discrepancies in job satisfaction. Women working in government education also appear to demonstrate a greater level of job satisfaction than women employed in other businesses, according to comparisons with female workers in other fields. While additional research is necessary to determine the causes of this gap, it may be a sign of some positive aspects of the education sector, such as job stability, work-life balance, or a sense of purpose from supporting education. Comparative research using information from other businesses is essential to properly comprehend the dynamics of work satisfaction among female employees across other sectors. Such study would provide a more thorough knowledge of the elements that affect women's job happiness in diverse professional contexts and perhaps discover best practices that could be used across other sectors. Overall, the study highlights how important it is to create a supportive workplace and take into account the wants and preferences of female employees working in the public school sector. By doing this, educational institutions and policymakers can boost worker happiness and wellbeing, which will eventually raise the standard of instruction given to pupils. Further research into work happiness across professions is also encouraged by this study, since knowing these variables may help with developing more focused and successful policies that support both job satisfaction and overall employee wellbeing.

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