

Remarking An Analisation Influence of Gender and Race on Professionalism and Job-Satisfaction among School Teachers

Abstract

It is in general felt that job holders enjoy better status and prestige in the society in comparison to others. Status may otherwise become meaningless and valueless when it is not accompanied with job satisfaction in the profession, job or occupation in any society. Thus job-satisfaction is the result of various attitudes possessed by the employee (Teacher) towards his/her teaching profession. This present paper is based on an empirical study. The sum and substance of the paper in the form of an abstract is stated below.

Keywords: Performance, Profession, Job Satisfaction, Management, Determinant

Introduction

We know that academically, professionally sound and efficient teachers with a great deal of inclination, dedication and commitment are the pre-requisite for any organization as an input for its progress. Job-satisfaction of the said category of teachers and the recognition for the services rendered by him / her in a generic sense is questionable. The working conditions, academic freedom and responsibility facilities made available to teachers and for teaching emoluments, the institutional climate at various levels of education are some of the factors of job-satisfaction of a teacher and its effectiveness in quality teaching. The qualities and capabilities that a teacher acquires with utmost sincerity and commitment may get undermined when the above said conditions are awful. The teacher's motivation to work with satisfaction is directly influenced by his/her immediate surrounding and its organizational climate. Thus, it is observed that job-satisfaction of many professional worker is greatly influenced his or her organizational climate and in teaching efficiency. So the success or failure of any organization largely depends upon its climate and the total quality management in education. In this context the job-satisfaction of teachers depends to a great extent upon the organizational climate of their respective school and relative effectiveness in teaching.

Aim of this Paper

In the present study the author attempted to examine the job-satisfaction of secondary school teachers in Papumpare District of Arunachal Pradesh and its relative effectiveness for quality education in relation to race, and gender variables.

Methodology

The study adopted the descriptive cum-normative survey method of educational research for the completion of this piece of research work. The author selected 150 secondary school teachers from 10 secondary schools of Papumpare District of Arunachal Pradesh for collecting the required data by adopting a random-sampling technique.. In the present study, a self-developed job-satisfaction scale (an attitude scale) was used as tool with reference to some modification of the statements of job-satisfaction scale of Meera Dixit.

Sometimes questions arise in the minds of researchers who are better satisfied with their teaching profession? How the degree of satisfaction influences the extent of teaching efficiency of our school teachers and vice-versa. We know that satisfaction and dissatisfaction are the causes of all relation, association and perceptions. Gone are the days of 17th century, the century of enlightenment, the eighteenth century the century of the reason, the nineteenth century, the century of progress, the twentieth century, the century of anxiety, the present ongoing 21st century,

Prasanta Kumar Acharya

Associate Professor,
Deptt.of Education,
Rajiv Gandhi University,
Rono- Hills, Doimukh,
Arunachal Pradesh

Remarking An Analisation

the century of knowledge. The current millennium also manipulates many elements of discomfort, dissatisfaction, degeneration and degradation. Disturbances and discontentment, stress and strain have become the frequent phenomena of individual's life in this 21st century. Even the professions of the class- teachers in secondary schools are not free from such terrible experiences. But professional and interpersonal conflicts, tensions, frustrations and anxiety always pave the way for the royal chamber of dissatisfaction and discontentment. It is a universal experience of our secondary school teachers. Although the central government and almost all states have implemented sixth pay revised scale, no doubt it might be said that teachers must have satisfied with the present scale. But on the other hand there are some interventions which cause the degree of job-satisfaction of teachers. Especially educational degradation and academic disturbances are directly or indirectly related with the job-satisfaction of teachers of schools in general and high schools in particular. If teachers are ill-paid, ill-fed, ill-clad and ill-treated what happens to their teaching efficiency. Contrary to this, if they are well-paid and well-treated, what experience do we experience in the field of their job-satisfaction and teaching efficiency?

Taking into cognizance of the fact, Arunachal Pradesh since independence made tremendous progress in the educational scenario. But then, it is generally felt that quantity has not accompanied with quality in the total picture of education. Crores of rupees have been spent on commissions, policies to deliberate and recommend methods for bringing about qualitative improvement in education in India. Several research studies on the problems of teachers are an attempt to improve the quality of education. But Satisfaction, merely the (job-satisfaction) has off late been one of the areas fascinates the researchers since it is a major determining variable of the attitude of the teacher which in turn influences his / her performance in quality teaching. Now it is observed that there is a decrease in the standard of secondary education in Arunachal Pradesh because every year there is a greater failure in secondary school examination. This case is more among the rural and tribal students. From this point of notion, it is generally agreed that the goodness of an educational programme to a larger extent is dependent on the quality of teacher. The performance of a teacher is based on the efficiency in his / her own subject, proper motivation of the subject matter to the students and working conditions.. It becomes difficult to teaching community to give full justification to their profession as long as the needs remain unfulfilled, which in turn leads to lack of interest and thus results in unhealthy learning atmosphere in the schools. The research studies even show that there is no remarkable study made in the area of job-satisfaction of secondary school teachers in Arunachal Pradesh. Therefore, an attempt is being made by the researcher to study the said area in Arunachal Pradesh which is one among the North-Eastern States of India.

Objectives of the Study

As per the nature of the research problem, the investigator formulated the following objectives.

1. To examine the effect of gender on job-satisfaction among secondary school teachers in papumpare district of Arunachal Pradesh.
2. To study the effect of race on job-satisfaction among secondary school teachers in papumpare district of Arunachal Pradesh.

Hypothesis of the Study

In view of the above cited objective, the investigator formulated the following hypotheses in null form.

1. There is no significant gender difference between sample teachers on Job-Satisfaction.
2. There is no significant difference between the Job-Satisfaction of teachers in relation to race.

Method

The basic aim of the study was to investigate the job-satisfaction of secondary school teachers of Papumpare District of Arunachal Pradesh. Therefore, the investigator has adopted the descriptive cum-normative survey method of educational research for the completion of this piece of research work.

Selection of Population and Sample

The population of the present research study included the secondary school teachers of Papumpare District of Arunachal Pradesh. But, it was not possible on the part of the investigator to access the whole population of secondary school teachers. Therefore, the investigator selected 10 secondary schools of Papumpare District of Arunachal Pradesh comprising 5 number of government and 5 number of private schools and out of these selected schools, the sample of 150 secondary school teachers where both 75 Male and 75 Female teachers were taken for collecting the required data by adopting a random-sampling technique. Thereafter the selected sample teachers were categorized into different groups on the basis of gender (Male and Female), race (Tribal and Non-tribal),

For the purpose of the study the researcher has selected 10 schools; out of which 05 were in rural areas and the rest 05 were in urban areas of the respective district.

Tools Used

In the present study, the investigator developed a self-developed job-satisfaction scale (an attitude scale) as tool with reference to some modification of the statements of job-satisfaction scale of Meera Dixit. This scale was to measure the attitude of secondary school teachers towards job-satisfaction. It includes 67 items related to four dimensions, i.e.

1. Satisfaction with work.
2. Satisfaction with salary and security.
3. Satisfaction with institutional plans and policies.
4. Satisfaction with authorities. This attitude scale is popularly known as likert's five point scale developed by the investigator by adopting the procedure suggested by likert (1932) for the construction and standardization of the scale.

Remarking An Analisation

The test-retest method was employed for the computation of the co-efficient of reliability (r_{tt}) which was found .87 and the scale was considered having high reliability. The validity of scale was ensured by taking the suggestions of the content experts on the basis of content validity of a test.

Administration of Tools

The investigator visited 10 secondary schools of Papumpare District of Arunachal Pradesh and did the field work with utmost care and administered the selected tool – (Job-satisfaction scale) on the sample of 150 secondary school teachers for the collection of relevant data. After completion of the field work, the investigators completed the scoring work. The scales were scored by adopting procedure of weightages of different responses against each statement i.e., 0, 1, 2, 3 and 4 to SD, D, U, A, and SA respectively.

Data Analysis

For analyzing and interpreting the data, the investigator used descriptive statistics as measures of central tendency, measures of variability and inferential statistics as ‘t’ – test for computing the results. The analysis and computations along with interpretations have been placed objective cum hypothesis wise.

Results of the Study

The Major Findings of the Study are shown under on the basis of hypotheses formulated.

For objective -1 & 2 and testing of the formulated hypotheses, the following tables-1, 2, 3,4,5,&6.were used.

Hypothesis (H₀₂)

There is no significant gender difference between sample teachers on Job-Satisfaction

Table – 1

Summary of Job-Satisfaction Mean Scores, Standard Deviation (SD) value, and ‘t’ value of Male and Female Teachers of Secondary Schools in Papumpare District of Arunachal Pradesh

Groups	N	Mean	SD	SE _D	t-value	Remarks
Male Teachers	75	163.3	16.88	2.84	2.29	significant
Female Teachers	75	169.8	18.04			

Result

The table no.- 1. reveals that the computed t-value came out to be (2.29) which is greater than the criterion ‘t’ value (1.98) at .05 level of confidence for 148 df. As the computed ‘t’ value (2.29) is significant at .05 level of significance, therefore the formulated hypothesis (H₀₁).“There is no significant gender difference between sample teachers on job-Satisfaction” gets rejected. From this interpretation, it is understood that, there is significant difference in the Job-Satisfaction of Male and Female Teachers of Secondary Schools in Papumpare District of Arunachal Pradesh. It signifies that Female Teachers are more satisfied with the teaching job than their Male counterparts as per the Mean Scores shown in the above table no. -1.

Hypotheses (H₀₂)

There is no significant difference between the Job-Satisfaction of teachers in relation to race.

Table- 2

Summary of Job-Satisfaction Mean Scores, Standard Deviation (SD) and ‘t’ values of Secondary School Tribal and Non-Tribal Teachers in Papumpare District of Arunachal Pradesh

Groups	N	Mean	SD	SE _D	t-value	Remarks
Tribal Teachers	45	161.8	20.81	3.44	1.896	significant
Non-Tribal Teachers	105	168.3	15.34			

Result

The table no. -2 indicates that the obtained ‘t’ value came out to be (1.896) which is greater than the criterion ‘t’ value (1.98) at .05 level of significance for 148 df. As the computed ‘t’ value 1.896 is significant at .05 level of significance, therefore the formulated hypothesis (H₀₂)“There is no significant difference between the Job-Satisfaction of teachers in relation to race” gets rejected. From the above analysis it is clearly comprehended that there is significant difference between the Tribal and Non-Tribal Teachers of Secondary Schools on Job-Satisfaction in Papumpare District of Arunachal Pradesh. It depicts that Tribal Teachers of Secondary Schools are less satisfied with the job of teaching profession than the Non-Tribal Teachers of Secondary Schools in Papumpare District of Arunachal Pradesh as per the Mean Scores shown in the table no. -2.

Suggestions and Discussion

In the context of recommendations and suggestions of the present piece of research work, the findings of the concerned study suggest that the gender had a significant effect on the job-satisfaction of secondary teachers in Papumpare District of Arunachal Pradesh. By and large this statement reveals the view that the female teachers of secondary schools of Papumpare District are more satisfied with their jobs than male counterpart teachers. Hence efforts are to be made for ascertaining the possible and prevailing causes of dissatisfaction of male teachers of secondary schools in Papumpare District with regard to their jobs and take the immediate remedial measures for minimizing the degree of dissatisfaction of male teachers. Besides, the causes of high job-satisfaction of female teachers are to be scientifically investigated and efforts are to be made at a war footing rate for ensuring those causes of dissatisfaction among the male teachers taking into account the factors of possibility.

Likewise, Race had also a profound significant effect on job-satisfaction among secondary school teachers in Papumpare District. Depicting the analysis and interpretation it can be said that the non-tribal teachers are more satisfied with teaching profession than the tribal teachers of secondary schools in this district. Therefore, race disparity is vividly evident among the tribal and non-tribal teachers of Papumpare District of Arunachal Pradesh

Remarking An Analisation

with regard to their total job-efficiency and satisfaction in the profession. Hence, efforts are needed for the maximization of job-satisfaction of non-tribal teachers in general and tribal secondary school teachers in particular

Findings

The study found that the gender, and race variables had a significant effect on the job-satisfaction of secondary teachers in Papumpare District of Arunachal Pradesh.

Relevance

The findings of the study on gender, race in relation to job-satisfaction have their wide educational implications for parents, teachers/lecturers, administrators, organizers, planners in Arunachal Pradesh.

Conclusion

In a nut shell, it could be concluded that the dependent variable job-satisfaction is one of the important areas of psychology. It is directly or indirectly related to the system, organization and presentation of educational information by the teachers of the secondary schools. The findings of the study on gender, race in relation to job-satisfaction have their wide educational implications for parents, teachers/lecturers, administrators, organizers, planners etc. It is a positive sign that the secondary school teachers of Papumpare District of Arunachal Pradesh have their same and similar job-satisfaction in some respects and difference in other respects. Most of the dimensions of job-satisfaction and teaching profession have their influence upon the secondary school teachers. Taking into consideration, the degree of job-satisfaction and its relations to several variables of these teachers, educational programmes and psychological reformations can be undertaken for the qualitative and quantitative expansion of education at elementary and higher level and reinforcement, motivation and satisfaction of teachers and students for better management of the institution and effective teaching.

References

1. Acharya, P.K. & et al. (2008): Quality Improvement At Elementary School Stage in Tawang And West Kameng Districts of Arunachal Pradesh: A Critical Study; Dept. of Education, Rajiv Gandhi University, Itanagar, pp. 14-24.
2. Aggarwal, Y.P. (1980): Statistical Methods Concepts, Application and Computation. Sterling Publishers Private Limited, New Delhi, pp. 165-182.
3. Annamalai, A.R. (1999). Study On Job-satisfaction of Teachers In relation to Certain Selected Variables. Indian Educational Abstract, Vol. 5 (8), pp. 47.
4. Antony, (2002). Exploring The Satisfaction of Part Time College Faculty In the United States. Review of Higher Education, Journal of the Association for the Study of Higher Education, Vol. 26(1), pp. 41-56.
5. Bateman, T. and Stressor, S. (1984). A Longitudinal Analysis of the Antecedents of Organizational Commitment. Academy of Management Journal, Vol. 27, pp. 95-112.
6. Begam and Dharmangadan (2000). Gender Differences In Job- Satisfaction. Indian Psychological Abstract and Review, Vol. 10 (2), pp-277.
7. Bhatt, D.J. (1997). Job- Stress , Job-Involvement Satisfaction of Teachers: A Correlation Study", Indian Educational Abstract, July, Vol. No.1, p. 24.
8. Biswas, U.N. (1998). The Effect of Life Styles Stressors On Organizational Commitment. Indian Educational Abstract, Vol..(5), p.57.
9. Blodon, G. W. et al. (2003) Predicting Job-Satisfaction Among Public Schools. Language, Speech and Hearing Services in Schools, Vol. 33(47), PP.282-290.
10. Borg M.G. et al. (1991). Stress in Teaching: A Study of Occupational Stress and Its Determinants, Job-Satisfaction and Career Commitment Among Primary Schools, Teacher's Educational Psychology. Vol. 11, pp. 59-74.
11. Cheng, Y. C. (1990). An Investigation of Antecedents of Organizational Commitment. Educational Research Journal, Vol. 5, pp. 29-42.
12. Chhakar (1995). The Role and Organisational Correlates of Job- Satisfaction, Job Involvement, Organizational Commitment and Psychological Strain Among Bank Employees. Indian Educational Abstract, Vol. 1, No. 5-8.
13. Cote, S. and Morgan (2002) .A Longitudinal Analysis of the Association Between Emotion Regulation, Job- Satisfaction and Intentions to Quit", Journal of Organizational Behaviour, Vol. 23(8), pp. 947-962.
14. Dixit, M.A. (1986). A Comparative Study of Job - Satisfaction Among Primary and Secondary School Teachers. Ph.D., Education, Lucknow University.
15. Docking, R.A. and Docking, E. (1984). Reducing Teacher Stress. Unicorn, Vol. 10 (3), pp. 261-274.
16. Dubin, R. & et al. (1975). Central Life Interests and Organizational Commitment of Blue Collar and Clerical Workers. Administrative Science Quarterly, Vol. 20, pp. -411-21.
17. Farber, B.A. (1991). Crisis in Education: Stress and Burnout In the American Teacher, San Francisco: Jossey
18. Garrett, H.E. (1992): Statistics in Psychology and Education, Vakils, Feffer and Simere Pvt. Ltd, Bombay.
19. Gay, L. R. (1990): Educational Research Competencies for Analysis and Application. Maxwell Macmillan Publishing Pvt. Ltd., Singapore.
20. Koul, L. (1994): Methodology of Educational Research, Vikas Publishing House Pvt. Ltd., New Delhi.
21. NCERT (Ed) (2000): Fifth Survey of Research in Education (1988-92), National Council of Educational Research and Training. Vol. I & II, NCERT: New Delhi.