

Influence of Gender on Job Satisfaction of Secondary School Teachers in Kenya

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Abstract This study investigated the influence of gender on job satisfaction of secondary school teachers in Kisii Central Sub-County, Kenya. Maslow's hierarchy of needs and Herzberg's two factor theories formed the basis for the present study. The study's target population consisted of all the 903 secondary school teachers, and a sample of 306 was selected by stratified sample from all the categories of secondary schools (National, Extra County, County and Sub-County) followed by stratification according to gender. Twelve secondary school principals participated in the qualitative study who were purposively selected. The study adopted an *Ex Post Facto* research design where a mixed method research approach was adopted. Data collection tools were a modified from Sorensen self-esteem scale, job descriptive index questionnaire and interview schedule. Validity of the questionnaires was ensured by expertise judgment from university lecturers while for internal consistency and reliability, coefficient of 0.764 was obtained. Quantitative data was analyzed using both descriptive and inferential statistics while qualitative data was analyzed using Thematic analysis. Descriptive statistics of job satisfaction among gender, indicated that the female teachers had slightly higher score of 51.52, with a standard deviation of 3.0 and standard error of .240 in job satisfaction, compared to the male teachers who had a mean score of 50.29, with a standard deviation of 5.58 and standard error of .544 in the level of job satisfaction. The findings recommend that the Teachers' Service Commission should consider recruiting more female teachers given that the female teachers enjoyed a relatively higher job satisfaction compared to the males. The Teachers' Service Commission should in addition, consider giving opportunities to female teachers for leadership positions.

Keywords Gender, Job satisfaction, Secondary school teachers

1. Introduction

Job satisfaction is a major concern in the world, and Kinman & Wray (2014) describe teaching as an emotional activity whereby teachers experience emotional exhaustion, burnout and depersonalization. The *UNESCO Institute for Statistics (2009) highlights* that half of the world's countries need to expand their teaching forces in order to be able to enroll all primary school-age children by 2015. Countries not only in Sub-Saharan Africa have by far the greatest need for additional teachers.

Countries like Ireland, Spain, Sweden and the USA are pointed out as facing teaching gaps. In Sweden, prognoses indicate that the number of certified teachers in the compulsory school will be too low to cover the demand during the next 20 years. In 2020, the Swedish educational system will, according to national statistics, lack roughly 22,000 teachers, approximately 20% of the teaching

workforce (*Swedish National Agency for Higher Education, 2012*).

Parasuraman, Uli and Abdullah, (2009) study in Malaysia highlights that very few organizations have made job satisfaction a top priority, because of failure to understand the significant opportunity that lies in front of them where organizations that create work environments that attract, motivate and retain hardworking individuals will be better positioned to succeed in a competitive environment that demands satisfied and motivated teachers. In addition, Parasuraman et al., (2009) point out that a large part of one's life is spent in the work place and it can be said that working life should be pleasant for someone and unhappiness with work life influences both work life and other sections of the human life, and that the male respondents had a relatively higher level of job satisfaction compared to female respondents. However, the differences in job satisfaction between males and females job satisfaction are not clear in Kisii Central Sub County.

Job satisfaction is as important in the teaching profession as it is in any other profession where a professionally satisfied school teacher has a friendly attitude, greater enthusiasm and a higher value pattern and such school

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teachers contribute immensely towards the educational advancement of the students, whereas a dissatisfied school teacher is generally found to be irritable, depressed, hostile and neurotic in his attitude and such dissatisfied school teachers often makes the life of his/her students miserable, thereby causing a great harm to the institution as well as to the society (Sankar & Vasudha, 2015). In another study in Nigeria, Akomolafe & Ogunmakin (2014) emphasized that the consequences of job dissatisfaction are absenteeism from schools, turnover, aggressive behavior towards colleagues and learners, early exit from the teaching profession and psychological withdrawal from work.

In a study in Kenya, Maara Sub-County, Muguongo, Muguna & Muriithi (2015) observed that compensation plays an important role in determining employees' job satisfaction, and the perception of being paid what one is worth predicts job satisfaction. However, it was not clear from the study on the influence gender on teachers' job satisfaction to cause the many stand offs. Similarly, Njiru (2014) study in Kenya found out that effective teaching to realize educational objectives demanded motivated and satisfied teachers yet majority of teachers in Kenya have portrayed lack of motivation in their places of work. However, it is not known whether gender has an influence on job satisfaction. Wachira & Gathungu (2013) studied job satisfaction factors that influence the performance of secondary school principals in their administrative functions in Mombasa District, Kenya. Part of the results indicated that principals had a low level of job satisfaction (10%). Other studies (George, Louw & Badenhorst, 2008; Strydom, Nortje, Beukes & Van der, 2012) indicated that teachers had an average job satisfaction which did not differ on grounds of gender. Although several studies (Parasuraman et al., 2009; Wachira & Gathungu, 2013; Njiru, 2014; Kabugaidezea, Mahlatshana & Ngirande, 2013 and Kinman & Wray, 2014) have been carried out in the education sector, none has been done to investigate the influence gender on job satisfaction of secondary school teachers in Kisii Central Sub-county, Kenya.

The present study was informed by two theories; Maslow's and two factor theory by Herzberg. Maslow (1954) attempted to synthesize a large body of research related to human motivation, and prior to Maslow (1954), researchers focused separately on such factors as Biology; achievement or power to explain what energizers directs and sustains human behavior. Maslow (1954) posited a hierarchy of human needs based on two groupings; deficiency needs and growth needs. Within the deficiency needs each lower need must be met before moving to the next higher level. Once each of these needs has been satisfied, if at some future time a deficiency is detected, the individual will act to remove the deficiency. Herzberg, Mausner & Snyderman (1959) published a two-factor theory of work motivation. Herzberg's two-factor theory (also known as the motivator – hygiene theory) attempts to explain, satisfaction and motivation in the workplace. This theory states that

satisfaction and dissatisfaction are driven by different factors- motivation and hygiene factors respectively. The basic tenets of Herzberg's (1959) two factor theory are that job satisfaction and dissatisfaction are separate issues; satisfaction only comes from factors intrinsic to work itself.

Herzberg's Two-factor Theory has been linked to that of Maslow's Hierarchy of Needs Theory as it suggests that Maslow's higher-order needs are similar to Herzberg's satisfier factors, and Maslow's lower-order needs are similar to Herzberg's hygiene factors. According to Herzberg, et al., (1959), motivation factors are internal factors that are associated with higher-order needs, and include the opportunity to achieve in the job, recognition of accomplishment, challenging work and growth options, responsibility in the job, and the work itself – if the work is interesting. The presence of intrinsic factors or motivators lead to job satisfaction, but their absence will not lead to job dissatisfaction.

Several studies (Fitzmaurice, 2012; Kabugaidezea & Mahlatshana, 2013; Popoola & Oluwole, 2007; Okoko, 2012 and Njiru, 2014) studied the effects of gender on job satisfaction and most studies' results have shown that females were more satisfied. In a study in Spain, Briones, Taberero & Arenas (2010) examined the effects of several demographic and psycho-social factors involved in teachers' job satisfaction in Madrid and Almeria. The sample consisted of 68 secondary school teachers in cultural diversity settings to cater for different communities in Kenya. "Their average age was 43.56 years old (SD=10.93); 60.3% were women and 38.2% were men" (Briones, et al., 2010 P. 119). Path analyses showed that the teachers' job satisfaction was significantly and positively related to personal achievement and perceived support from colleagues, and significantly and negatively related to emotional exhaustion. The teachers' self-efficacy was an indirect predictor of job satisfaction, and a direct predictor of personal achievement and perceived support from colleagues.

In a study by Fitzmaurice (2012) job satisfaction in Ireland was explored with a sample 115 participants. The data was analyzed using independent sample, t-test. Results indicated that females were more satisfied with their jobs than males. Analysis of variances was conducted in order to compare job satisfaction and the predictor variables against gender. There was a significant difference in the scores for males and females. "The mean score for job satisfaction in relation to males was 142.1667 (SD = 22.28379) and for females was 147.2985 (SD = 26.81531), indicating that female participants experienced greater job satisfaction" (Fitzmaurice, 2012 P. 34). An independent sample t-test further recommended another study on factors other than age, gender and marital status.

In another study, Parasuraman et al., (2009) investigated the empirical evidence on the differences in the job satisfaction among secondary school teachers in Sabah, Malaysia where a sample size of 200 was included in the study. T-tests and F-tests (ANOVA) were used. The teachers'

job satisfaction was determined by two separate measures namely overall and facet specific overall job satisfaction. The work dimension factors were clustered into six and comprised of pay, working conditions, co-workers, promotion, work itself and supervision. Analysis of variances was conducted in order to compare job satisfaction and the predictor variables against gender. There was a significant difference in the scores for males and females. “The mean score for job satisfaction in relation to males was 142.1667 (SD = 22.28379) and for females was 147.2985 (SD = 26.81531), indicating that female participants experience greater job satisfaction” (Parasuraman *et al.*, 2009 P. 14). An independent sample t-test further supported this hypothesis. This study revealed that secondary school teachers in Tawau, Sabah were generally satisfied with their job; there was a significant relationship between job satisfaction and gender, whereby the female teachers were generally more satisfied than male teachers.

Ngimbudzi (2009) studied job satisfaction among secondary school teachers in Tanzania. With a sample that comprised 162 teachers (N=162) using a non-probability sampling procedure, the convenience sampling was adopted in selecting the study sample. The research question sought to investigate or explore whether there were any significant differences in teachers’ job satisfaction in relation to demographic factors or teacher characteristics (gender, age, and marital status, teaching experience, school type, school location, promotional position and educational qualifications). T-test was used to determine whether male teachers and female teachers differed significantly in their job satisfaction. Using the t-test for independent samples, it was found that there were significant differences between male and female teachers with regard to job satisfaction in two job dimensions: Job Characteristics and Meaningfulness of the Job. “In the satisfaction with job characteristics was statistically significant ($t=2.887$, $df=156$, $p<0.05$). More male teachers (mean=17.3) than females (mean=14.9) were satisfied with job characteristics. Whereas, satisfaction with meaningfulness of the job was statistically significant ($t=2.325$, $df=156$, $p<0.05$). More male teachers (mean=7.3) than female teachers (mean=6.55) were satisfied with meaningfulness of the job” (Ngimbudzi, 2009 P. 71).

In another study, Njiru (2014) investigated job satisfaction and motivation among teachers in Kenya. The study design was a descriptive survey and questionnaires and interview schedules were used to collect data. Data was analyzed using t-tests and analysis of variance at 0.05 level of significance and the results indicated that females were more satisfied with jobs in which they could interact with others in a supportive and co-operative way, even though the jobs were only minimally demanding and challenging. “Out of 30 teachers who participated in the study, 17(56.7%) were male while 13(43.3%) were female” (Njiru, 2014 P. 140). Female teachers had significantly higher levels of job satisfaction than their male counterparts.

2. Research Methodology

This study adopted the *Ex Post Facto* research design which Lammers & Badia (2005) define as a research design in which the independent variable or variables have already occurred and in which the researcher starts with the observation of the dependent variable or variables in retrospect for their possible relations to and effects on the dependent variable or variables.

This design was chosen because sometimes one wants to study things they cannot control, things they cannot ethically or physically control (Lammers & Badia, 2005). In this study, gender already exists and cannot be changed. In addition, the study adopted a mixed method approach in which both qualitative and quantitative data were collected. Combining both quantitative and qualitative data enabled the researcher to best understand and explain a research problem (Creswell, 2014). This procedure seemed to capture the complexity of teachers’ perceptions of their workplace conditions. A combination of quantitative and qualitative research therefore was a better option. Interviews assisted in achieving a more behaviorally related assessment of the participants’ lives at work and a better indication of the exact factors that contributed to their levels job dissatisfaction (George *et al.*, 2008). Target population for this study comprised all the public secondary school teachers in Kisii Central Sub-County. Kisii Central Sub-County has a total of 60 registered secondary schools (County Education Office, 2015) with a total of 903 secondary school teachers (Teachers’ Service Commission Kisii, 2015). A sample of 306 were selected, and 37 were sampled from a total of 110 in National Schools, 43 from 128 in the Extra County schools, 76 from 228 in County Schools and 150 from 437 in Sub County Schools. The study further stratified the sampled 306 according to gender, to ensure that both female and male teachers were represented (Creswell, 2014). Twelve secondary school teachers were also purposively selected participated in the qualitative study (Guest, Arwen & Laura, 2013).

The present study used questionnaires (Job Satisfaction Questionnaire for Secondary School Teachers) and interview schedule to collect the required data. Questionnaires contained questions that the respondents were required to tick statements that best described them on a 5-Point Likert Scale where (1) ND-Not Dissatisfied (2) FD-Fairly Dissatisfied (3) MD-Moderately Dissatisfied (4) D-Dissatisfied (5) HD-Highly Dissatisfied. For the interview schedule, the same questions were asked to each interviewee in the same order in aspects that were in line with the study’s objective. Both descriptive and inferential statistics were used to analyze quantitative data. An independent-samples t-test was conducted to compare the levels of job satisfaction for male and female teachers. Qualitative data from the interviews was analyzed using Thematic Analysis (Creswell 2014). Verbatim quotations from interviews were

transcribed, coded and themes and sub-themes emerged (Braun & Clarke, 2006).

3. Findings and Discussion

In the present study, 157(59.9%) males and 105(40.1%) females participated.

These results were further subjected to hypothesis testing using an independent sample t-test. The statistical model used was:

$$H_04: \bar{x}_1 = \bar{x}_2$$

$$H_a4: \bar{x}_1 \neq \bar{x}_2$$

Where \bar{x}_1 and \bar{x}_2 represent sample means of female and male respectively.

To address this objective of the study, the hypothesis

“There is no gender difference in job satisfaction among secondary school teachers” was tested.

An independent-samples t-test was conducted to compare the levels of job satisfaction for male and female teachers, as indicated in Tables 1 and 2.

Table 1 shows the descriptive statistics of job satisfaction among gender and indicates that the female teachers had slightly higher score of 51.52, with a standard deviation of 3.0 and standard error of .240 in job satisfaction, compared to the male counterparts who had a mean score of 50.29, with a standard deviation of 5.58 and standard error of .544 in the level of job satisfaction.

These findings are similar to a study in Ireland by Fitzmaurice (2012) which established that the females were more satisfied in their jobs than males. In addition, a study in Nigeria by Adebola and Jibril (2012) found that the mean score of the female administrators was slightly higher than that of the male administrators. In addition, the calculated t-value (0.44) was lesser than the critical-t value (1.96), which showed that there was no significant difference between the two groups. A study in Kenya, by Njiru (2014) established that women were satisfied with jobs in which they interacted with others in a supportive and co-operative way, even though the jobs could be only minimally demanding and challenging. The basis for this view was that women were socialized into values, attitudes and behaviors that were communal in nature, whereas men’s socialization

reflected agentic values and behaviours. A communal orientation involved a concern for others, selflessness and a desire to be at one with others, whereas an agentic orientation was manifested in self-assertion, self-expansion and the urge to master (Njiru, 2014).

In contrast, in Malaysia a study by Parasuraman et al., (2009) revealed that the male respondents had a relatively higher level of overall job satisfaction compared to the female respondents. The mean score for the female respondents was 10.8 and for the male respondents were 11.8. In addition, a study by Mondal (2014) on job satisfaction of secondary school teachers in relation to gender, education level and residence where “The mean of job satisfaction scores for male and female teachers was found to be 219.54 (SD =24.42) and 218.80 (SD = 21.17) respectively” (Mondal, 2014 P. 214). It indicated that both were averagely satisfied. However, the level of job satisfaction for women teachers was slightly lower than that of male teachers. On the other hand, in Albania, a study by Rapti and Karaj (2012) established that there was no relationship between gender and overall teacher job satisfaction ($r=0.020$, $p=0.54$).

Given that the Levene's Test for Equality of Variances was significant ($p = .041 < .05$) we did not assume equal variances. Confirming the differences indicated in the descriptive analysis in Table 2, it was evident that there was statistically significant difference [$t(144) = 2.061$, $p = .041$] noted in job satisfaction between gender, with female teachers being more satisfied with teaching job than their male counterparts.

Similarly, in Turkey, Maskan (2014) study carried an independent group t- test to determine whether the participants’ job satisfaction mean scores differed by their gender and was no significant difference between the participants’ job satisfaction mean scores with respect to their gender. However, the female’s job satisfaction level was higher compared to the males. In addition, in Kenya a study by Kiboss & Jemiryott (2014), male and female teachers were asked to rate their perceptions of their job satisfaction in relation to principals’ leadership style. The average mean for each group was $M=47.12$ for males and $M=45.33$ for females. The results revealed that there was some difference between the means of the two groups. However, the difference was found not to be statistically significant at $p=0.05$.

Table 1. Group Statistics on Gender difference in Job Satisfaction (N=262)

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Job Satisfaction Level	Female	105	51.5160	3.00106	.23951
	Male	157	50.2908	5.57663	.54422

Table 2. Independent Samples Test on job Satisfaction among Gender (N=262)

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
		Job Satisfaction Level	Equal variances assumed	2.064	.152	2.301	260	.022
	Equal variances not assumed			2.061	144.572	.041	1.22523	.59460

In contrast, in India a study by Tilak (2013) revealed that the level of satisfaction of male teachers was high in comparison to female teachers. They enjoyed their work, which was interesting & challenging, they were satisfied with working hours, opportunity for further advancement, good salary, rewarded fairly for experience and opportunity for career development but there was no significant difference in the satisfaction of male & female teachers satisfaction level of female teachers was greater than male teachers but there was no significant difference in the satisfaction of male & female teachers as significant value of t-test is greater than .05 in all cases. In addition, in India a study by Mondal (2014) reported that the mean of job satisfaction scores for male and female teacher was found to be 219.54 (SD =24.42) and 218.80 (SD = 21.17) respectively which indicated that both were averagely satisfied. However, the level of job satisfaction for female teachers was slightly lower than that of male teachers. F- Value for gender was found to be 0.66 which was not significant at 0.01 level.

In addition, 't' value between male and female teacher was found to be 0.34 which was also not significant even at 0.05 level. Further, in Albania a study by Rapti (2012) where the data in this survey proved that there was no significant statistical relationship between gender and overall job satisfaction of pre-university teachers.

To assess the importance of the findings it was necessary to calculate the 'Effect of Size' or 'strength of association'. This indicated the relative magnitude of the differences between the means in job satisfaction. In other words, the effect size described the 'amount of the total variance in the dependent variable (level of job satisfaction) that is predictable from knowledge of the levels of the independent variables (gender). The effect size, calculated using eta squared, is given by:

$$\text{Eta squared} = \frac{t^2}{t^2 + (N_1 + N_2 - 2)} \text{ was } .0199$$

Hence, from the Eta squared = .02., it can be deduced that the proportion of variance of the level of teacher job satisfaction that was explained by the gender was plausible. Two percent (2.0%) of the variance noted in the level of job satisfaction was affected by gender of the teacher, with the female teacher favored to be happier as a secondary school teacher than the males.

Based on the quantitative studies' findings, this study agrees with a study in Ireland by Fitzmaurice (2012) whose findings revealed that females had significantly higher levels of job satisfaction compared to their male counterparts. In

addition, in Kenya, a study by Njiru (2014) reported that females had higher levels of job satisfaction compared to their male counterparts. However, the current study contrasts the study in Nigeria by Popoola and Oluwole (2007) whose findings revealed no difference between the males and females in satisfaction. In addition, a study in Malaysia by Parasuraman *et al.*, (2009) whose findings revealed that the males had a relatively higher levels of job satisfaction compared to the females. Twelve secondary school principals were interviewed and their gender is shown in Table 3.

In addition to quantitative data, qualitative data from interviews revealed different views from Principals. When asked how being female affected job satisfaction, P₃ a female respondent had the following excerpt:

Sometimes people see you as woman and not the principal both from the staff and the community but I do communicate and tell them the job expectation (P₃).

Respondent P₃, a female, Principal narrated that sometimes the staff and the community saw her as a woman and not the Principal. In contrast, a number of studies have found male respondents to report higher job satisfaction than females. A study by Ali *et al.*, (2011) isolated specific facets of the job and measured satisfaction based on them.

In another study in South Africa, male teachers were more satisfied than female teachers with school policies, interpersonal relations and the schools' overall organization (Dehaloo, 2011) and job characteristics and meaningfulness of the job (Ngimbudzi, 2009). A further line of research shows that gender has no significant relationship with teacher job satisfaction (George *et al.*, 2008; Madera, 2005; Strydom *et al.*, 2012). In a study by Otube (2004) t-test showed no significant differences in the responses of the male and female special education teachers. In addition, Crossman and Harris, (2006) in United Kingdom and their findings indicated that their satisfaction levels did not differ significantly by gender. Further, in Kenya a study by Kiboss and Jemiryott (2014) established that the perceptions of both male and female teachers in Nandi South District were the same as regards to the principals' leadership style used and the teachers' job satisfaction.

When asked how being female affected job satisfaction, P₅ a female respondent narrated:

Being female, sometimes the men can sit on you like the Board of management members, when they want to put a relative in office, they can really frustrate you (P₅).

Table 3. Gender of the Secondary School Principals (N=12)

Principal	P ₁	P ₂	P ₃	P ₄	P ₅	P ₆	P ₇	P ₈	P ₉	P ₁₀	P ₁₁	P ₁₂
Gender	M	M	F	M	F	M	M	F	M	M	F	M

Source: Survey data (2016)

Principal P₅, a female respondent revealed that the men can frustrate one especially when they wanted their decisions favored. An indication that females were not respected in her view. This is similar to a study in South Africa by Dahaloo (2011) which observed that teachers spent a lot of time in school which is their social circle. Hence, should have a healthy relationship with students, colleagues at work, and the school administration for meaningful interpersonal relationships, essential for learners' success. In addition in India, a study by Gupta, Pasrija and Bansal (2012) reported that female teachers were more satisfied than males and were more experienced. Teachers belonging to rural areas had better job satisfaction.

In contrast, a study by Suki and Suki (2011) revealed that employee's gender had no significant effect on his/her perception of job satisfaction and men and women had the same level of organizational commitment. Further, in India a study by Tilak (2013) established that male respondents were found to be more satisfied than their female counterparts. In addition in India a study by Kaur and Sidana (2011) found that level of job satisfaction of male teachers was greater than females. When asked how being female affected job satisfaction, P₁₁ a female respondent expressed:

As a classroom teacher, I taught very well. As a principal, I have not achieved what I want to achieve. I still have some way to go and I believe I will get there (P₁₁).

Principal P₁₁, through her excerpts revealed that she had not achieved job satisfaction as would have wished. This is in contrast to a study in Malaysia by Abas et al., (2014) in which the impact of heavy workload caused a lot of grievances from teachers. In addition, in Kenya a study by Wachira and Gathungu (2013) established that 66.6% of the principals were dissatisfied with remuneration and fair reward.

When asked how being female has affected her job satisfaction, P₈ a female respondent reported:

Male chauvinism but being prayerful and humble as made me overcome all (P₈)

Respondent P₈, a female principal revealed that her challenge is the belief that male principals are superior in ability and intelligence. However, being a Principal of a girls' school it was clear the issues were to do with teachers, subordinate staff and the community. Similarly, a study by Mehta (2012) has established that there was a significant difference in the level of job satisfaction of government and private school teachers. In addition, a study by Nagar (2012) reported that in terms of job satisfaction and organizational commitment the mean score for female teachers was higher than male teachers. In contrast, a study by Kumari and Jafri (2011) results revealed that overall percentage of female teachers Organizational Commitment was much higher than male teachers. In addition, a study by Zilli and Zahoor (2012) reported that the females had significantly higher level of organization commitment.

However, a male respondent had the following excerpts to express satisfaction/ dissatisfaction as a result of their gender:

Being a male provides me with a lot of time, women have other responsibilities; I don't wash, cook... so I have more time and as a man I am supposed to perform better (P₁)

Respondent P₁, believed being a male he had more time and he had to do more as a principal than the females. Similarly, in Malaysia a study by Parasuraman et al., (2009) reported that males had a relatively higher level of job satisfaction compared to females. However, the study contrasts with a study in Ireland by Fitzmaurice (2012) whose findings revealed that females had significantly higher levels of job satisfaction compared to males. In addition, a study in Kenya by Njiru (2014) reported that females had significantly higher levels of job satisfaction compared to their male counterparts. On the other hand, a study in Nigeria by Popoola and Oluwole (2007) which established no significant difference between the males and females.

When asked how being male affected job satisfaction, a male respondent narrated:

As a man we have pride, when growing up, it was put in us that being a man you are superior and for a long time we have looked at the females as a weaker being. I was in a single sex school, it is up to university level I got a challenge that a woman can challenge you and defeat you. Being a man, I really like to be in control of situations or I be on top of issues, so as a principal and male I feel better and am satisfied because it gives me an opportunity to be in control (P₂).

Principal P₂, believed males are superior and being a principal gave him the opportunity to control. Respondent P₂ further felt that the female could not challenge and control one especially the males. Contrastingly, in Turkey, a study by Maskan (2014) carried an independent group t- test to determine whether the participants' job satisfaction mean scores differed by their gender and there was no significant difference between the participants' job satisfaction mean scores with respect to their gender. However, the female teachers' level of job satisfaction was higher compared to the male teachers' job satisfaction level.

In addition, In Albania, a study by Rapti (2012) reported that there was no significant statistical relationship between gender and overall job satisfaction of pre-university teachers. This is a similar finding to a study by Zembylas and Papanastasiou (2004) showing that gender had no significant relationship with job satisfaction.

When asked how being male affected job satisfaction, P₆ a male respondent emphasized:

As a male when one is in power, one may want to hit at you, he may identify a female to hit at you and that one affects your job satisfaction. I think you have heard of cases where a principal is a friend or is moving with

somebody. Sometimes there are cases where you want to discipline a female teacher and then she goes out to make it loud and she says you wanted her and because she refused you are now retaliating. We are looked at as hunters and the female as our prey. Most of the time so it makes us to be very cautious when dealing with a female teacher (P₆).

Principal P₆, through verbatim quotes revealed how he had learnt to be cautious when dealing with females because they went out and made it loud that it was because of an affair that is why they are being sought. Respondent, P₆ further revealed he was uncomfortable working with female teachers. In contrast, a study by Asif and Saeed (2014) reported that female teachers were more satisfied with work and supervision aspects of job as compared with male teachers.

On the other hand, in Afghanistan a study by Alemi (2014) results revealed that generally, male TEs were slightly more satisfied from all aspects of job than their female counterparts. However, in promotion aspect female TEs were slightly more (67%) satisfied than their male (60%) co-workers.

When asked how being male affected job satisfaction, a male respondent narrated:

In our society today, we have more widows than widowers, so when they come to the office, they expect you to give them some favors by virtue of them being female and widows, that "I am single where do you expect me to get money?" That one makes you start looking at issues from different perspectives. You have to assist the child and yet the person who is supposed to look for money brings herself to the office and says am here, I have no money and I am not taking my child anywhere, so that one demoralizes you. It is like they have another thinking which you might not be having, so that one affects our job satisfaction (P₉).

Respondent P₉ revealed through verbatim quotes that the society has very many widows than widowers where even the parents who were supposed to pay fees wanted to pay in 'kind'. Similarly, a study in Botswana by Monyatsi (2012) reported that at senior secondary level there were more males than females, a situation reflecting the real status on the ground. In addition, in Kenya a study by Nganzi (2014) established that teachers felt unhappy because of the negative opinions some people in the society had about education and this was an indication that in most societies people never valued the work of teachers. Further, in Greece, a study by Karavas (2010) confirms results from international research where teachers reported the highest levels of stress and burnout than any other professional group.

In contrast, in Botswana a study by Monyatsi, (2012) reported that the male respondents had a relatively higher level of overall job satisfaction compared to the female respondents. When asked how being male affected job satisfaction, male respondents had the following excerpts:

Somebody can easily be planned for, the position of a principal is envied by many and those ones who are interested in their own agenda can easily frame you just because you are a male (P₁₀).

As a male I have my own ego, there are tasks that am required to undertake and I may feel they may belittle my position such that I don't take them seriously. (P₁₂)

Respondent P₁₀ revealed through verbatim quotes that someone could plan evil for you as a principal since it was a position envied by many. Similarly, Principal P₁₂ revealed through verbatim quotes that he chose what to do and what not to do especially on issues to do with his ego. Similarly, in Britain a study by Brackett *et al.*, (2010) has established that teachers also experience intense, emotion-laden interactions on a daily basis and have a great number of emotional demands compared to most other professionals.

4. Conclusions

A significant difference in levels of job satisfaction was found between male teachers and female teachers, with female participants reporting greater job satisfaction. Qualitative findings show that both male and female Principals were dissatisfied as a result of their gender where female Principals remarked that other people see them as a woman. Male teachers take an upper hand and in Board of Management meetings, female teachers feel frustrating especially when the men have somebody they want to impose in office. Similarly, most male Principals indicated that issues to do with handling females both teachers, parents and the community was a challenge where one could be easily framed and fixed and where widows wanted to pay fees in "kind".

The hypothesis stated:

"There is no gender difference in job satisfaction among secondary school teachers"

It was rejected, which meant accepting the alternative hypothesis;

"There is gender difference in job satisfaction among secondary school teachers"

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