Chapter-I

INTRODUCTION

Work occupies an important place in the life of an individual and nobody is ever fully satisfied with the work he does. Though satisfaction or dissatisfaction with the work in hand is a personal matter, to a great extent, yet it exerts a strong influence upon the efficiency of the worker and with persistent dissatisfaction with his job, the worker loses faith in himself as well as in the job.

Everybody has various kinds of needs - biological, psychological and social. Gratification of these needs generates satisfaction and non-gratification, dissatisfaction. This is also true of a work situation and satisfaction or dissatisfaction with the work will depend upon the extent to which the needs of the individual are satisfied. According to Vroom (1964), there are two types of conditions - economic and motivational - under which people work. He has enumerated five properties of work roles (a) financial remuneration, (b) expenditure of energy, (c) production of goods and services, (d) social interaction, and (e) effect on the social status of a worker. Thus, work provides many sources of satisfaction.
In Maslow's (1954) views, there is a hierarchy in the basic human needs, the physiological needs forming the basis of the hierarchy. When these needs are satisfied to some extent, the individuals crave for the gratification of other needs in the sequence: safety, love, esteem and self-actualization. Satisfaction with job results through the gratification of such needs. The physiological needs may be called basic existence needs. Herzberg et al. (1957) believe that basic needs are guaranteed by society and it is only the fulfilment of higher order needs which lead to job satisfaction. In developed countries, where food is abundant and distribution equitable, psychologists often relegate the need for food, clothing and shelter to a position of lesser importance. On the other hand, three-fourths of the human race concentrated in developing and under-developed countries still looks for food, shelter and clothing as potent needs for joining world of work. Ganguli (1957) points out that to a majority of the workers in India, fulfilment of basic needs contributes to job satisfaction. Here, financial incentives are still of topmost importance for workers because money can fulfil their basic needs and can be considered as an important variable associated with job satisfaction.

Security is another essential human need and for most
of the individuals, it is more important than either pay or advancement (Ganguli, 1964). Maslow (1974) considers security as one of the two most prepotent needs in human beings. Security has an economic as well as psychological dimension. An individual who is sure of a steady income, not only in the present but in the future as well, also develops a sense of psychological satisfaction. In Indian culture, this need seems to be dominant and over-emphasized. In our family system, the children develop in a protected environment and even when they grow up, they are constantly reminded to make their future secure and it is stressed that it is better to have a secure not-so-well-paid job rather than a well-paid but insecure job. It has been observed that when a man is satisfied with his work, not only he but also the employer is benefited.

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 condition 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.

Education in any society does not depend so much on any other factor as on the teacher. The teacher is the pivot of any educational system. The report of the Commonwealth Conference (1974) has stated, "The teacher has a major role in educational development whether he approaches his work actively or passively. He can influence development adversely by opposing innovation or merely remaining mute in the face of a growing need for reform; on the other hand, he can participate actively as an initiator himself or an interpreter of the plans devised by others. The report has further stated that in order to be competent, "The teacher must have knowledge of child development, of the material to be taught and suitable methods of teaching it, of the culture of his pupils (which may not be his own) and of some interest of his own; his skills must enable him to teach, advise and guide his pupils, community and culture with which he is involved; his attitudes should be positive without being aggressive, so that his example is likely to be followed as he transmits explicitly and implicitly the
national aims and ideals and moral and social values”.

It is, however, not only the knowledge of subjects and mastery of methods of teaching which are necessary for a teacher to be effective, there are other factors like his attitude towards the profession of teaching, adjustment with the work, interest in the profession and, of course, satisfaction with the job. Since 1975, development of teacher education is characterized by two broad phases - the first is termed as the innovation-focussed period - which is linked to specific innovations, teacher development and implementation; the second is concerned with the total teacher and the total school - which encompasses teachers' purpose, teacher as a person, the real world context in which the teachers work and the culture of teaching, the working relationship that the teachers have with their colleagues inside and outside the school (Fullan and Hargreaves, 1992). The second phase need to be stressed more and for quality educational outcome, the teacher must have his personal skills, competence, inclinations and, of course, entire satisfaction with his job. Lavingia (1974) found that "the efficient performance at a job is positively correlated with the degree of satisfaction in the job". Arora (1978) found that "effective teachers are mostly satisfied or very satisfied, with their job, whereas
ineffective teachers are 'dissatisfied or indifferent'. Similarly, Locke (1970), Wanous (1974), Kesselman et al. (1974) and Mekky (1974) found that job satisfaction of workers including teachers is related significantly and positively to the job performance. Thus, an individual is likely to be more effective in his work if he is satisfied with the 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.

Most of the research work on job satisfaction done so far has been restricted to the industrial workers. Lately, however, other occupational groups, including teachers, have been included in studies on job satisfaction. But regarding research on teachers, the samples have been taken as a whole and the under privileged class of teachers, specially the scheduled castes, have not been paid due consideration. Because of their particular background and living conditions the impact of certain variables upon their job satisfaction is likely to be different from that of non-scheduled caste teachers and they may be deriving more satisfaction from their job than their non-scheduled caste counterparts and it is because of this particular reason that 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 undertaken.

OBJECTIVES OF THE STUDY

The study was conducted with the following objectives in view:

1. To compare job satisfaction (along with its sub-measures) among scheduled caste and non-scheduled caste teachers.

2. (a) To compare job satisfaction among male scheduled caste and non-scheduled caste teachers.

   (b) To compare job satisfaction among female scheduled caste and non-scheduled caste teachers.

3. To compare job satisfaction among scheduled caste and non-scheduled caste teachers belonging to different levels of experience.

4. To compare the relationship between job satisfaction and adjustment among scheduled caste and non-scheduled caste teachers for sample as a whole and, also, for sub-samples based on different levels of job satisfaction.
5. To compare the relationship between job satisfaction 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.

6. To examine and compare the predictive efficiency of adjustment and attitude towards teaching for job satisfaction among scheduled caste and non-scheduled caste teachers.

7. To study and compare the conjoint effect of adjustment and attitude towards teaching towards the prediction of job satisfaction among scheduled caste and non-scheduled caste teachers.

DELIMITATIONS OF THE STUDY

1. Job satisfaction among scheduled caste and non-scheduled caste teachers was compared in relation to some selected variables only.

2. The study was restricted to secondary school teachers of government high and senior secondary schools of the state of Punjab and teachers of primary schools, privately managed recognized high/senior secondary schools, colleges and universities were not included in this study.

ORGANIZATION OF CHAPTERS OF THE REPORT

The final report consists of ten chapters. After having dealt with the rationale and the statement of
objectives in the first chapter, theoretical viewpoints on job satisfaction, adjustment and attitude towards teaching have been presented in the second chapter. The third chapter gives a review of related literature, followed by fourth chapter which contains methodology and procedure of the study. The description of data has been presented in the fifth chapter. The next four chapters (sixth to ninth) are devoted to the analysis of data and simultaneous discussion of results and the last chapter (Chapter X) contains a summary and conclusions of the study along with the educational implications of the findings and suggestions for further research. Bibliography and appendices have been given at the end of the report as usual.