



A study of job satisfaction in primary school teachers of Chhattisgarh: With reference to tribal and non-tribal belongingness and gender

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Abstract

The present study was carried out to assess job satisfaction of tribal and non tribal school teachers of Chhattisgarh comprising both the sexes. To conduct the study 60 primary school teachers of tribal origin (Ave. age 32.16 yrs.) and 60 primary school teachers of non-tribal origin (Ave. age 31.16) were selected. While selecting the sample, equal weightage was given on the basis of gender. Purposive sampling was used in the present study. To assess job satisfaction, JSS prepared by Singh and Sharma (1999) was used. Analysis of data with the help of 2x2 factorial ANOVA yields significant main effect of tribal, non-tribal belongingness as well as gender on job satisfaction of primary school teachers. The two factor joint action effect of tribal, non-tribal belongingness and gender on job satisfaction was not found to be statistically significant. It was concluded that tribal, non-tribal belongingness and gender, alone but not in interaction with each other create significant variance on job satisfaction of primary school teachers.

Keywords: primary school teachers, job satisfaction, tribal, non-tribal, gender

Introduction

According to Robbins (1998) ^[13] job satisfaction is a general attitude towards one's job; the difference between the amount workers receive and the amount they believe they should receive. Another definition propounded by Spector (1997) ^[15] defined job satisfaction as degree to which people like their jobs and the different aspects of their jobs. It has been known since ages that workers with high level of job satisfaction are committed and creative towards their job. Studies conducted by Judge., 2001 ^[9], Harter., 2003 ^[7], Goslin (2005) ^[5], Chandrasekar, 2011 ^[1] reveals positive correlation between job satisfaction and individual performance. Hence job satisfaction play a major role in performance outcome. This may also have significant impact in educational context. Education is backbone of human resources of country so are educators. According to OECD (2014) ^[11] report and studies conducted by Van Maele and Van Houtte (2012) ^[17] job satisfaction increases teacher motivation which makes a teacher more committed towards teaching. Collie., 2012; Griva., 2012 ^[6]; Demirtas, 2010 ^[3] in their studies also found that teachers with high level of job satisfaction are more likely to impart superior quality teaching which result in better academic achievements of school.

Keeping the importance of job satisfaction in teaching efficacy, researchers like Wu and Wu, 2001 ^[18], Klassen & Chiu, 2010 ^[9]; Suki and Suki, Rao., 2015 ^[12] have explored it in the light of variables such as age, school management, gender, type of institution, experience etc. but so far job satisfaction of primary school teacher has not been studied in the light of tribal non tribal belongingness and gender. Hence the present study was carried out to assess job satisfaction in primary school teachers of Chhattisgarh in relation to their tribal, non-tribal belongingness and gender.

Objective

The objective of the present study is to assess main and interaction effect of tribal-non tribal belongingness and gender on job satisfaction of primary school teachers of Chhattisgarh.

Hypothesis

It was hypothesized that tribal-non tribal belongingness and gender (male-female) alone and interaction with each other will significantly influence job satisfaction in primary school teachers of Chhattisgarh.

Methodology

Sample

To conduct the study 60 primary school teachers of tribal origin (Ave. age 32.16 yrs.) and 60 primary school teachers of non-tribal origin (Ave. age 31.16) were selected. While selecting the sample, equal weightage was given on the basis of gender. Purposive sampling was used in the present study.

Tools

Job Satisfaction of the selected subjects was assessed by Job Satisfaction Scale Prepared by Singh and Sharma (1999). It consists of 30 statements. The reliability of this scale is 0.81 while the validity is 0.74.

Procedure

First of all 60 tribal and 60 non tribal origin primary school teachers were selected. Equal gender-wise weightage was given while formulating the sample. Job Satisfaction Scale Prepared by Singh and Sharma (1999) was administered to each subject. After scoring of the responses according to author's manual, obtained data was tabulated. Fourfold ANOVA table on the basis of tribal-non tribal belongingness and gender (male-female) was formed to analyse the data. The obtained results are presented in table 1.

Results

Table 1: Effect of Tribal-Non Tribal Belongingness (A) x Gender (B) on Job Satisfaction of Secondary School Teachers' (N=200)

		Gender (B)		Marginal Mean
		Male (b ₁)	Female (b ₂)	
Tribal, non-tribal Belongingness (A)	Non-Tribal (a ₁)	N=30	N=30	40.48
		M=38.70	M=42.26	
		S.D. = 9.85	S.D.=14.10	
	Tribal (a ₂)	N=30	N=30	52.75
		M=48.23	M=57.26	
		S.D.=10.86	S.D.=11.20	
Marginal Mean		43.46	49.76	

Table 2: ANOVA Summary

Source of Variation	SS	DF	MS	F
A	4514.133	1	4514.133	33.47**
B	1190.700	1	1190.700	8.82**
AB	224.133	1	224.133	1.66 (NS)
Within treatment (Error)	15643.400	116	134.857	

Significant at 01 level; NS Not significant

Table 1 reveals the following facts

- The main effect of tribal-non tribal belongingness on job satisfaction of primary school teachers was found to be statistically significant at 01 level (F=33.47, p<.01). It reveals that job satisfaction in tribal primary school teachers (M=52.75) was significantly better as compared to non tribal primary school teachers (M=40.48).
- F=8.82, an indicator of the main effect of gender on job satisfaction of secondary school teachers was found to be statistically significant at 01 level. It reveals that female secondary school teachers was significantly more satisfied with their jobs (M=49.76) as compared to that of male secondary school teachers (M=43.46).
- The two factor interaction effect of tribal-non tribal belongingness and gender was not found to influence job satisfaction of secondary school teachers. [F=1.66, p>.05]

Discussion

Results showing that primary school teachers with tribal origin were more satisfied with their jobs as compared to primary school teachers with non-tribal origin. A study conducted by Hersch. (2015) [8] also reported similar results but not on teachers sample. The results can be explained by environmental upbringing of tribal and non tribal teachers. It was also observed that female teachers were more satisfied with their job as compared to male teachers. Men and women with similar educational status have to have similar job satisfaction. In contrary to this women have less expectations as compared to men and hence they are more satisfied in their job as compared to men. Saiti & Papadopoulos, 2015 in their study also reported the impact of gender on job satisfaction. The non-significance of two factor interaction effect of tribal-non tribal belongingness and gender on job satisfaction was not surprising in the context of two significant main effects.

Conclusion

1. Job satisfaction in Primary school teachers differs on the basis of their tribal-non tribal belongingness.

2. Job satisfaction in primary school teachers differs on the basis of gender.

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