

Gender, Caste Categories and Job Satisfaction

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Abstract: Caste system is a major feature of Indian society. Caste of a citizen affects his/her social, political and economical behavior. The researchers tried to find out the role of gender and caste of the employee in his/her job satisfaction. For this purpose primarily 575 primary school teachers were selected. Out of which 90 teachers (45 male and 45 female) of General category, 90 teachers (45 male and 45 female) of Other Backward category and 90 teachers (45 male and 45 female) of Scheduled caste category were selected. Thus finally 270 teachers were selected. Teachers' Job Satisfaction Scale (TJSS) was used to collect the data. The results of the two-way ANOVA showed a significant interaction effect of caste category with gender on job satisfaction while there was a significant difference among the caste category on job satisfaction. However, there was no significant difference between male and female teachers on job satisfaction.

Keywords: General, other backward and scheduled caste category; Job Satisfaction; Primary School Teachers

INTRODUCTION

The term gender refers neither simple what one "is" nor a fixed attribute determined by biology or cultural processes. Rather, it represents the way one represents oneself as masculine or feminine in routine daily life through language, dress and demeanor [1]. In our study we used gender in terms of male and female primary school teachers.

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*)(SC) and second the *Scheduled Tribes* (the tribals) (ST). Third are the *Other Backward Castes* (OBC) which are not treated as untouchable but are supposed below the higher castes due to their economic and educational backwardness. Lastly, the rest of the population is categorized as the *Other i.e General* [1]. This typology simplifies the study of caste inequalities, and will be used throughout this paper.

Job satisfaction is defined as the extent to which a worker is content with the rewards he or she gets in terms of intrinsic motivation out of his or her job [3]. 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 [4]. A positive attitude; an individual has toward his job is considered his job satisfaction [5-8].

Working environment [10] and headmaster relationships with teachers [9] are found significant sources of job satisfaction in 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 [11, 12].

Agarwal [13] 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.

Sandhu, S.K. [14] found that scheduled caste teachers have significantly higher job satisfaction than that of non-scheduled caste teachers. Abbasi [15] compared the job satisfaction of primary school teachers of India and Iran. He 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.

Raj and Mary [16] in a study on teachers of Pondicherry region found that 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. No gender difference in job satisfaction of primary school teachers was also found by Bindu [17].

Jaidka, M.L. [18] 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. In a study Singh, B. and Kumar, A. [19] found no significant gender difference in job satisfaction of primary school teachers. Though level of emotional intelligence affect the job satisfaction among primary school teachers.

As it clear from the review there are studies with contradictory results. So the present study attempts to explore gender and caste categories variation in the job satisfaction of primary school teachers and tried to find out relationship among them. In Indian society, caste system has its deep route. Still in 21st century people differentiate among each other on the basis of their caste. This discrimination is higher among rural areas. As most of the primary schools are in rural areas, so there is a possibility that the teachers of various castes employed in these schools face discrimination and it may affect their job satisfaction.

Objectives

Objectives of the study were as follows –

- To study the job satisfaction of male and female primary school teachers.
- To study the job satisfaction of primary school teachers belong to general, other backward and scheduled caste category.
- To study the joint and independent effect of gender and 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 –

- There is no significant effect of caste category on job satisfaction of primary school teachers.
- There is no significant effect of gender on job satisfaction of primary school teachers.
- There is no significant interactional effect of gender and caste category on job satisfaction of primary school teachers.

METHODOLOGY

Sample

Primarily 575 primary school teachers were selected purposively. Out of which 90 teachers (45 male and 45 female) of General category, 90 teachers (45 male and 45 female) of Other Backward category and 90 teachers (45 male and 45 female) of Scheduled caste category were selected randomly. Thus finally 270 teachers were selected. The distribution of sample is given in table-1.

Table-1: Showing the sample distribution

		Gender		Total
		Male	Female	
Caste category	General	45	45	90
	Other backward	45	45	90
	Scheduled caste	45	45	90

Tool used

To measure the job satisfaction of the teachers- ‘Teachers’ Job Satisfaction Scale’ (TJSS) developed by Dr. J.P. Srivastava and Dr. S.P. Gupta was used. There were 80 items in this scale. Five response categories are provided for each item. Strongly agree, Agree, Indifferent, Disagree, and strongly disagree. Rest –rest 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

The demographic questionnaire was used to collect the basic information like age, gender, caste, teaching experience and education qualification. 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. After collecting the data from 575 teachers, 450 subjects (150 each from general, OBC and SC categories) were selected randomly using statistical software SPSS. Thus selected subjects were sorted out on the basis of their gender and using randomization final data was selected.

RESULT AND DISCUSSION

The data was analyzed with the help of SPSS-17 programme. To test the hypotheses, two –way analysis of variance was calculated. The results of the study are as follows. The results of two-way ANOVA (Table- 2) showed a significant effect between caste and job satisfaction ($F = 22.71$; $p < 0.01$). This finding showed that there is a significant difference in job satisfaction among subjects of general, OBC and SC

category. So we reject first hypothesis. However, when viewed from the perspective of gender, the results showed that there was no significant effect between male and female teachers on job satisfaction. ($F = 0.04$; $p > 0.05$). So we accept our second hypothesis. The results of the two-way ANOVA also showed a significant interactional effect of caste category with gender on job satisfaction ($F = 5.62$; $p < 0.01$). So we reject our third hypothesis.

Table-2: Showing the effect of gender and caste categories on job satisfaction

Source of variation	SS	df	MS	F
Gender	39.29	1	39.29	0.04
Caste categories	46396.36	2	23198.18	22.71**
Interaction of caste categories × gender	11482.23	2	5741.12	5.62**
Error	269633.16	264	1021.34	
Total	327551.04	269		

** F value is significant at the 0.001 level.

In order to test the significance of interaction effect, test of simple effect of caste categories and gender was calculated by analysis of variance. Which are shown in table -3, fig-1 and table- 4, fig-2. Table –3 showed that the value of the simple effects of caste categories for male ($F=3.22$, $p < 0.05$) and female ($F=25.11$, $p < 0.01$) subjects was significant. It means that the levels of caste categories differ significantly for male and female subjects separately. It is also clear from the Fig-1. It can be observed from the Fig-1 that the main effect of gender was zero because the means

of general and OBC categories female subjects were higher than that of male subjects. But the means at SC category of male subjects was higher than that of female subjects. Further, the non parallel line of male and female subjects between OBC and SC categories render the interaction effect significant. The main effect of caste categories was significant which is indicated by non zero slope of line representing the main effect. That is, main effect of caste categories was significant if the line is not parallel to the X-axis.

Table-3: Showing the analysis of variance for simple effect of caste categories

Source of variation	SS	df	MS	F
Caste categories for male	6585.60	2	3292.80	3.22*
Caste categories for female	51292.99	2	25646.495	25.11**
Error	269633.16	264	1021.34	

** F value is significant at the 0.001 level.

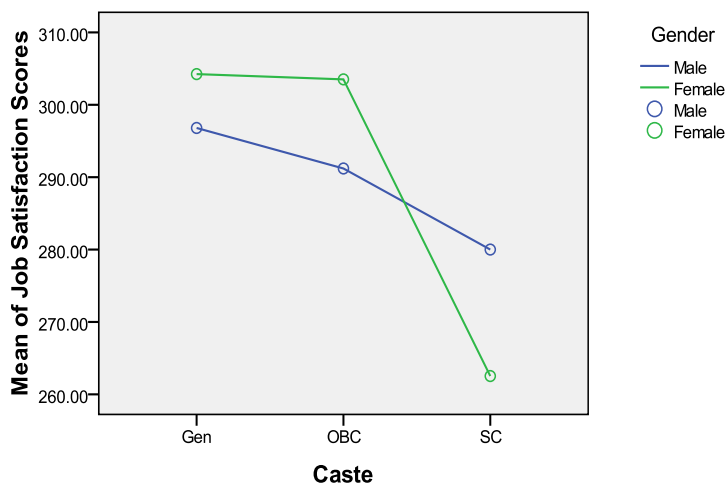


Fig-1: Showing the interaction profile (also showing profiles of simple effect of caste category)

Table –4 showed that the value of the simple effects of gender for general category ($F=1.22, p>0.05$) and for OBC category ($F=3.34, p>0.05$) was not significant while the value of simple effect of gender for SC category ($F=6.72, p<0.01$) was significant. It means that the male and female of general category did

not differ significantly on job satisfaction. Similarly male and female subjects of OBC categories did not differ significantly on their job satisfaction, while the male and female of SC category differ significantly on their job satisfaction. It is also clear from the Fig-2.

Table-4: Showing the analysis of variance for simple effect of gender

Source of variation	SS	df	MS	F
Gender for General category	1246.94	1	1246.94	1.22
Gender for OBC category	3410.18	1	3410.18	3.34
Gender for SC category	6864.40	1	6864.40	6.72**
Error	269633.16	264	1021.34	

** F value is significant at the 0.001 level.

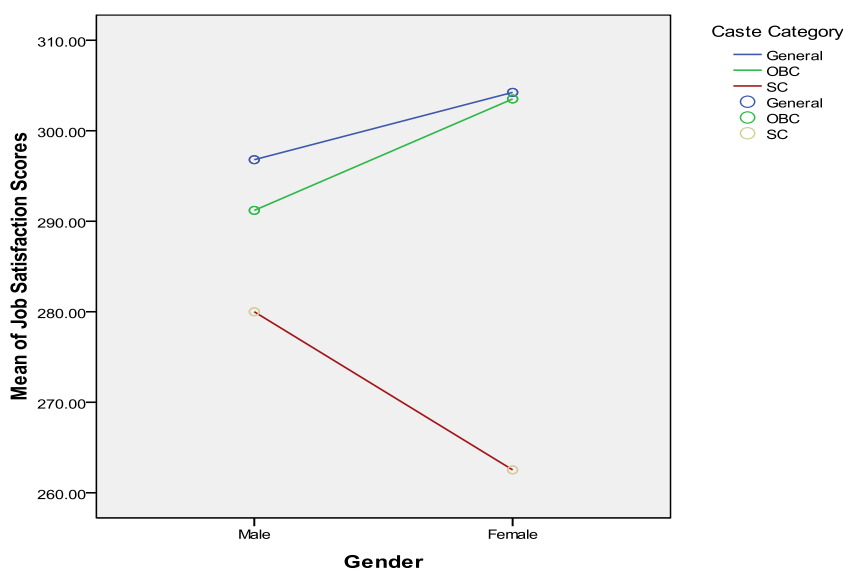


Fig-2: Showing the interaction profile (also showing profiles of simple effect of gender)

Our first hypothesis was “there is no significant influence/effect of caste category on job satisfaction of primary school teachers”. Results of two-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. In case of female teachers this pressure is very high. So they showed very low level of job satisfaction in comparison to the SC male and other caste category teachers. Our study confirms the findings of Agarwal [13]. But do not support the findings of Sandhu, S.K. [14] and Jaidka, M.L. [18].

Our second hypothesis was “there is no significant influence/effect of gender on job satisfaction of primary school teachers”. Results showed that there is no significant difference between the job satisfaction of male and female primary school teachers. So we accept our hypothesis. It can be observed from the Fig-1, that the main effect of gender was zero because the means at general and OBC categories female subjects was higher than that of male subjects. But the means SC category of male subjects was higher than that of female subjects. The opposite algebraic signs of such differences tend to make the effect zero in the main effect of gender. It is also clear from table-4 and Fig-2. Our study is congruent with the results of Raj and Mary [16], Bindu [17] and Singh and Kumar [19], while is incongruent with the findings of Abbasi [15].

Our third hypothesis was “there is no significant interactional influence/effect of gender and caste category on job satisfaction of primary school

teachers". Results showed that there is a significant interaction effect of gender and caste categories of teachers on their job satisfaction. So we reject our hypothesis. It can be observed from the fig-2 that the slope of general and other backward class category is nearly zero. It means that when we move from male to female in general and OBC category, there is slightly improvement in their job satisfaction, while when we move from male to female in SC category, there is a sharp decline in their job satisfaction level. It means that only the job satisfaction level of SC category is responsible for the interaction effect. This is also clear from the fig-1, that there is zero slope between female of general and OBC category while there is a sharp slope between OBC and SC category female. Though there is a decline in the slope between male of general to OBC and OBC to SC category, but that decline is not as sharper as in case of OBC female to SC female. Due to this the interaction effect of gender and caste category is significant.

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. In SC category, female teachers have very low level of job satisfaction. Though there is a significant interaction influence of gender and caste category on job satisfaction, but this significant interaction effect is only due to the SC category male and female primary school teachers. It can also be concluded that gender of an employee does not affect his/her job satisfaction. Thus the findings of the present study indicate that caste category is important in-terms of its relationship with job satisfaction. So not only in the field of education but also in all other professional field caste plays a vital role. Though there are a lot of other factors other than caste which affect job satisfaction but role of caste can not be neglected especially in Indian culture.

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