

Job Satisfaction of Scheduled Caste and Scheduled Tribe Teachers at Secondary Level

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Abstract

Keywords:

*Job Satisfaction;
Scheduled Caste and Scheduled
Tribe Teachers;
Secondary Level.*

In teaching-learning process, a teacher is an indispensable component without which teaching – learning process would be futile. If teacher does not get satisfaction on his job then the whole teaching-learning process cannot proceed smoothly. A large number of teachers in present day are not satisfied with their profession. Job Satisfaction is a primary requisite for any successful teaching-learning process. If the teachers attain satisfaction towards their teaching, they will be in position to satisfy the educational objectives. The present study was conducted to enquire the Job Satisfaction on randomly selected 374 Scheduled Caste and Scheduled Tribe teachers at Secondary level in West Bengal. It was found that there was a significant difference in Job Satisfaction of Scheduled caste and Scheduled Tribe Secondary level teachers. The Scheduled Caste Secondary level male teachers are significantly different from the Scheduled Caste Secondary level female teachers in respect to the Job Satisfaction. But the Scheduled Tribe Secondary level male teachers are not significantly different from the Scheduled Tribe Secondary level female teachers in respect to the Job Satisfaction. The present study also reveals that the Scheduled Caste and Scheduled Tribe Secondary level rural teachers, Arts teachers and serving own district teachers are not significantly different from the Scheduled Caste and Scheduled Tribe Secondary level urban teachers, Science teachers and Serving Other District teachers in respect to the Job Satisfaction.

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1. Introduction

A successful education system revolves round three components: teacher, student and curriculum. Of these components, the teacher plays the pivotal role on which the entire education system rests. They are the back bone of the society. Swami Vivekananda says, "Education is the manifestation of the perfection already in man". The role of the teacher is, in modern times, to manifest the students qualities that are already in them and the student would reach to level of excellence with the help of the teachers. The teachers are now friend, philosopher and guide. The teacher would create such an atmosphere so that the students could express themselves fully in that atmosphere.

"Job Satisfaction is a primary requisite for any successful teaching learning process. Job satisfaction is a complex phenomenon involving various personal, institutional and social aspects. If the teachers attain adequate job satisfaction, they will be in a position to fulfil the educational objectives and national goals." (Rao & Sridhar, 2003, p.v)

Teaching learning process is nevertheless, an important factor for a student's all round development. For this noble purpose a teacher plays a vital role where their job satisfaction is no doubt a vital issue. There are various factors behind the teachers' Job dissatisfaction. Job satisfaction has an effect on the mental health of the teachers. If the teachers are not satisfied with their job, naturally, they have problems in their personal life also. Job satisfaction and life satisfaction are somehow inseparably inter-connected. If the teacher does not find their satisfaction towards their job, it hampers the teaching learning process.

As per the reservation policy of government of West Bengal in field of job 22% seats are reserved for Scheduled Caste (SC) and 6% seats are reserved for Scheduled Tribe (ST). In teaching profession also 22% and 6% seats are reserved respectively for SC and ST. So, 28% seats are reserved for SC and ST teacher in teaching profession. The problem of the present research is to investigate about the job satisfaction of Scheduled Caste and Scheduled Tribe Secondary teachers. The problem selected for the present study can be stated as "Job Satisfaction of Scheduled Caste and Scheduled Tribe teachers at Secondary Level".

Porwal (1980, cited in Buch, 1987) found that the male higher Secondary school teachers mean scores are significantly different from the female higher Secondary school teachers mean scores with respect to the Job Satisfaction. The study also revealed that the rural higher Secondary school teachers mean scores are not significantly different from the urban higher Secondary school teachers mean scores with respect to the Job Satisfaction. **Aggarwal (1991, cited in Buch, 2000)** found that the male teachers had greater Job Satisfaction than the female teachers. The study also found that Caste and place of work influenced Job Satisfaction of teachers. **Rao & Sridhar (2003)** found that the female school teachers are having a little bit high Job Satisfaction than the male school teachers. The study also found that the social studies school teachers are holding a little bit high Job Satisfaction than the science school teachers. The study also revealed that the rural Secondary school teachers mean scores are not significantly different from the urban Secondary school teachers. **Kumari (2012)** found that there was a significant difference in the level of Job Satisfaction of urban and rural school teachers. The urban school teachers are holding more Job Satisfaction than the rural school teachers. The study also revealed that there was a significant difference in the Job Satisfaction of male and female school teachers. The female teachers are holding high Job Satisfaction than the male teachers. **Ganai & Ali (2013)** found that science higher Secondary teachers have higher job satisfaction as compared to the social science higher Secondary teachers. **Satyanarayana (2013)** found that the male Secondary teachers are with more Job Satisfaction than female Secondary school teachers. The study also found that there was no significant difference between rural and urban Secondary Level school teachers.

Objectives of the Study:

O₁. To compare the Job Satisfaction of Secondary level teachers in relation to Caste (Scheduled Caste and Scheduled Tribe) variation.

O₂. To compare the Job Satisfaction of Scheduled Caste Secondary level teachers under different categorical variables like gender (male and female), locale (urban and rural), educational stream (arts and science) and place of the job (serving own district and serving other district).

O₃. To compare the Job Satisfaction of Scheduled Tribe Secondary level teachers under different categorical variables like gender (male and female), locale (urban and rural), educational stream (arts and science) and place of the job (serving own district and serving other district).

Hypotheses of the study:

H₀₁: There is no significant difference in the mean score of Job Satisfaction of Scheduled Caste and Scheduled Tribe Secondary level teachers.

H₀₂: There is no significant difference in the mean score of Job Satisfaction of Scheduled Caste Secondary level teachers with reference to their gender (male and female) variation.

H₀₃: There is no significant difference in the mean score of Job Satisfaction of Scheduled Caste Secondary level teachers with reference to their locale (urban and rural) variation.

H₀₄: There is no significant difference in the mean score of Job Satisfaction of Scheduled Caste Secondary level teachers with reference to their educational stream (arts and science) variation.

H₀₅: There is no significant difference in the mean score of Job Satisfaction of Scheduled Caste Secondary level teachers with reference to their place of the job (serving own district and serving other district) variation.

H₀₆: There is no significant difference in the mean score of Job Satisfaction of Scheduled Tribe Secondary level teachers with reference to their gender (male and female) variation.

H₀₇: There is no significant difference in the mean score of Job Satisfaction of Scheduled Tribe Secondary level teachers with reference to their locale (urban and rural) variation.

H₀₈: There is no significant difference in the mean score of Job Satisfaction of Scheduled Tribe Secondary level teachers with reference to their educational stream (arts and science) variation.

H₀₉: There is no significant difference in the mean score of Job Satisfaction of Scheduled Tribe Secondary level teachers with reference to their place of the job (serving own district and serving other district) variation.

2. Research Method

2.1 Research Procedure and Sampling Technique

The sample for investigation consists of Secondary level teachers of West Bengal. The present study was delimited to 3 out of 23 districts of West Bengal. From these 3 districts, 84 Secondary schools were selected on the basis of random sampling. The teachers, willing to respond on the tools for data collection, were selected randomly on the basis of caste, gender, locale, educational stream and place of the job from these schools. The sample of the present study comprised of 374 teachers of which Scheduled Caste = 309 (82.6%) & Scheduled Tribe = 65 (17.4%), male = 295 (78.9%) & female = 79 (21.1%), rural = 202 (54%) & urban = 172 (46%), arts = 278 (74.3%) & science = 96 (25.7%) and serving own district = 237 (63.4%) & serving other district = 137 (36.6%) sample of Secondary level teachers.

2.2 Variables

In this study, the investigator considered mainly two types of variables. This two type of variables were –

i) **Major Variable:** Job Satisfaction.

ii) **Categorical Variables:**

- Caste (Scheduled Caste and Scheduled Tribe),
- Gender (male & female),
- Locale (urban and rural),
- Educational Stream (arts and science), and
- Place of the Job (serving own district and serving other district).

2.3 Tool used

Description of the Job Satisfaction Scale for Teachers (JSST)

Job Satisfaction Scale (JSST) developed by Dixit (1993). The scale consisted of 52 items on 5 point Likert scale with the description of Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree respectively. All are positive items; all these items are given a score from 5 to 1 i.e. Strongly Agree to Disagree. The reliability coefficient by split-half method was 0.92 and Test-retest method was 0.86.

Table 2.3.(i) Parallel form Reliability of the Job Satisfaction Scale for Teachers (JSST) of Study in English and Bengali version

Correlations			
		English_JSST	Bengali_JSST
English_JSST	Pearson Correlation	1	0.958*
	Sig. (2-tailed)		.000
	N	50	50
Bengali_JSST	Pearson Correlation	0.958*	1
	Sig. (2-tailed)	.000	
	N	50	50

*Correlation is significant at the 0.01 level

The **table 2.3.(i)** indicated that the Correlation Coefficients of the Parallel form Reliability between the English and Bengali version scales viz. the Job Satisfaction Scale for Teachers ($r = 0.958$, $p = 0.000$ ($p < 0.05$)) of the study are found to be high. Hence, it was decided to collect data from the teachers in both English and Bengali versions as and when required.

3. Results and Analysis

3.1 Objectives Wise Analysis and Interpretation of Results

Objective 1

To compare the Job Satisfaction of Secondary level teachers in relation to Caste (Scheduled Caste and Scheduled Tribe) variation.

To fulfill the above objective null hypothesis H_01 is tested which are as follows-

Testing of H_01

H_01 : There is no significant difference in the Job Satisfaction of Scheduled Caste and Scheduled Tribe Secondary Level teachers.

Table 3.1 (i) Group statistics of Job Satisfaction of school teacher's _caste wise

Group Statistics ^a					
	Variation	N	Mean	Std. Deviation	Std. Error Mean
Job Satisfaction	Scheduled Caste	309	206.7476	18.72947	1.06548
	Scheduled Tribe	65	199.4923	22.79468	2.82733

Table 3.1 (ii) Independent Sample 't' test of Job Satisfaction of school teachers in respect of caste

Independent Samples Test						
Job Satisfaction	Levene's Test for Equality of Variances			t-test for Equality of Means		
		F	Sig.	't'	df	Sig. (2-tailed)
	Equal variances not assumed	6.356	.012	2.401*	83.121	0.019

(*significant at the 0.05 level)

Interpretation:

The analysis of **Table 3.1 (ii)** shows that, in case of Levene's Test for Equality of Variances of Scheduled Caste and Scheduled Tribe school teachers, calculated F value is 6.356 and p value is 0.012 ($p < 0.05$). So Equal Variances can be not assumed between the groups. For testing the significance of difference between the mean scores of Job Satisfaction of Scheduled Caste and Scheduled Tribe school teachers, the calculated $t'_{(83.121)} = 2.401$ and $p = 0.019$ ($p < 0.05$). Therefore 't' is significant at 0.05 level of significance. Hence, H_01 is rejected. So, it can be safely said that the Scheduled Caste school teachers ($M=206.7476$, $SD=18.72947$) are significantly different from the Scheduled Tribe school teachers ($M=199.4923$, $SD= 22.79468$) with respect to the Job Satisfaction.

Objective 2

To compare the Job Satisfaction of Scheduled Caste Secondary level teachers under different categorical variables like gender (male and female), locale (urban and rural), educational stream (arts and science) and place of the job (serving own district and serving other district).

To fulfill the above objective null hypotheses H_02 , H_03 , H_04 and H_05 tested which are as follows-

Testing of H₀2

H₀2: There is no significant difference in the Job Satisfaction of Scheduled Caste Secondary level teachers with reference to their gender (male and female) variation.

Table 3.1 (iii) Group statistics of Job Satisfaction of Scheduled Caste school teachers _gender wise

Group Statistics ^a						
	Variation		N	Mean	Std. Deviation	Std. Error Mean
Job Satisfaction	Gender	Female	73	202.6027	20.20914	2.36530
		Male	236	208.0297	18.10099	1.17827

Table 3.1 (iv) Independent Sample 't' test of Job Satisfaction of Scheduled Caste school teachers in respect of gender

Independent Samples Test						
Job Satisfaction	Levene's Test for Equality of Variances			t-test for Equality of Means		
		F	Sig.	't'	df	Sig. (2-tailed)
	Equal variances assumed	1.116	0.292	-2.177	307	0.030

(*significant at the 0.05 level)

Interpretation:

The analysis of **Table 3.1 (iv)** shows that, in case of Levene's Test for Equality of Variances of Scheduled Caste Secondary level male and female school teachers, calculated F value is 1.116 and p value is 0.292 ($p > 0.05$), so Equal variances can be assumed between the groups. For testing the significance of difference between the mean scores of Job Satisfaction of Scheduled Caste teachers, the calculated ' $t_{(307)} = 2.177$ ' and $p = 0.030$ ($p < 0.05$). Therefore, 't' is significant at the 0.05 level of significance. Hence, H₀2 is rejected. So, it can be safely said that the Scheduled Caste Secondary level male teachers (M =208.0297, SD=18.10099) are significantly different from the Scheduled Caste female teachers (M=202.6027, SD=20.20914) with respect to the Job Satisfaction.

Testing of H₀3

H₀3: There is no significant difference in the Job Satisfaction of Scheduled Caste Secondary level teachers with reference to their locale (urban and rural) variation.

Table 3.1 (v) Group statistics of Job Satisfaction of Scheduled Caste school teachers _ locale wise

Group Statistics ^a						
	Variation		N	Mean	Std. Deviation	Std. Error Mean
Job Satisfaction	Locale	Rural	168	206.1845	20.68140	1.59560
		Urban	141	207.4184	16.14628	1.35976

Table 3.1 (vi) Independent Sample 't' test of Job Satisfaction of Scheduled Caste school teachers in respect of locale

Independent Samples Test						
	Levene's Test for Equality of Variances			t-test for Equality of Means		

Job Satisfaction		F	Sig.	't'	df	Sig. (2-tailed)
	Equal variances not assumed	8.080	0.005	-.589 [#]	305.464	0.557

([#] Not significant at the 0.05 level)

Interpretation:

The analysis of **Table 3.1 (vi)** shows that, in case of Levene's Test for Equality of Variances of Scheduled Caste of urban and rural school teachers the calculated F value is 8.080 and p value is 0.005 ($p < 0.05$). So Equal variances cannot be assumed between the groups. For testing the significance of difference between the mean scores of Job Satisfaction of Scheduled Caste teachers, the calculated ' $t'_{(305.464)} = 0.589$ and $P = 0.557$ ($p > 0.05$). Therefore, ' t ' is not significant at the 0.05 level of significance. Hence, H_{03} is not rejected. So, it can be safely said that the Scheduled Caste teachers of rural areas (Mean = 206.1845, SD = 20.68140) are not significantly different from the urban areas teachers (Mean = 207.4184, SD = 16.14628) in respect to the Job Satisfaction.

Testing of H_{04}

H_{04} : There is no significant difference in the Job Satisfaction of Scheduled Caste Secondary level teachers with reference to their educational stream (arts and science) variation.

Table 3.1 (vii) Group statistics of Job Satisfaction of Scheduled Caste Secondary level school teachers_ educational stream wise

Group Statistics ^a						
	Variation		N	Mean	Std. Deviation	Std. Error Mean
Job Satisfaction	Educational Stream	Arts	224	206.2679	19.18145	1.28161
		Science	85	208.0118	17.52854	1.90124

Table 3.1 (viii) Independent Sample 't' test of Job Satisfaction of Scheduled Caste Secondary level school teachers in respect of educational stream

Independent Samples Test						
Job Satisfaction	Levene's Test for Equality of Variances			t-test for Equality of Means		
		F	Sig.	't'	df	Sig. (2-tailed)
	Equal variances assumed	0.708	.401	-.730 [#]	307	0.466

([#] Not significant at the 0.05 level)

Interpretation:

The analysis of **Table 3.1 (viii)** shows that, in case of Levene's Test for Equality of Variances of Scheduled Caste arts and science teachers calculated F value is 0.708 and p value is 0.401 ($p > 0.05$). So Equal Variances can be assumed between the groups. For testing the significance of difference between the mean scores of Job Satisfaction of Scheduled Caste school teachers, the calculated ' $t'_{(307)} = 0.730$ and $p = 0.466$ ($p > 0.05$). Therefore, ' t ' is not significant at the 0.05 level of significance. Hence, H_{04} is not rejected. So, it can be safely said that the Scheduled Caste arts teachers (Mean = 206.2679, SD = 19.18145) are not significantly different from the Scheduled Caste science teachers (Mean = 208.0118, SD = 17.52854) with respect to the Job Satisfaction.

Testing of H₀₅.

H₀₅: There is no significant difference in the Job Satisfaction of Scheduled Caste Secondary level teachers with reference to their place of the job (serving own district and serving other district) variation.

Table 3.1 (ix) Group statistics of Job Satisfaction of Scheduled Caste Secondary level school teachers_ place of the job wise

Group Statistics ^a						
	Variation		N	Mean	Std. Deviation	Std. Error Mean
Job Satisfaction	Place Of The Job	Serving Own District	192	208.2604	17.57869	1.26863
		Serving Other District	117	204.2650	20.31281	1.87792

Table 3.1 (x) Independent Sample 't' test of Job Satisfaction of Scheduled Caste Secondary level school teachers in respect of place of the job

Independent Samples Test						
Job Satisfaction	Levene's Test for Equality of Variances			t-test for Equality of Means		
		F	Sig.	't'	df	Sig. (2-tailed)
	Equal variances assumed	3.546	.061	1.826 [#]	307	0.069

([#] Not significant at the 0.05 level)

Interpretation:

The analysis of **Table 3.1 (x)** shows that, in case of Levene's Test for Equality of Variances of Scheduled Caste serving own district and serving other district teachers calculated F value is 3.546 and p value is 0.061 ($p > 0.05$). So Equal variances can be assumed between the groups. For testing the significance of difference between the mean scores of Job Satisfaction of Scheduled Caste teachers, the calculated $t'_{(307)} = 1.826$ and $p = 0.069$ ($p > 0.05$). Therefore, 't' is not significant at the 0.05 level of significance. Hence, H₀₅ is not rejected. So, it can be safely said that the Scheduled Caste serving own district teachers (Mean=208.2604, SD=17.57869) are not significantly different from the Scheduled Caste serving other district teachers (Mean=204.2650, SD=20.31281) with respect to the Job Satisfaction.

Objective 3:

To compare the Job Satisfaction of Scheduled Tribe Secondary Level teachers under different categorical variables like gender (male and female), locale (urban and rural), educational stream (arts and science), and place of the job (serving own district and serving other district).

To fulfill the above objective null hypothesis H₀₆, H₀₇, H₀₈ and H₀₉ are tested which are as follows-

Testing of H₀₆.

H₀₆: There is no significant difference in the Job Satisfaction of Scheduled Tribe Secondary level teachers with reference to their gender (male and female) variation.

Table 3.1 (xi) Group statistics of Job Satisfaction of Scheduled Tribe Secondary level school teachers_gender wise

Group Statistics ^a						
	Variation		N	Mean	Std. Deviation	Std. Error Mean
Job Satisfaction	Gender	Female	6	196.1667	24.55538	10.02469
		Male	59	199.8305	22.80589	2.96907

Table 3.1 (xii) Independent Sample 't' test of Job Satisfaction of Scheduled Tribe Secondary level school teachers in respect of gender

Independent Samples Test						
Job Satisfaction	Levene's Test for Equality of Variances			t-test for Equality of Means		
		F	Sig.	't'	df	Sig. (2-tailed)
	Equal variances assumed	0.111	0.740	-.373 [#]	63	0.711

([#] Not significant at the 0.05 level)

Interpretation:

The analysis of **Table 3.1 (xii)** shows that, in case of Levene's Test for Equality of Variances of Scheduled Caste male and female teachers calculated F value is 0.111 and p value is 0.740 ($p > 0.05$). So Equal Variances can be assumed between the groups. For testing the significance of difference between the mean scores of Job Satisfaction of Scheduled Tribe school teachers, the calculated $t'_{(63)} = 0.373$ and $p = 0.711$ ($p > 0.05$). Therefore, 't' is not significant at the 0.05 level of significance. Hence, H_06 is not rejected. So, it can be safely said that the Scheduled Tribe male teachers (Mean=199.8305, SD=22.80589) are not significantly different from the Scheduled Tribe female teachers (Mean=196.1667, SD=24.55538) with respect to the Job Satisfaction.

Testing of H_07 . There is no significant difference in the Job Satisfaction of Scheduled Tribe Secondary level teachers with reference to their locale (urban and rural) variation.

Table 3.1 (xiii) Group statistics of Job Satisfaction of Scheduled Tribe Secondary level teachers_ locale wise

Group Statistics ^a						
	Variation		N	Mean	Std. Deviation	Std. Error Mean
Job Satisfaction	Locality Of School	Rural	34	197.0000	23.38220	4.01001
		Urban	31	202.2258	22.18815	3.98511

Table 3.1 (xiv) Independent Sample 't' test of Job Satisfaction of Scheduled Tribe Secondary level school teachers in respect of locale

Independent Samples Test						
Job Satisfaction	Levene's Test for Equality of Variances			t-test for Equality of Means		
		F	Sig.	't'	df	Sig. (2-tailed)
	Equal variances assumed	0.626	0.432	-.922 [#]	63	0.360

([#] Not significant at the 0.05 level)

Interpretation:

The analysis of **Table 3.1 (xiv)** shows that, in case of Levene's Test for Equality of Variances of Scheduled Tribe rural and urban teachers calculated F value is 0.626 and p value is 0.432 ($p > 0.05$). So Equal Variances can be assumed between the groups. For testing the significance of difference between the mean scores of Job Satisfaction of Scheduled Tribe teachers, the calculated $t'_{(63)} = 0.922$ and $p = 0.360$ ($p > 0.05$). Therefore, 't' is not significant at the 0.05 level of significance. Hence, H_07 is not rejected. So, it can be safely said that the Scheduled Tribe teachers of rural areas (Mean=197.0000, SD=23.38220) are not significantly different

from the Scheduled Tribe teachers of urban areas (Mean=202.2258, SD=22.18815) with respect to the Job Satisfaction.

Testing of H_08 .

H_08 : There is no significant difference in the Job Satisfaction of Scheduled Tribe Secondary level teachers with reference to their educational stream (arts and science) variation.

Table 3.1 (xv) Group statistics of Job Satisfaction of Scheduled Tribe Secondary level school teachers – educational stream wise

Group Statistics ^a						
	Variation		N	Mean	Std. Deviation	Std. Error Mean
Job Satisfaction	Educational Stream	Arts	54	199.9630	22.03596	2.99871
		Science	11	197.1818	27.29036	8.22835

Table 3.1 (xvi) Independent Sample 't' test of Job Satisfaction of Scheduled Tribe Secondary level school teachers in respect of educational stream

Independent Samples Test						
Job Satisfaction	Levene's Test for Equality of Variances			t-test for Equality of Means		
		F	Sig.	't'	df	Sig. (2-tailed)
	Equal variances assumed	0.979	0.326	0.366 [#]	63	0.715

([#] Not significant at the 0.05 level)

Interpretation:

The analysis of **Table 3.1 (xvi)** shows that, in case of Levene's Test for Equality of Variances of Scheduled Tribe arts and science teachers calculated F value is 0.979 and p value is 0.326 ($p > 0.05$). So Equal Variances can be assumed between the groups. For testing the significance of difference between the mean scores of Job Satisfaction of Scheduled Tribe teachers, the calculated 't' ($t_{(63)} = 0.366$ and $p = 0.715$ ($p > 0.05$)). Therefore, 't' is not significant at the 0.05 level of significance. Hence, H_08 is not rejected. So, it can be safely said that the Scheduled Tribe arts teachers (Mean =199.9630, SD=22.03596) are not significantly different from the Scheduled Tribe science teachers (Mean=197.1818, SD=27.29036) with respect to the Job Satisfaction.

Testing of H_09 .

H_09 : There is no significant difference in the Job Satisfaction of Scheduled Tribe Secondary Level teachers with reference to their place of the job (serving own district and serving other district) variation.

Table 3.1 (xvii) Group statistics of Job Satisfaction of Scheduled Tribe Secondary level teachers_ place of the job wise

Group Statistics ^a						
	Variation		N	Mean	Std. Deviation	Std. Error Mean
Job Satisfaction	Place Of The Job	Serving Own District	45	200.6667	22.09072	3.29309
		Serving Other District	20	196.8500	24.68811	5.52043

Table 3.1 (xviii). Independent Sample 't' test of Job Satisfaction of Scheduled Tribe Secondary level school teachers in respect of place of the job

Independent Samples Test						
Job Satisfaction	Levene's Test for Equality of Variances			t-test for Equality of Means		
		F	Sig.	't'	df	Sig. (2-tailed)
	Equal variances assumed	0.792	0.377	0.620 [#]	63	0.537

(# Not significant at 0.05 level)

Interpretation:

The analysis of **Table 3.1 (xviii)** shows that, in case of Levene's Test for Equality of Variances of Scheduled Tribe Secondary level serving own district and serving other district teachers calculated F value is 0.792 and p value is 0.377 ($p > 0.05$). So Equal variances can be assumed between the groups. For testing the significance of difference between the mean scores of Job Satisfaction of Secondary level scheduled tribe teachers, the calculated 't' ($t_{(63)} = 0.620$ and $p = 0.537$ ($p > 0.05$)). Therefore, 't' is not significant at 0.05 level of significance. Hence, H_0 is not rejected. So, it can be safely said that the Scheduled Tribe Secondary level serving own district teachers (Mean=200.6667, SD=22.09072) are not significantly different from the Scheduled Tribe Secondary level serving other district teachers (Mean=196.8500, SD=24.68811) with respect to the Job Satisfaction.

3.2 Major Findings:

- i) It is found that there is a significant difference in Job Satisfaction of Scheduled Caste and Scheduled Tribe Secondary level teachers. The mean score of Scheduled caste teacher's Job Satisfaction is higher than that of the mean score of Scheduled Tribe school teacher's Job Satisfaction.
- ii) The Scheduled Caste male teachers are significantly different from the Scheduled Caste female teachers in respect to the Job Satisfaction. The mean score of Scheduled Caste male teacher's Job Satisfaction is higher than that of the mean score of Scheduled Caste female teacher's Job Satisfaction.
- iii) The Scheduled Caste teachers of rural areas are not significantly different from the Scheduled Caste teachers of urban areas with respect to the Job Satisfaction.
- iv) The Scheduled Caste arts teachers are not significantly different from the Scheduled Caste science teachers in respect to the Job Satisfaction.
- v) The Scheduled Caste serving own district teachers are not significantly different from the scheduled caste serving other district teachers in respect to the Job Satisfaction.
- vi) The Scheduled Tribe male teachers are not significantly different from the Scheduled Tribe female teachers in respect to the Job Satisfaction.
- vii) The Scheduled Tribe teachers of rural areas are not significantly different from the Scheduled Tribe teachers of urban areas in respect to the Job Satisfaction.
- viii) The Scheduled Tribe arts teachers mean are not significantly different from the Scheduled Tribe science teachers in respect to the Job Satisfaction.
- ix) The Scheduled Tribe serving own district teachers are not significantly different from the Scheduled tribe serving other district teachers in respect to the Job Satisfaction.

4. Conclusion

On the basis of the above findings, we can draw the following conclusions and may be considered as the highlights of the study:

The Scheduled Caste Secondary level male teachers are significantly different from the Scheduled Caste Secondary level female teachers in respect to the Job Satisfaction. The finding of the study is in agreement with the findings of other researcher's studies. Porwal (1980), Aggarwal (1991), Asondariya (2008), Kumari (2012) and Satyanarayana (2013) also found that the male Secondary school teachers mean scores are significantly different from the female Secondary school teachers mean scores with respect to the Job Satisfaction.

There is significant difference between Scheduled Caste and Scheduled Tribe Secondary level teachers about Job Satisfaction. The mean score of Scheduled caste teacher's Job Satisfaction is higher than that of the mean score of Scheduled Tribe teacher's Job Satisfaction. The reasons for the differences may be – that the Scheduled Caste teachers are more satisfied with the task of teaching, appreciation for good work, standard of living, good relation with student community, relationship with colleagues, self dignity and appraisal system than Scheduled Tribe teachers. Therefore, we should take nessesary steps, so that the Job Satisfaction of Scheduled Tribe school teachers can be increased.

There is significant difference between Scheduled Caste male and Scheduled Caste female teachers in respect to their Job Satisfaction. The mean score of Scheduled Caste male teachers Job Satisfaction is higher than that of the mean score of Scheduled Caste female teachers Job Satisfaction. The reasons for the differences may be – that the Scheduled Caste male teachers are more satisfied with locality of institution, cleanliness of institution, opportunity for expressing opinion, rapport with colleagues, standard of living, freedom for institutional planning, teacher-pupil ratio, communication facility and behaviour of the institutional head and higher authority than the Scheduled Caste female teachers. Therefore, we should try to increase the level of Job Satisfaction of Scheduled Caste female school teachers.

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