

CASTE CATEGORIES AND JOB SATISFACTION

Dr. Arun Kumar

Associate Prof., Department of Education, University of Lucknow, Lucknow (UP), India

Dr. Bhagat Singh

(Corresponding author)

Associate Prof., Department of Psychology, Meerut College, Meerut (UP), India

ABSTRACT

Caste system is a major feature of Indian society. Social, Political and Economical behavior of people are governed by this caste system. The researchers tried to find out the role of caste category of the employee in his/her job satisfaction. For this purpose primarily 400 primary school teachers were selected. Out of which 90 teachers of General category, 90 of Other Backward category and 90 teachers of Scheduled caste category were selected randomly. Thus finally 270 teachers were selected. Teachers' Job Satisfaction Scale (TJSS) was used to collect the data. Results showed that there is a significant relationship between caste category and job satisfaction of primary school teachers. The results of the ANOVA showed a significant effect of the caste category on job satisfaction. Job satisfaction of general and other backward category teachers are significantly higher to that of scheduled caste category teachers. Though the job satisfaction of general category teachers is slightly higher to that of other backward category teachers but this difference was not significant. On the basis of the results it can be concluded that caste of the employee is a factor which affect his job satisfaction.

Keywords:- General, Other Backward Class and Scheduled Caste Category, Job Satisfaction, Primary School Teachers

INTRODUCTION

Job satisfaction is defined as the extent to which a worker is content with the rewards he or she gets in term of intrinsic motivation out of his or her job. (Statt, 2004). It can also be defined as the attitudes and feelings people have about their work. Positive and favorable attitudes towards the job indicate job satisfaction while negative and unfavorable attitudes towards the job indicate job dissatisfaction (Armstrong, 2006).

A positive attitude; an individual has toward his job is considered his job satisfaction (Smith et al., 1969; Furnham, 1997; Mitchell and Kalb, 1982; Churchill et al., 1974). Working environment (Moriarty et al., 2001) and headmaster relationships with teachers (Menon and Christou, 2002) are significant sources of job satisfaction for teachers. Communication, feedback from others, relations with colleagues and students, work condition, opportunities to participate in decision making, responsibility, nature of work and school culture are some other factors which affect job satisfaction of an employee. (Scott et. al., 2003; Chaplin, 1995).

The term gender refers neither simple what one “is” nor a fixed attribute determined by biology or cultural processes. Rather, it represent the way one represent oneself as masculine or feminine in routine daily life through language, dress and demeanor. (West and Zimmerman, 1989). In our study we used gender in terms of male and female.

Although ancient, the caste system continues to play a central role in Indian society. This system divides Indians, especially Hindus, into four classes (*varna*) and thousands of small communities (*jati*). Depending on the level of disadvantage and social stigma people face, the first Indian constitution (1950) groups the different *jati* into four broader categories,. First, the *Scheduled Castes* (“untouchables”, or *Dalits*) and second the *Scheduled Tribes* (the tribals). Third are the *Other Backward Castes*. Lastly, the rest of the population is categorized as the *Other i.e General*. (Bayly, 2001). This typology simplifies the study of caste inequalities, and will be used throughout this paper

Abbasi (2003) compared the job satisfaction of primary school teachers of India and Iran. Results showed that more that 50% of teachers have medium level of job satisfaction. But these teachers have more satisfaction about social status aspect of their job. Due to economic sufficiency they showed less satisfaction. He also found that there was a significant gender difference in job satisfaction. Female teachers were more satisfied than the male teachers. While there was no significant difference in job satisfaction of teachers with varied age groups. Agarwal (1991) in a study found that caste, mother tongue and place of work are significantly related to job satisfaction. Graduate trained male teachers, teachers with single family, more experienced and government school teachers were more satisfied than others; while there was no relationship between age, marital and job satisfaction.

Raj and Mary (2005) in a study on teachers of Pondicherry region found that job satisfaction was not high. 39 % of the Government school teachers had low level of job satisfaction. 40% of them

had average and 21% of them had high level of job satisfaction. Gender, medium of instruction, place of work, educational qualification, salary and religion have no significant effect on job satisfaction. There was no significant difference among teachers irrespective of age, experience, subjects and type of schools.

Sandhu, S.K. (2000) in his research found that scheduled caste teachers have significantly higher job satisfaction to that of non- scheduled caste teacher.

Jaidka, M.L. (2015) in his study found no significant difference between job satisfaction of scheduled caste and non-scheduled caste teachers. He also found that non-caste teachers with job experience less than 7 years are significantly more satisfied with that of scheduled caste teachers. A synoptic review of the above researches revealed there are a few researches done on caste and job satisfaction especially on teachers at the primary school. The present study tried to explore the role of caste categories in the job satisfaction of primary school teachers.

OBJECTIVES

Objectives of the study were as follows –

1. To study the job satisfaction of primary school teachers belong to general, other backward and scheduled caste category.
2. To study the relationship between caste category and job satisfaction.
3. To study the effect of caste category on job satisfaction of primary school teachers.

HYPOTHESES

On the basis of the review of the studies conducted on the issue and objectives of the study the following hypotheses were formulated –

1. There is no significant relationship between caste category and job satisfaction of primary school teachers.
2. There is no significant influence/effect of caste category on job satisfaction of primary school teachers.

METHODOLOGY

SAMPLE

Primarily 400 primary school teachers were selected purposively from various government run primary schools of Meerut Commissionery. Out of which 90 of General category, 90 teachers of Other Backward category and 90 teachers of Scheduled caste category were selected randomly. Thus finally 270 teachers were selected.

Table – 1

Showing the sample distribution

Caste Category	Total Number
General	90
Other backward	90
Scheduled caste	90

TOOL USED

Teachers' Job Satisfaction Scale (TJSS) developed by Dr. J.P. Srivastava and Dr. S.P. Gupta was used to measure the job satisfaction of the teachers. There are 80 items in this scale. Five response categories -Strongly agree, Agree, Indifferent, Disagree, and strongly disagree are provided for each item. Test-retest reliability and split half reliability of the test was 0.72 and 0.80 respectively. Validity of the test was 0.71.

PROCEDURE OF DATA COLLECTION

To collect the basic information like gender, age, caste, education qualification, and teaching experience etc. the demographic questionnaire was used. To measure job satisfaction, subjects were given individually to fill-up the 'Teachers' Job Satisfaction Scale'. Though there were no time limit for the test but subjects were given 40-50 minute for test. The completely filled-in tests were collected and scoring was done as per the instruction given in the manuals of the test.

RESULTS AND DISCUSSION

The data was analyzed with the help of SPSS-17 programme. To test the hypotheses, correlation analysis, analysis of variance was calculated. The results of the study are as follows

Table – 1

Showing the Mean and Standard Deviation of Job Satisfaction Scores of three Caste Categories

Category	N	Mean	Std. Deviation
General	90	300.52	23.672
OBC	90	297.36	30.086
SC	90	271.27	41.152
Total	270	289.71	34.895

Table -1 shows the mean and standard deviation of scores of three caste categories of primary school teachers on job satisfaction scale. The mean of job satisfaction scores of general category was 300.52 and S.D was 23.67, the mean of job satisfaction scores of OBC category was 297.36 and S.D was 30.09, while the mean of job satisfaction scores of Scheduled caste category was 271.27 and S.D. was 41.15.

Table -2 shows the correlation analysis between caste categories and Job Satisfaction. The value of 'r' is -0.343, which is significant at 0.01 level of significance. So we reject our first hypothesis. It means that when we move from general to OBC to SC category subjects, the job satisfaction decreases and vice versa.

Table – 2

Showing the correlation analysis between Caste Categories and Job Satisfaction

	Job Satisfaction
Caste	-.343**
p value	.01

The results of ANOVA (Table- 3) showed a significant variance between caste and job satisfaction ($F = 22.03$; $p < 0.01$). This finding showed that there is a significant difference in job satisfaction among subjects of general, OBC and SC category. So we reject our second hypothesis.

Table – 3

Showing the summary of ANOVA among caste categories on job satisfaction

Source of variation	SS	df	MS	F
Between Group	46396.36	2	23198.18	

Within Group (Error)	327551.04	267	1053.01	22.03*
Total	327551.04	269		
* F value is significant at the 0.001 level.				

Table –4 showed that the mean of job satisfaction of general category subjects is higher to that of OBC category subjects but the difference is not significant. while the mean of job satisfaction of general and OBC category subjects is higher to that of SC category subjects and these difference is significant a 0.001 level of significance. It is also clear from the Figure-1.

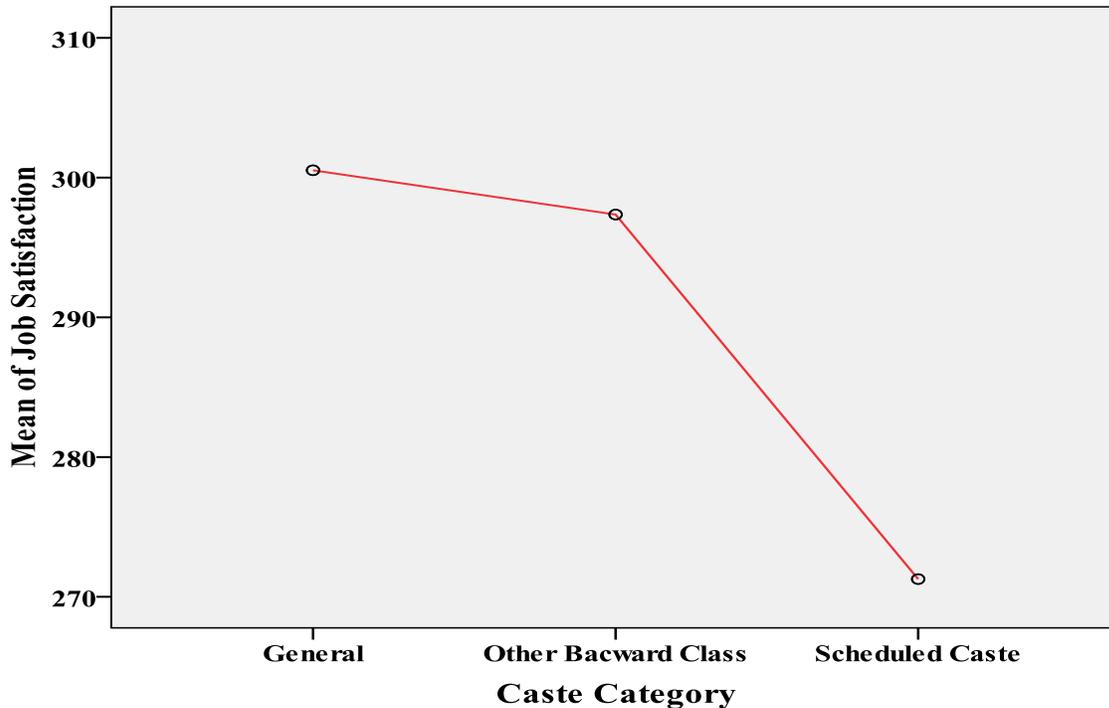
Table – 4

Showing the Post –Hoc comparison among caste categories on job satisfaction

(I) Caste Category	(J) Caste Category	Mean Difference (I-J)	Std. Error	Sig.
General	OBC	3.167	4.837	.513
	SC	29.256*	4.837	.001
OBC	General	-3.167	4.837	.513
	SC	26.089*	4.837	.001
SC	General	-29.256*	4.837	.001
	OBC	-26.089*	4.837	.001
*. The mean difference is significant at the 0.05 level.				

Fig -1

Showing the mean plot of job satisfaction of various caste category



Our first hypothesis was “there is no significant relationship between caste category and job satisfaction of primary school teachers”. Results of Pearson correlation analysis showed a negative and significant correlation between caste categories and job satisfaction among the primary school teachers. It means that the level of job satisfaction is high among the subjects of general and OBC categories while the level of job satisfaction is low among the subjects of SC category. It is also clear from the Figure-1. The mean of scores of job satisfaction of general and OBC categories is higher than that of SC categories primary school teachers.

Our second hypothesis was “there is no significant influence/effect of caste category on job satisfaction of primary school teachers”. Results of one-way analysis of variance showed that there is a significant effect of caste categories of teachers on their job satisfaction. So we reject our hypothesis. It means that the teachers who belong to general and other backward classes have higher job satisfaction than the teachers of scheduled caste categories. There may be a lot of reason behind this significant difference. In Indian society, scheduled caste persons are still not welcomed as a teacher i.e. guru. So they not only face the pressure of society but also the pressure of children and colleagues. Due to this discrimination they continuously live in stressful situation which affect their job satisfaction. So they showed very low level of job satisfaction in

comparison to other caste category teachers. Our study confirms the findings of Agarwal (1991) but against the results of Gakhar, S.C. (2000).

CONCLUSIONS

On the basis of the results and discussion it can be concluded that the primary school teachers of general and OBC category have high level of job satisfaction while the teachers of SC category have low level of job satisfaction. Thus the findings of the present study indicate that caste category is important in-terms of its relationship with job satisfaction. Caste of a person influences human behavior as a whole. So not only in the field of education but also in all field of life caste plays a vital role. Though there are a lot of other factors other than caste which affect job satisfaction but role of caste cannot be neglected.

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