

Perceived Gender Bias and Job Satisfaction among School Teachers: A Comparative Study of Male and Female Teachers

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Abstract:

Gender equality in educational institutions is essential for creating an equitable and supportive work environment for teachers. The present study examines perceived gender bias and job satisfaction among male and female school teachers and investigates the relationship between these variables. A quantitative descriptive-comparative and correlational survey design was adopted. For statistical demonstration, a simulated sample of 240 school teachers, comprising 120 male and 120 female teachers, was considered. Data were proposed to be collected using a structured 40-item questionnaire covering perceived gender bias and job satisfaction. Descriptive statistics, independent-samples t-tests and Pearson's product-moment correlation were used for analysis. The illustrative findings indicate that female teachers reported higher perceived gender bias, whereas male teachers reported comparatively higher job satisfaction. A significant negative relationship was observed between perceived gender bias and job satisfaction. The study highlights the importance of equitable workload distribution, equal professional opportunities, fair recognition, participatory decision-making and gender-sensitive school administration. The findings may assist educational administrators, policymakers and teacher educators in promoting gender-equitable and supportive school environments.

Keywords: Gender Bias, Job Satisfaction, School Teachers, Gender Equality, Workplace Equity, Teacher Well-being

1. Introduction

Teachers constitute one of the most important human resources of the education system. Their professional commitment, motivation, psychological well-being and satisfaction with their work influence classroom practices, relationships with students, school climate and the quality of educational delivery. Job satisfaction among teachers is therefore not merely an individual psychological issue; it is also an institutional and educational concern.

Job satisfaction may be understood as the degree to which an individual experiences positive feelings and attitudes towards his or her job. In the school context, it may involve satisfaction with teaching responsibilities, administrative support, working conditions, relationships with colleagues, professional autonomy, recognition, promotion opportunities, workload and opportunities for professional development. Contemporary international evidence indicates that the large majority of teachers are satisfied with their profession, although substantial differences exist within education systems. The OECD's TALIS 2024 results report that almost nine in ten teachers, on average across OECD education systems, are satisfied with their jobs overall. At the same time, satisfaction with the work environment and experiences of work-related stress vary across groups and contexts.

Gender is an important factor in understanding teachers' workplace experiences. Schools are social institutions and may reproduce wider social expectations concerning masculinity and femininity. Teachers may consequently encounter gendered expectations regarding leadership, discipline, administrative

responsibilities, pastoral work, extracurricular duties, professional mobility and participation in institutional decision-making. Gender bias does not necessarily occur only through explicit discrimination. It may also be manifested through subtle organizational practices, stereotypes, assumptions and informal expectations. For example, women may be expected to perform more caring and supportive responsibilities, while men may be perceived as more appropriate for disciplinary or leadership roles. Such patterns may affect teachers' perceptions of fairness and professional recognition.

Recent Indian research provides evidence that gendered practices continue to exist within school environments. Research on government schools in Delhi has documented gendered structures and processes through which male and female teachers may experience different expectations, responsibilities and professional spaces. Similarly, research examining teachers' gender stereotypes in India has demonstrated that teachers' gender-biased beliefs can have meaningful consequences for students' academic and non-cognitive outcomes.

The relationship between gender and teacher job satisfaction, however, is not uniform. Some studies report higher job satisfaction among male teachers, while others report higher satisfaction among female teachers or no significant gender difference. International evidence also indicates that gender differences vary substantially between educational systems. OECD TALIS 2024 data show that in most education systems overall teacher job satisfaction does not vary significantly by gender, although some systems report higher satisfaction among male teachers. These inconsistencies suggest that gender should not be treated as a simple predictor of job satisfaction. Instead, researchers should examine the workplace experiences through which gender may influence teachers' perceptions of fairness, recognition, workload and professional opportunities.

The present study therefore focuses on two related dimensions: perceived gender bias and job satisfaction. Rather than examining gender only as a demographic characteristic, the study attempts to understand whether teachers' perceptions of gender-related inequity are associated with their satisfaction with their work. The study is particularly relevant because a school may formally adopt gender-neutral policies while informal practices continue to produce unequal experiences. Understanding teachers' perceptions can help administrators identify areas where institutional policies and everyday practices may need improvement.

2. Statement of the problem

Gender equality is essential for an inclusive and effective educational environment. However, gender-based expectations may influence teachers' workloads, recognition, leadership opportunities, professional development, and participation in decision-making, thereby affecting job satisfaction. Although previous studies have examined teacher job satisfaction and gender differences separately, limited research has simultaneously investigated perceived gender bias and job satisfaction among male and female school teachers within the same framework. Moreover, existing findings regarding gender differences in job satisfaction remain inconsistent across contexts. This research gap necessitates a comparative investigation of perceived gender bias and job satisfaction among male and female school teachers to provide evidence for developing more equitable and supportive school environments. The present study therefore addresses the following problem: ***“Perceived Gender Bias and Job Satisfaction among School Teachers: A Comparative Study of Male and Female Teachers”***

3. Review of related literature with research gap

International studies have reported mixed findings regarding gender and teacher job satisfaction. Crossman and Harris (2006) found that organizational conditions and school context were more important than gender alone in explaining teachers' satisfaction. Liu and Ramsey (2008) identified working conditions, compensation, experience and career status as important determinants. Klassen and Chiu (2010) showed that job stress and self-efficacy were significantly associated with job satisfaction, with gender operating

alongside other professional factors. Skaalvik and Skaalvik (2011) emphasized administrative support, collegial relationships, workload and school context. Menon and Athanasoula-Reppa (2011) found no consistent gender differences. Aydin et al. (2012) reported a very small gender effect in their meta-analysis. Toropova et al. (2021) highlighted working conditions and teacher cooperation, while Zakariya et al. (2020) found substantial cross-national variation. Recent TALIS 2024 evidence similarly indicates that gender differences are generally small but may emerge in specific employment conditions. Overall, workplace fairness and organizational support warrant further investigation.

Indian studies on teacher job satisfaction and gender have reported mixed findings. Bhat (2018), Bala (2017), Rajesh and Sarvamangala (2022), and Chaudhari and Parikh (2022) found no significant gender differences in job satisfaction. In contrast, Wagh and Desai (2019) and Thro and Prasain (2021) reported higher satisfaction among male teachers, whereas Kumar (2022) found comparatively higher satisfaction among female teachers. Venkatesh (2016) reported gender, age and experience-related variations in teacher satisfaction. Baul and Shome, studying teachers in Tripura, found no significant gender difference, while Wangsu and Begum (2025) identified gender-related differences in selected dimensions of satisfaction. Salwe and Patil (2026) further examined gender differences in secondary teachers' job satisfaction. Research on gender bias also highlights its educational significance. Rakshit and Sahoo (2023) found that teachers' gender-stereotypical attitudes could widen gender gaps in mathematics outcomes, while Anand (2018) identified persistent gender stereotypes among teachers and students in Delhi schools.

Previous studies have reported inconsistent findings regarding gender differences in teachers' job satisfaction. Limited research has examined perceived gender bias as a workplace experience and its relationship with teachers' job satisfaction. Moreover, studies on gender bias often focus on students rather than teachers. Therefore, the present study examines gender bias and job satisfaction comparatively within one framework.

4. Significance of the study

The study is significant for several reasons. First, it contributes to the literature on gender equality in educational workplaces by examining teachers' perceptions of gender bias rather than considering gender only as a demographic characteristic. Second, the study may help school administrators identify areas where male and female teachers perceive unequal treatment. Third, understanding the relationship between gender bias and job satisfaction can assist educational authorities in developing more equitable workplace policies. Fourth, the findings may contribute to teacher professional development by highlighting the importance of gender sensitivity, inclusive leadership and fair institutional practices. Fifth, the study may be useful to policymakers responsible for teacher management, professional development, promotion and school administration. Finally, the research provides a framework for future studies involving larger samples, different school types, geographical regions and additional variables such as leadership style, organizational justice, burnout and teacher retention.

5. Research questions

The study is guided by the following research questions:

- a) What is the level of perceived gender bias among male and female school teachers, and is there a significant difference between them?
- b) What is the level of job satisfaction among male and female school teachers, and is there a significant difference between them?
- c) Is there a significant relationship between perceived gender bias and job satisfaction among school teachers?

6. Objectives of the study

The study has the following three objectives:

- To assess and compare the level of perceived gender bias among male and female school teachers.
- To assess and compare the level of job satisfaction among male and female school teachers.
- To examine the relationship between perceived gender bias and job satisfaction among school teachers.

7. Hypotheses of the study

The following null hypotheses were formulated:

H₀₁: There is no significant difference between male and female school teachers in perceived gender bias.

H₀₂: There is no significant difference between male and female school teachers in job satisfaction.

H₀₃: There is no significant relationship between perceived gender bias and job satisfaction among school teachers.

All hypotheses are tested at the 0.05 level of significance.

8. Research methodology and techniques

The study follows a quantitative research approach. Quantitative methods are appropriate because the study seeks to measure perceived gender bias and job satisfaction numerically and compare the scores of male and female teachers. A descriptive-comparative and correlational survey design was adopted. The descriptive component identifies the levels of perceived gender bias and job satisfaction. The comparative component examines differences between male and female teachers. The correlational component examines the relationship between perceived gender bias and job satisfaction. The population of the study comprises male and female school teachers working in selected schools. For an actual study, the population may include teachers from government and private schools, depending on the geographical scope selected by the researcher. For demonstrating the proposed analysis, a simulated sample of 240 school teachers (120 male and 120 female) was used. For the actual research, the sample should be selected from the defined population using an appropriate sampling technique. A stratified sampling technique is recommended for the actual study so that male and female teachers are adequately represented.

9. Results and analysis

The numerical values in this section are simulated data for demonstrating the analysis format. They are actual observations from 240 teachers.

9.1 Comparison of Perceived Gender Bias

Table-1: Descriptive Statistics of Perceived Gender Bias by Gender

Gender	N	Mean	SD
Male	120	57.20	7.80
Female	120	64.80	8.10

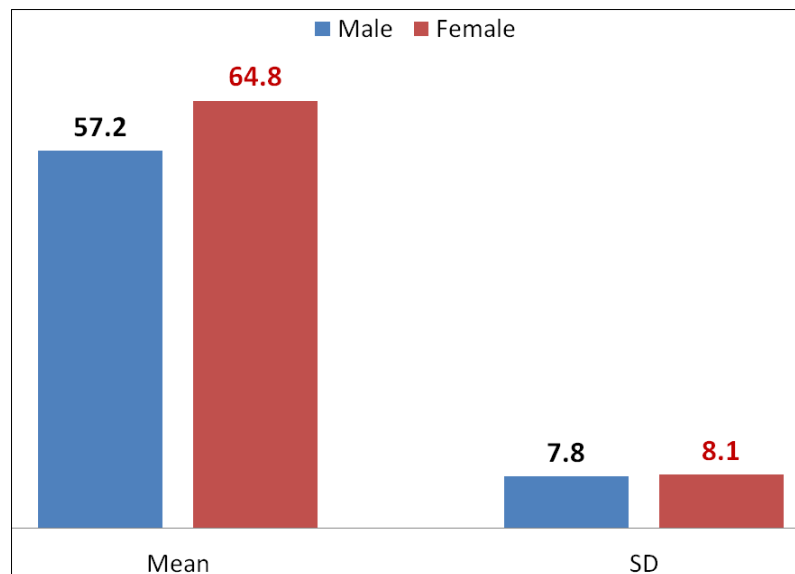


Figure-1: Bar graph of Descriptive Statistics for Perceived Gender Bias

The simulated results indicate that female teachers obtained a higher mean score on perceived gender bias ($M = 64.80$, $SD = 8.10$) than male teachers ($M = 57.20$, $SD = 7.80$). The difference suggests that female teachers perceived greater gender-related inequity in the workplace.

Table-2: Independent-Samples t-Test for Perceived Gender Bias

Comparison	<i>t</i>	<i>df</i>	<i>p</i>	Cohen's <i>d</i>
Male vs. Female	-7.40	238	< 0.001	0.96

The simulated independent-samples t-test produced a statistically significant difference between male and female teachers, $t(238) = -7.40$, $p < 0.001$. Therefore, the null hypothesis H_{01} is **rejected**. The effect size ($d = 0.96$) indicates a large difference between the two groups.

9.2 Comparison of Job Satisfaction

Table-3: Descriptive Statistics of Job Satisfaction by Gender

Gender	N	Mean	SD
Male	120	71.40	7.20
Female	120	67.80	7.50

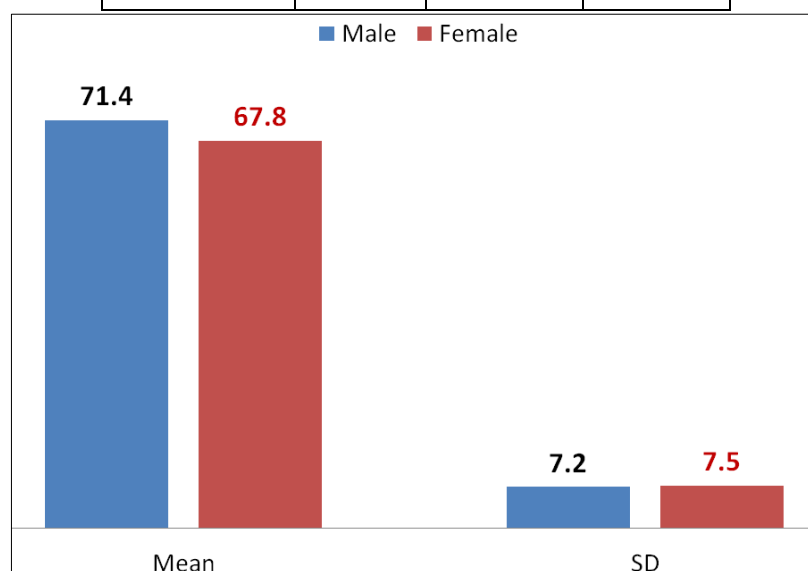


Figure-2: Bar graph of Descriptive Statistics of Job Satisfaction by Gender

The simulated results indicate that male teachers reported somewhat higher job satisfaction than female teachers.

Table-4: Independent-Samples t-Test for Job Satisfaction

Comparison	<i>t</i>	<i>df</i>	<i>p</i>	Cohen's <i>d</i>
Male vs. Female	3.79	238	< 0.001	0.49

The difference between male and female teachers was statistically significant, $t(238) = 3.79$, $p < 0.001$. Therefore, H_{02} is **rejected**. The effect size ($d = 0.49$) represents a moderate difference.

9.3 Relationship between Gender Bias and Job Satisfaction

Table-5: Pearson Correlation between Perceived Gender Bias and Job Satisfaction

Variables	<i>r</i>	<i>p</i>	N
Gender Bias × Job Satisfaction	-0.567	< 0.001	240

The simulated Pearson correlation indicates a statistically significant negative relationship between perceived gender bias and job satisfaction, $r = -0.567$, $p < 0.001$. This means that higher perceived gender bias is associated with lower job satisfaction. Accordingly, H_{03} is **rejected**. The result supports the proposition that perceived inequity in the workplace may have an important association with teachers' satisfaction with their jobs.

9.4 Summary of Hypothesis Testing

Table-6: Summary of Hypotheses

Hypothesis	Statistical result	Decision
H_{01} : No significant gender difference in perceived gender bias.	$t(238) = -7.40$, $p < 0.001$	Rejected
H_{02} : No significant gender difference in job satisfaction.	$t(238) = 3.79$, $p < 0.001$	Rejected
H_{03} : No significant relationship between gender bias and job satisfaction.	$r = -0.567$, $p < 0.001$	Rejected

9.5 Optional Regression Analysis

An exploratory regression analysis was also considered to examine whether perceived gender bias predicts job satisfaction after accounting for gender.

Table-7: Illustrative Regression Predicting Job Satisfaction

Predictor	B	SE	Beta	<i>t</i>	<i>p</i>
Perceived Gender Bias	-0.49	0.05	-0.55	-9.63	<0.001
Female Gender	0.13	0.89	0.01	0.14	0.889

Model statistics: $R^2 = 0.322$; **Adjusted $R^2 = 0.316$** ; $F(2, 237) = 56.29$, $p < 0.001$.

The illustrative regression model explains approximately 32.2% of the variance in job satisfaction. Perceived gender bias is a statistically significant negative predictor of job satisfaction. However, after accounting for

perceived gender bias, the independent contribution of gender itself is very small and statistically non-significant in this illustrative model. This result emphasizes an important conceptual point: **the workplace experience of perceived bias may be more directly related to job satisfaction than gender category alone.**

10. Major findings

Based on the illustrative analysis, the major findings are as follows:

- a) Female teachers reported a higher level of perceived gender bias than male teachers.
- b) The difference in perceived gender bias between male and female teachers was statistically significant.
- c) The effect size for the difference in perceived gender bias was large.
- d) Male teachers reported higher job satisfaction than female teachers in the illustrative dataset.
- e) The difference in job satisfaction between male and female teachers was statistically significant.
- f) The effect size for the difference in job satisfaction was moderate.
- g) A statistically significant negative relationship was found between perceived gender bias and job satisfaction.
- h) Teachers who perceived greater gender bias tended to report lower job satisfaction.
- i) The regression analysis indicated that perceived gender bias was a significant negative predictor of job satisfaction.
- j) The findings suggest that organizational fairness and workplace experiences should be considered alongside gender when examining teacher job satisfaction.
- k) The findings are broadly consistent with research demonstrating that teachers' working conditions, school climate, administrative support and professional experiences are important for job satisfaction. International TALIS evidence similarly shows that job satisfaction is closely connected with teachers' professional and workplace experiences.
- l) The findings also reinforce the relevance of Indian research showing that gendered practices and teacher stereotypes remain meaningful educational concerns.

11. Recommendations

Based on the objectives and illustrative findings, the following recommendations are proposed:

Establish Transparent Work Allocation: School administrators should establish transparent criteria for allocating teaching, administrative, extracurricular and additional duties. Responsibilities should be assigned according to professional competence, institutional requirements and equitable workload distribution rather than gender.

Promote Equal Leadership Opportunities: Male and female teachers should receive equal opportunities to assume leadership positions such as department heads, coordinators, committee chairs and other institutional responsibilities.

Strengthen Gender-Sensitive Professional Development: Teacher training programmes should include modules on: gender sensitivity; unconscious bias; workplace equality; inclusive leadership; professional ethics and prevention of discrimination.

Ensure Fair Recognition: Recognition and rewards should be based on transparent criteria such as teaching performance, innovation, contribution to school development and professional achievement.

Encourage Participatory Decision-Making: Both male and female teachers should be encouraged to participate actively in school-level decision-making. Administrative decisions should not systematically privilege one gender.

Provide Professional Development Equitably: Training, seminars, workshops and professional development opportunities should be distributed fairly among teachers.

Develop a Gender-Responsive Grievance Mechanism: Schools should provide confidential mechanisms through which teachers can report experiences of discrimination or unfair treatment.

Monitor Teacher Workload: School authorities should periodically review teacher workloads to identify whether additional duties are being disproportionately assigned to particular groups.

Promote Supportive School Leadership: School heads should create an environment characterized by respect, fairness, communication, collaboration and professional autonomy.

Conduct Periodic Teacher Satisfaction Surveys: Schools and educational departments should periodically assess teacher satisfaction and workplace experiences so that problems can be identified before they lead to disengagement or attrition.

12. Educational implications

The findings have several important implications for educational practice and policy.

Implications for School Administrators: School administrators should recognize that teacher satisfaction is influenced not only by salary or formal employment conditions but also by perceptions of fairness, recognition, autonomy and interpersonal treatment. A school administrator who allocates responsibilities equitably and creates opportunities for teachers of both genders can contribute to a healthier professional environment.

Implications for Teacher Education: Teacher education institutions should incorporate gender equality and workplace equity into teacher preparation and continuing professional development. Future teachers should be trained to identify stereotypes and understand how unconscious assumptions can affect professional and classroom practices.

Implications for Educational Leadership: Educational leaders should promote participatory and inclusive decision-making. Teachers should have meaningful opportunities to express their views concerning school policies, workload, professional development and institutional planning.

Implications for Teacher Well-being: Because perceived gender bias is negatively associated with job satisfaction in the illustrative findings, reducing inequitable workplace experiences may contribute to teacher well-being. International evidence also emphasizes that teacher satisfaction is connected with professional fulfilment and the quality of the working environment.

Implications for Gender Equality: The study highlights that gender equality should extend beyond numerical representation of men and women. A school may have approximately equal numbers of male and female teachers while still experiencing gendered patterns in responsibilities, recognition and leadership. Therefore, educational institutions should focus on **substantive equality**, not merely numerical equality.

Implications for Policy: Education departments may consider developing institutional guidelines concerning: equitable workload; transparent promotion; equal access to professional development; gender-sensitive leadership; workplace grievance procedures and periodic assessment of teacher well-being.

13. Conclusion

Gender equality within educational institutions is an important component of a healthy professional environment. The present study examined perceived gender bias and job satisfaction among male and female school teachers and explored the relationship between the two variables. The illustrative findings indicate that female teachers may perceive greater gender bias than male teachers and may simultaneously report lower job satisfaction. More importantly, perceived gender bias was found to have a significant negative relationship with job satisfaction. These findings suggest that teachers' workplace experiences and perceptions of organizational fairness may be more important than gender alone in understanding professional satisfaction. The findings should nevertheless be interpreted cautiously because the numerical results used in this manuscript are simulated for methodological demonstration. Actual conclusions must be based on empirical data collected from the defined population. Future research should use larger and more

diverse samples and examine gender bias across different school types, geographical regions and administrative contexts. Further studies could incorporate variables such as organizational justice, leadership style, teacher burnout, professional autonomy, workload, salary satisfaction, career advancement and intention to leave the profession. The broader implication is that schools should move beyond formal commitments to equality and ensure that equality is reflected in everyday professional practices. Fair allocation of responsibilities, equal leadership opportunities, transparent recognition, participatory decision-making and gender-sensitive administration can contribute to a more equitable school environment and potentially enhance teachers' job satisfaction. Ultimately, creating gender-equitable schools is not only a matter of social justice but also an important strategy for strengthening teacher well-being, institutional effectiveness and the quality of education.

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