Chapter-X

SUMMARY

INTRODUCTION

The present study entitled "A Comparative Study of Job Satisfaction among Scheduled Caste and Non-Scheduled Caste Teachers in Relation to their Adjustment and Attitude towards Teaching" 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 and attitude towards teaching 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 both 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 and attitude towards teaching (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 and attitude towards teaching 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.

2(b) Female scheduled caste teachers are significantly more satisfied with their job than female non-scheduled caste teachers.

3. 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.

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

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

4(c) 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.

5(a) There is a significant positive relationship between job satisfaction and attitude towards teaching among scheduled caste and non-scheduled caste teachers.

5(b) The relationship of job satisfaction with attitude towards teaching among scheduled caste teachers is significantly higher than for non-scheduled caste teachers.

5(c) Significant difference does not exist in the relationship of job satisfaction with attitude towards teaching among scheduled caste and non-scheduled caste teachers at high, average and low levels of job satisfaction.
6(a) Adjustment predicts job satisfaction among scheduled caste and non-scheduled caste teachers significantly and differentially.

6(b) Attitude towards teaching predicts job satisfaction among scheduled caste and non-scheduled caste teachers significantly and differentially.

7(a) The prediction of job satisfaction among scheduled caste teachers on the basis of conjoint effect of adjustment and attitude towards teaching is significantly higher as compared to their separate predictions.

7(b) The prediction of job satisfaction among non-scheduled caste teachers on the basis of conjoint effect of adjustment and attitude towards teaching is significantly higher as compared to their separate predictions.

7(c) The prediction of job satisfaction on the conjoint effect of adjustment and attitude towards teaching among scheduled caste teachers is significantly higher than among non-scheduled caste teachers.

PROCEDURE

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 correlational analysis technique was used to find out the relationship between the criterion measure of job satisfaction and the predictor measures of
adjustment and attitude towards teaching 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 and attitude towards teaching 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.

SAMPLE

Randomization technique of sampling was used in the present study. The sample was drawn from the government high/senior secondary schools of eight districts, two or three districts selected randomly from each of the three administrative divisions of the state of Punjab and, further, 20 schools were selected randomly from each district. In this way, 620 teachers (300 scheduled caste and 320 non-scheduled caste teachers) formed the sample of the study.
TOOLS USED
1. Personal data form to obtain information about sex and experience of teachers.
2. Gupta and Srivastava's Teachers' Job Satisfaction Scale (1980)

STATISTICAL TECHNIQUES USED
- 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 to examine the relative weightage contributed by adjustment and attitude towards teaching to the prediction of job satisfaction.

CONCLUSIONS
Based upon the analyses of results, as discussed in chapter VI to IX, the following conclusions were drawn:

A. SIGNIFICANCE OF DIFFERENCE BETWEEN MEANS
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. 2. 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 up to 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 favour 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.

5(a) A significant positive relationship exists between job satisfaction and various measures of attitude towards teaching among scheduled caste teachers, with the only
exception of relationship of the criterion measure with attitude towards child centred practices. Also, a significant positive relationship exists between job satisfaction and four measures of attitude towards teaching (total attitude towards teaching, attitude towards teaching profession, attitude towards pupils and attitude towards teachers) among non-scheduled caste teachers.

The conclusion mentioned at 5(a) confirms hypothesis 5(a) that "there is a significant positive relationship between job satisfaction and attitude towards teaching among scheduled caste and non-scheduled caste teachers". When total attitude towards teaching is considered and, also, when a majority of other measures of attitude towards teaching are taken into consideration.

(b) No significant difference exists in the relationship between job satisfaction and various measures of attitude towards teaching among scheduled caste and non-scheduled caste teachers.

Thus, hypothesis 5(b) which states that "the relationship of job satisfaction with attitude towards teaching among scheduled caste teachers is significantly higher than for non-scheduled caste teachers" cannot be accepted.

(c) No significant variation occurs in the relationship
of job satisfaction with attitude towards teaching among scheduled caste and non-scheduled caste teachers at high job satisfaction level, with the only exception that the relationship of job satisfaction with child centred practices attitude among scheduled caste teachers is significantly higher than among non-scheduled caste teachers. At average job satisfaction level, no significant difference occurs in the relationship of job satisfaction with attitude towards teaching among scheduled caste and non-scheduled caste teachers except that the relationship of job satisfaction with teachers attitude among non-scheduled caste teachers is significantly greater than among scheduled caste teachers. No significant change occurs in the relationship of job satisfaction with attitude towards teaching among scheduled caste and non-scheduled caste teachers at low level of job satisfaction.

The findings presented in conclusion 5(c) lead to the confirmation of hypothesis 5(c) that "significant difference does not exist in the relationship of job satisfaction with attitude towards teaching among scheduled caste and non-scheduled caste teachers at high, average and low levels of job satisfaction" when total attitude towards teaching is taken into consideration. However, when various measures of attitude towards teaching are considered, the relationship
of job satisfaction with child centred practices attitude among scheduled caste teachers was found significantly higher than among non-scheduled caste teachers for the high job satisfaction group and the relationship of job satisfaction with attitude towards teachers among non-scheduled caste teachers was found significantly greater than among scheduled caste teachers for the average job satisfaction group.

C. PREDICTIONS

6(a) 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 6(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.

(b) The values of multiple R's concerning relationships of job satisfaction with attitude towards teaching for the two groups of teachers (which were significant at 0.01 level) when studied in terms of significance of difference
between R's, showed that these values did not differ significantly from each other.

Thus, hypothesis 6(b) that "attitude towards teaching predicts job satisfaction among scheduled caste and non-scheduled caste teachers significantly and differentially" stands confirmed for the significant prediction of attitude towards teaching for job satisfaction among both the groups of teachers. However, the second part of the hypothesis concerning the differential predictive efficiency of attitude towards teaching for the two groups of teachers is not accepted.

7(a) For the scheduled caste group of teachers, the prediction of job satisfaction on the basis of combined effect of adjustment and attitude towards teaching is significantly greater than their separate predictions.

So hypothesis 7(a) which states that "the prediction of job satisfaction among scheduled caste teachers on the basis of conjoint effect of adjustment and attitude towards teaching is significantly higher as compared to their separate predictions" is confirmed.

(b) The prediction of job satisfaction on the basis of combined effect of adjustment and attitude towards teaching is significantly greater than their separate predictions.
when non-scheduled caste group of teachers is taken into consideration.

This conclusion leads to the confirmation of hypothesis 7(b) that "the prediction of job satisfaction among non-scheduled caste teachers on the basis of conjoint effect of adjustment and attitude towards teaching is significantly higher as compared to their separate predictions".

(c) Significant difference does not exist between the conjoint predictions made by adjustment and attitude towards teaching for the criterion measure of job satisfaction among the two groups of teachers -- scheduled caste and non-scheduled caste.

This conclusion does not lead to the acceptance of hypothesis 7(c) that "the prediction of job satisfaction on the conjoint effect of adjustment and attitude towards teaching among scheduled caste teachers is significantly higher than among non-scheduled caste teachers".

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 calibre enter the teaching profession, with the ultimate result that the quality of education suffers. An important reason for their low calibre 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 realising their academic potentiality. While some programmes for enhancing their competence have been initiated, more steps are still required to be taken.

Adjustment has been found to be significant correlate and predictor of job satisfaction among both the groups of teachers -- scheduled caste as well as non-scheduled caste. All the five measures of adjustment, namely adjustment with academic and general environment, socio-psycho-physical adjustment, professional relationship adjustment, personal life adjustment and financial adjustment contribute
significantly (at 0.01 level) to total adjustment for both the groups of teachers -- scheduled caste and non-scheduled caste. Thus, for a proper adjustment of teachers, conditions should be created to strengthen the environment (academic, socio-psycho-physical and professional) and, also, they should be given better pay scales which will help them financially leading to a better adjustment in personal life. Better adjusted teachers will be well satisfied with their job.

Job satisfaction among scheduled caste and non-scheduled caste teachers has also been reported to be significantly influenced by their attitude towards teaching. Among the various measures of attitude towards teaching, the measures which contribute significantly to total attitude towards teaching for both the groups are attitude towards teaching profession, pupils and teachers. Teachers' attitude towards teaching should be strengthened by giving them a better status in the society and for this, in addition to national and state awards, local level awards should also be introduced and their legitimate demands should be immediately accepted without giving them a chance to resort to agitations. If they have a favourable attitude towards the profession, they will have also a similar attitude towards their pupils and colleagues. Job satisfaction among
teachers will, naturally, enhance when they love the teaching profession and have a desirable attitude towards teaching.

It may be mentioned that India spends much less on education (slightly more than 3%) in terms of proportion of gross national product. Education Commission (1964-66) has recommended that this should be raised to the level of six per cent. More money should be spent on the welfare of teachers who will, naturally, become well satisfied with their jobs and it will be helpful in the improvement of quality of education, which is the dire need of the country.

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.