RESEARCH ARTICLE

A Comparative Study of Job Satisfaction among Scheduled Caste and Non-Scheduled Caste Teachers in Relation to their Adjustment

Dr. M.L. Jaidka
Associate Professor D.M. College of Education, Moga.

Abstract:

Introduction
The present study entitled "A Comparative Study of Job Satisfaction among Scheduled Caste and Non-Scheduled Caste Teachers in Relation to their Adjustment" was designed (a) to compare job satisfaction among scheduled caste and non-scheduled caste teachers for samples as a whole and sub-samples based on sex and experience, (b) to compare the relationship between job satisfaction and predictor variables of adjustment among scheduled caste and non-scheduled caste teachers for samples as a whole and, also, for sub-samples based on different levels of job satisfaction, and (c) to find out and compare the conjoint prediction of the predictors to the variation in job satisfaction among scheduled caste and non-scheduled caste groups of teachers.

The teacher is the pivot of any educational system. The vital importance of teacher in educational reconstruction and in the influence of school on the life of the community was recognized by the Secondary Education Commission (1952-53). The Education Commission (1964-66) stressed upon the creation of satisfactory conditions of work for teachers. In the words of the Commission, "Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are, undoubtedly, the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective".

Lavingia (1974) found that "the effective performance at a job is positively correlated with the degree of satisfaction in the job". Arora (1978) reported that "effective teachers are mostly satisfied or very satisfied, with their job, whereas ineffective teachers are 'dissatisfied or indifferent'. Job satisfaction of workers, including teachers, was also found significantly and positively related to job performance in the studies by Locke (1970), Wanous (1974), Kesselman et al. (1974) and Mekky (1974). Thus, an individual is likely to be more effective in his work if he is satisfied with his job. Job satisfaction of the teacher is, therefore, an important factor to make the profession more functional and the successful teachers have always been found to be well satisfied with their job.

The factors affecting the job satisfaction may be classified into three categories -- personal, professional and personality. A general trend of review of studies (presented in chapter III) suggests that sex (personal factor), experience (professional factor) and adjustment (personality factors) have a significant bearing upon job satisfaction among teachers. However, in these studies the samples have been taken as a whole and the underprivileged class of teachers, specially the scheduled caste, has not been paid due consideration. Because of their particular background and living conditions the impact of the variables of sex, experience, adjustment upon their job satisfaction is likely to be different from that of non-scheduled caste teachers and it is because of this particular reason that the present study was undertaken.

Hypotheses
The following hypotheses were set up for verification:
1. Scheduled caste teachers are significantly more satisfied with their job than non-scheduled caste teachers.
2(a) Male scheduled caste teachers are significantly more satisfied with their job than male non-scheduled caste teachers.
Female scheduled caste teachers are significantly more satisfied with their job than female non-scheduled caste teachers.

Scheduled caste teachers belonging to different levels of experience are significantly more satisfied than non-scheduled caste teachers belonging to the same levels of experience respectively.

There is a significant positive relationship between job satisfaction and adjustment among scheduled caste and non-scheduled caste teachers.

The relationship of job satisfaction with adjustment among scheduled caste teachers is significantly higher than for non-scheduled caste teachers.

Significant difference does not exist in the relationship of job satisfaction with adjustment among scheduled caste and non-scheduled caste teachers at high, average and low levels of job satisfaction.

Adjustment predicts job satisfaction among scheduled caste and non-scheduled caste teachers significantly and differentially.

Values of critical ratio were determined to find out the significance of difference between the means of job satisfaction scores of total sample of scheduled caste and non-scheduled caste teachers and also among their groups based upon sex and experience were worked out.

Then bi-variate correlation analysis technique was used to find out the relationship between the criterion measure of job satisfaction and the predictor measures of adjustment for scheduled caste and non-scheduled caste teachers and the significance of difference between the correlations was found out. With a view to ascertain the relative contribution of adjustment towards the prediction of job satisfaction and also to examine the conjoint effect of predictor variables towards the prediction of job satisfaction, two models of step-up regression equations were worked out and the predictor measures, which had significant relationship with the criterion measure, were taken one by one. Then the significance of difference between the conjoint predictions for the scheduled caste and non-scheduled caste groups was worked out.


- Descriptive statistics i.e. mean, median, standard deviation, skewness and kurtosis were worked out to examine the nature of distribution of scores.
- Pearson's coefficient of correlation technique was used to find out the relationship between each of the predictor variables with the criterion variable.
- Critical ratios were worked out to find out the significance of difference means and coefficients of correlation.
- Step-up regression equation technique, multiple R's along with R2 and F-ratios were employed.

1. No significant difference exists between the means of total job satisfaction scores among scheduled caste and non-scheduled caste teachers and when the various sub-measures of job satisfaction were considered, scheduled caste teachers were found to be significantly more satisfied than non-scheduled caste teachers in the sub-measures of freedom, policies and practices and growth and development and non-scheduled caste teachers were significantly more satisfied than the scheduled caste teachers in the sub-measures of relationship with colleagues, work load, activity and security.

Thus, hypothesis 1 which states that "scheduled caste teachers are significantly more satisfied with their job than non-scheduled caste teachers" cannot be accepted when the total job satisfaction is taken into consideration and is accepted only when three out of 20 sub-measures of job satisfaction, viz. freedom, policies and practices and growth and development are considered.

1. Male scheduled caste teachers are significantly more satisfied with their job than male non-scheduled caste teachers but female non-scheduled caste teachers' job satisfaction is significantly more than their scheduled caste counterparts.
This conclusion leads to the confirmation of hypothesis 2(a) that "male scheduled caste teachers are significantly more satisfied with their job than male non-scheduled caste teachers" but hypothesis. 2(b) which states that "female scheduled caste teachers are significantly more satisfied with their job than female non-scheduled caste teachers" cannot be accepted.

3. Non-scheduled caste teachers with teaching experience upto 7 years are significantly more satisfied with their job than scheduled caste teachers with the same teaching experience and no significant difference exists between the means of job satisfaction scores among scheduled caste and non-scheduled caste teachers in experience group II (experience 8 to 16 years) and experience group III (experience 17 years and above).

So, hypothesis 3 which states that "scheduled caste teachers belonging to different levels of experience are significantly more satisfied than non-scheduled caste teachers belonging to same levels of experience respectively" cannot be accepted in view of conclusion mentioned at No. 3.

B. CORRELATIONS

4(a) A significant positive relationship exists between job satisfaction and various adjustment measures among both the groups of teachers -- scheduled caste as well as non-scheduled caste. This conclusion leads to the confirmation of hypothesis 4(a) which states that "there is a significant positive relationship between job satisfaction and adjustment among scheduled caste and non-scheduled caste teachers".

(b) No significant difference exists in the relationship between job satisfaction and various measures of adjustment among scheduled caste and non-scheduled caste teachers. Thus, hypothesis 4(b) which states that "the relationship of job satisfaction with adjustment among scheduled caste teachers is significantly higher than for non-scheduled caste teachers" cannot be accepted.

(c) For various job satisfaction levels, no significant variation exists in the relationship of job satisfaction with adjustment among scheduled caste and non-scheduled caste with the following exceptions: (i) at high job satisfaction level, relationship of job satisfaction with financial adjustment among scheduled caste teachers is significantly higher than for non-scheduled caste teachers, (ii) at average job satisfaction level, relationship of job satisfaction with adjustment with academic and general environment among scheduled caste teachers is significantly greater than for non-scheduled caste teachers, and (iii) at low level of job satisfaction, relationship of job satisfaction with adjustment with academic and general environment among non-scheduled caste teachers is significantly higher than for scheduled caste teachers.

The conclusion mentioned at 4(c) does not support hypothesis 4(c) which states that "significant difference does not exist in the relationship of job satisfaction with adjustment among scheduled caste and non-scheduled caste teachers at high, average and low levels of job satisfaction" with the exception that (i) for the high job satisfaction group, significant difference exists in the relationships between job satisfaction and financial adjustment among scheduled caste and non-scheduled caste groups, in favor of the former and for (ii) for the average and low job satisfaction groups, significant difference exists in the relationships between job satisfaction and adjustment with academic and general environment of the institution among scheduled cast and non-scheduled caste groups, favouring the former for average job satisfaction group and the latter for low job satisfaction group.

C. PREDICTIONS

5a) The values of R for the two groups -- scheduled caste and non-scheduled caste -- were significant at 0.01 level but did not differ significantly from each other, meaning thereby that adjustment is an equally significant predictor of job satisfaction for both the groups.

So the hypothesis 5(a) which states that "adjustment predicts job satisfaction among scheduled caste and non-scheduled caste teachers significantly and differentially" is accepted in respect of significant predictability but cannot be accepted in respect of differential predictive efficiency.

Educational Implications

The future of a nation depends upon the quality of its citizens, which further depends upon the quality of its education. Among all the participants of the drama of education, the role of the teacher is the most significant and full of responsibility. Teachers are the builders of the nation and only those who are well satisfied with their job can play an effective role in the proper functioning of educational system and, thus, lead the nation to progress and prosperity.

The results of study reveal that no significant difference exists in job satisfaction among scheduled caste and non-scheduled caste teachers. However, it has been generally observed that scheduled caste candidates of low caliber enter the teaching profession, with the ultimate result that the quality of education suffers. An important reason for their low caliber may be that a majority of them are first generation teachers and suffer from social
inadequacy, unsuitable work habits and lack of self-confidence in realizing their academic potentiality. While some programmes for enhancing their competence have been initiated, more steps are still required to be taken.

Suggestions for further research
1. Apart from the variables taken up in this study, the impact of certain other important variables, such as organizational variables, achievement motivation and job performance upon job satisfaction among scheduled caste and non-scheduled caste teachers may be explored.
2. A comparative study of inter-profession differences in job satisfaction among scheduled caste and non-scheduled caste teachers in relation to some selected variables may be taken up.
3. The study may be conducted on a sample involving private school teachers, college and university teachers.

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