

Sarwat Jabeen, 2018

Volume 3 Issue 3, pp. 959-979

Date of Publication: 24<sup>th</sup> January 2018

DOI-<https://dx.doi.org/10.20319/pijss.2018.33.959979>

This paper can be cited as: Jabeen, S. (2018). Tribal Teachers in Public and Private Schools: A Study of Their Job Satisfaction as Related To Certain Socio-Psychological Factors. *PEOPLE: International Journal of Social Sciences*, 3(3), 959-979.

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## **TRIBAL TEACHERS IN PUBLIC AND PRIVATE SCHOOLS: A STUDY OF THEIR JOB SATISFACTION AS RELATED TO CERTAIN SOCIO-PSYCHOLOGICAL FACTORS**

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### **Abstract**

**Background:** Educational institutions where people are employed for teaching work provide an organizational structure to them. The academic performance of the students in a school depends upon the effective role of teachers, which in turn is dependent upon the job satisfaction of the teachers. It is an admitted fact that both industrial productivity and the well-being of the employees are related to the fact as to how satisfied or dissatisfied employees are on the job.

**Objective:** To examine the differences if any between the teachers of public and private schools on job satisfaction and its allied psychological factors.

**Materials and Methods:** The present study consists of 320 tribal school teachers drawn from high schools located in Ranchi on a stratified random basis. Each teacher were given personal data questionnaire, job satisfaction, anxiety, job involvement, organizational commitment and locus of control scale for assessing their sociological and personality correlates of job satisfaction.

**Results:** *Type of school produces significant main effects on job satisfaction. The obtained F value is 12.47, which is statistically significant at .01 level of confidence. On the basis of the correlations obtained, it may be concluded that job satisfaction, job involvement, organizational commitment and locus of control are negatively correlated with anxiety, and positivity correlated with each other.*

### **Keywords**

Public and Private Schools Teachers, Sociological and Personality Correlates, Job Satisfaction

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## **1. Introduction**

### **1.1 Statement of Problem**

During the past few decades, no problem of industrial psychology has received more attention than the problem of organizations. The interest in the study of organization has so much grown as many industrial psychologists are thinking to change the name of Industrial Psychology to ‘Organizational Psychology’. Industrial / Organizational Psychology is fairly new, emerging just over 100 years ago as a result of the Industrial Revolution in America. During that period, assembly lines were introduced to reduce the amount of time and skill it took to build things. Workers were forced to maintain an incredibly exhausting pace in terms of production and frequently encountered unhealthy work environments and low wages. Workers did not feel connected to their work, their company, or their coworkers. Companies were seeing decline in profits and worker enthusiasm and wanted to figure out what was going on. There is no denying the fact that important psychological processes are very much affected and conditioned by the larger organizational structure.

### **1.2 Concept of Job Satisfaction**

Job satisfaction is a general attitude, which is the result of many specific attitudes in 3 areas namely; specific job factors, individual, characteristics and group relationships outside the job (Blum and Naylor 1984). Job satisfaction is concerned with the attitudes of employees, which play an important role in motivating them to perform their jobs. These attitudes are related to the job and are concerned with such factors as wages, supervision, steadiness of employment, conditions of work, promotional opportunities, recognition of ability, fair evaluation of work, social relations on the job, prompt settlement of grievances, fair treatment by the employer and other similar factors. Besides, job satisfaction is also related to such factors as employee’s age, sex, health, needs and

level of aspiration. Furthermore, employee's family, relationships, social status, recreational outlets and organizational activities — labour, political or social contribute to job satisfaction.

Job satisfaction is defined as a pleasurable or positive emotional state resulting from the appraisal of one's important job values or job experiences provided these values help to fulfill one's basic needs of physical, psychological and growth needs (Lock, E.A. 1976).

The 4 factors is identified as constituent of job satisfaction. These include (i) job, (ii) management, (iii) personal management and (iv) social relation. In short, it may be concluded that job satisfaction is a complex combination of various attitudes possessed by an employee which is determined by various organizational and situational factors (Pestonjee, 1975).

### **1.3 Factors Related to Job Satisfaction**

Job satisfaction is caused by many interrelated factors. Although the factors determining job satisfaction are interwoven. The personal factors include - sex, age, time on job, education etc. Psychological factors include - intelligence, anxiety, neuroticism, feeling of insecurity/security, locus of control, job commitment etc. Factors inherent in the job are type of work, skill, pay, status, working conditions, fringe benefits, opportunity for promotions, working conditions, supervision.

#### **1.3.1 Concept of Anxiety**

Anxiety is a diffuse, irrational, fear, not directed at any appropriate target and not controlled by self-insight. It spreads throughout individual's life and stains his social relationship. Anxiety is likely to produce effects on individual's performance including his performance on the job in an organizational set up.

#### **1.3.2 Concept of Job Involvement**

The concept of job involvement has been used by a number of psychologists. The term job involvement refers to individual's commitment to the job which he/she is performing. Persons having greater degree of job involvement have a tendency to complete the job irrespective of what they are paid for it. Such persons derive pleasure and satisfaction after completion of their works and get frustrated and depressed if they fail at something connected with the job.

#### **1.3.3 Concept of Organizational Commitment**

The concept of organizational commitment has been used by a number of psychologists (Koch and Steers 1978). Organizational commitment stands for feeling of solidarity, identification and belongingness of the employees to the organization where they are employed. It is related to

group morale. It also refers to the positive attitude and perception of the organization where the workers are employed

### **1.3.4 Concept of Locus of Control**

The term locus of control refers to the perception of positive / negative events as dependent upon the factors that may be or may not be controlled by the person (Rotter, et al., 1962). According to the above noted writers or psychologists, locus of control has two aspects, namely internal locus of control and external locus of control. The term internal control refers to the perception of positive and negative events as being related to one's own behavior in certain situation and therefore, under personal control. On the other hand, the term external control refers to the perception of positive and negative events as being un-related to one's own behavior and thereby beyond personal control. There is a possibility of positive correlation between internal locus of control and job satisfaction.

### **1.4 Theories of Job Satisfaction**

Several theories have been formulated to explain the dynamics of job satisfaction and its impact on the behavior of the employees.

- i. **Need Hierarchy Theory of Maslow:** According to Maslow, such jobs as are able to satisfy more of the needs would give greater job satisfaction to the employees.
- ii. **Vroom's Violence Force Theory:** According to this theory job satisfaction reflects violence of the job for its incumbent. This theory revolves around 3 basic concepts namely, violence, expectancy and instrumentality.
- iii. **Stogdill's Achievement Theory:** According to this theory, the production is not necessarily outcome of job satisfaction. Job satisfaction, according to Stogdill is more related to the attitudes, aspirations and expectations of employees.
- iv. **Herzberg's Theory:** This theory of job satisfaction has been developed by Herzberg, et al., (1959). According to this theory, there are certain factors related to both the employee and the job which provide either satisfaction or dissatisfaction. Thus, the theory postulates 2 general classes of work variables— satisfiers and dissatisfiers. Satisfiers are those things which lead to job satisfaction, they are generally job content factors or 'motivators'. Dissatisfiers are those things which result in job dissatisfaction, they are generally job context or 'hygiene factors'.

## 2. Review of Literature

Job satisfaction is considered to be an important factor, associated with both the output of the organization and gratification of an employee's economic and psychological needs. Job satisfaction is important for both the employee and the employer. Interest in the study of job satisfaction began with the publication of a monograph (Hoppock 1935). Since then, numerous researches have been made on job satisfaction and its socio-psychological correlates. Here is a brief review of the studies that are related to the factors associated with job satisfaction. For the sake of convenience the studies on job analysis may be classified into two broad categories (1) Social correlates of job satisfaction, and (2) Personality correlates of job satisfaction.

### 2.1 Sociological Correlates of Job Satisfaction

Sociological correlates include the following:

**Institution / Organization and job satisfaction:** Institutional / Organizational factors refer to such factors as are controlled by the management. These factors include salary, type of work, responsibility and supervision. A number of researchers (Kornhauser, 1940; Mohanty, 1981; and Watson, 1939) have found salary to be an important determinant of job satisfaction. There are studies to indicate that job satisfaction is related to the type of work (Mores, 1953). The general finding is that each such job has certain attributes, which are either satisfying or dissatisfying to the workers. But the matter is complicated by the fact that the same attributes may give satisfaction to a worker and dissatisfaction to another worker. There are numerous researches to indicate the role of supervision as determinant of job satisfaction (Baehr, 1954; Dabas, 1958; Harrison, 1961; Kendall and Others 1963).

**Sex and Job Satisfaction:** Several researches have indicated that females, as compared to males are more satisfied with their jobs (Chusmir, 1990; Reichel and Others, 1986; Summers, 1988). But on the other hand, there are researches revealing no significant difference between males and females on job satisfaction (Furnham and others 1986; Hulin and Smith, 1964).

**Age and Job Satisfaction:** Though age comes under personal factors it may be included as social factors because one, becomes richer in experience with age. Numerous researches have shown that age tended to be associated with job satisfaction. There is a general finding that workers of higher age group are more satisfied with their jobs than the younger group. (Blachard and others, 1988; Herman and his associates, 1975; Porter and Steers, 1973). Calabrese and his

associates (1988) found that teachers of low age group were less satisfied with job than the teachers of old age groups. However, there are few researches showing contradictory results. Several researches indicated no relationships between age and job satisfaction (Natraj and Hafiz, 1965; Sinha, 1973; Sinha and Nair, 1965).

**Religion and Job Satisfaction:** Researches on the inter-relationships of religion and job satisfaction are very few in numbers. There is no difference found between different religious groups on job satisfaction (Ewen 1964). Similar findings have been reported by (Wernimont, 1964).

## **2.2 Personality Correlates of Job Satisfaction**

Job satisfaction is determined to a great extent by personality factors. Numerous researches have been made to examine the relationship of job satisfaction with such personality factors as anxiety, security/insecurity, neuroticism, intelligence, locus of control and job commitment. It would be relevant to review studies, which have examined the relationship of job satisfaction with anxiety, job involvement, locus of control and organizational commitment.

**Anxiety and Job Satisfaction:** Anxiety resulting from the feeling of insecurity tends to create dissatisfaction with the job. Herzberg and others (1957) made a study on 11000 employees and found that the workers sufferings from feelings of anxiety and insecurity were more dissatisfied with their jobs than those who had lesser degree of anxiety. Significant relationship is observed between the feeling of security and job satisfaction (Jha, 1990).

**Job Involvement and Job Satisfaction:** Some individuals have certain traits in their personality, which increase job involvement in them. Such persons are likely to experience more job satisfaction than those who have lesser degree of job involvement Job involvement is indicated in the form of job turnover.

**Locus of Control and Job Satisfaction:** Individuals differ in terms of locus of control. Some have external locus of control whereas some have internal locus of control. People of the 2nd category seek causes in their own personality for the occurrences of events and their performance. On the other hand, persons with external locus of control think that events were beyond their control and external forces are responsible for the events. Numerous researches have shown that job satisfaction is related to locus of Control. (Mitchell, et al; 1975; Organ and

Green, 1974; Pestonjee and Singh, 1981). Achamamba & Gopi (1989) applied job satisfaction questionnaire and Rotter's internal — external locus of control scale were applied on workers drawn from public and private industries, and found that internally oriented workers showed more job satisfaction than externally oriented workers. Similar finding is reported (Parameshwaran and Jyoti 1987). But there are studies, which have not revealed the consistent picture regarding the relationship of job satisfaction with locus of control. Internal locus of control was observed not to be associated with job satisfaction though the subjects having higher internal locus of control were more disciplined than/those who have higher external locus of control (Parkay and others 1988).

**Organizational Commitment and Job Satisfaction:** Commitment to the organization by the employees is a matter of their attitudes and personality pre-disposition. Some persons have a tendency to show identification and belongingness to the organization and such persons are likely to experience more job satisfaction than those who have lesser degree of identification with the company. Job satisfaction was the result of organizational commitment (Blum and Naylor 1956).

### **3. Methodology**

#### **3.1 Aims**

The main purpose of the proposed research is to examine the relationship of job satisfaction with certain social variables such as institutional differences (private/Public), sex (male/female), age (young/old) and religion (Christians/non-Christians) and some personality factors or variables, viz. Anxiety, job involvement, locus of control and organizational commitment.

#### **3.2 Hypotheses**

The following hypotheses based on logical expectation were formulated:

- I. Private school teachers show lesser job satisfaction than their counterpart in public school.
- II. Christian teachers show better job satisfaction than non- Christian teachers.
- III. Female school teachers show better job satisfaction than male teachers.
- IV. Old teachers have better job satisfaction than young teachers.
- V. Higher the level of anxiety, lesser is the job satisfaction.

- VI. Job satisfaction is positively correlated with job involvement.
- VII. There is a significant positive correlation between locus of control and job satisfaction.
- VIII. Greater the organisational commitment, higher is the job satisfaction

### 3.3 Sample

The sample for this study consists of 320 tribal school teachers drawn from high schools located in Ranchi on a stratified random basis. The stratification is based on institution (public/private), age (young/old), sex (male/female) and religion (Christians/non-Christians). There are four (4) strata for each public school and private school teachers and for each stratum twenty (20) cases are selected on a random basis.

**Table 1: Sample Design**

| Target Group                | Public School Teacher |           | Private School Teachers |           |
|-----------------------------|-----------------------|-----------|-------------------------|-----------|
|                             | Young Age             | Old Age   | Young Age               | Old Age   |
| Christian Tribal Male       | 20                    | 20        | 20                      | 20        |
| Christian Tribal Female     | 20                    | 20        | 20                      | 20        |
| Non-Christian Tribal Male   | 20                    | 20        | 20                      | 20        |
| Non – Christian Tribal Male | 20                    | 20        | 20                      | 20        |
| Non-Christian Tribal Female | 20                    | 20        | 20                      | 20        |
| <b>Total</b>                | <b>80</b>             | <b>80</b> | <b>80</b>               | <b>80</b> |
| <b>Sub Total</b>            | <b>160</b>            |           | <b>160</b>              |           |
| <b>Grand Total</b>          | <b>320</b>            |           |                         |           |

Total: 320      2 x 2 x 2 x 2 factorial design

### 3.4 Tools

- i. **Personal Data Questionnaire:** It was used to elicit information about respondent's name, age, religion, caste, family income and the school where he/she is working.
- ii. **Job Satisfaction Scale:** Hindi version of Brayfield and Rothe's scale (1951) was used to measure job satisfaction. The scale consists of 18 statements; each statement was responded to in terms of 5 response alternatives. The scale is reported to be a highly reliable and valid measure of job satisfaction.
- iii. **Anxiety Scale:** Singh's anxiety scale developed at the post- graduate department of psychology, Ranchi University, was used to measure the level of anxiety of school teachers. This scale consists of twenty (20) items, each item having 5 response alternatives. Half of the items are positive and half are negative. The scale has been used

extensively in a large number of researches and is reported to be a highly reliable and valid measure of anxiety.

- iv. **Scale of Job Involvement:** A Hindi version of Lodahl and Kejner's job involvement scale (1965) was used. The scale consists of twenty (20) items, each item having 4 response alternatives. The scale as reported by the authors has a high degree of validity and reliability.
- v. **Organizational Commitment Scale:** A Hindi version of the organizational commitment scale developed by Porter, Crampon and Smith (1978) was used. It consists of nine (9) items, each item having five (5) response categories. The scale is found to be a reliable and valid measure of organizational commitment.
- vi. **Locus of Control Scale:** A Hindi version of Levinson and Miller's scale was used to measure locus of control (1966). The scale consists of twenty four (24) items covering three (3) dimensions. Each item has five (5) response categories. The scale is found to be a highly reliable and valid measure of locus of control.

## **4. Discussion and Conclusion**

### **4.1 Analysis of Data**

The design of the present research is such as the following statistical measures are used to analyze the data: (a) Analysis of Variance, (b) t-tests and (c) Correlations.

Analysis of variance was applied to examine the main and interaction effects of four (4) independent variables, on each of the five dependent variables. Further, considering and significance of F values, mean and SD scores, t-test was applied to test the significance of mean difference between two comparable groups.

### **4.2 Interpretations of Findings**

In pursuance of the aims and hypothesis as stated above, data were collected and analysed.

**Hypotheses I** "Private school teachers show lesser job satisfaction than public school teachers." This hypotheses is retained. Public and private school teachers differ significantly on job satisfaction. Public school teachers, as compared to private school teachers are more satisfied with their jobs. The finding of this research is contrary to the results revealed by researches comparing employees of public and private industrial sectors. The result of the present research is, however, not surprising. In the state of Bihar and Jharkhand, public school teachers have

higher wages better retiral benefits, greater job security than the teachers of private schools, despite of reality that teachers of private schools, particularly of missionary schools are by and large better qualified.

**Hypotheses II** “Christian school teachers show better job satisfaction than non-Christian teachers”. This hypothesis has been partly confirmed and partly rejected. Old Christian male teachers in public as well as private schools are more satisfied with their jobs than are their non-Christian counterparts. On the other hand, young male Christian and non-Christian private school teachers do not differ on job satisfaction. Christian and non-Christian old female public school teachers, Christian and non-Christian old public school teachers and Christian and non-Christian male private school teachers do not differ on job satisfaction. The non-Christian young male public school teachers as compared to their Christian counterparts are more satisfied with their jobs. Similar results are indicated by the Christian and non-Christian young female public school teachers.

**Hypotheses III** “Female school teachers show better job satisfaction than male teachers”. The hypothesis has been more or less confirmed by the findings of the present research. Out of the eight comparisons, four have indicated that female teachers tend to be more satisfied with their jobs than do the male. Other comparisons have yielded no significant sex differences on job satisfaction.

**Hypotheses IV** “Old teachers have better job satisfaction than young teachers”. This hypothesis has been partly confirmed. In public schools, old male as well as female Christian teachers are found to be more satisfied with their job than are their counterpart in young age group. But the hypothesis is not confirmed by the age group comparison of non-Christian male public school teachers. In this comparison, school teachers of young age group are found to be more satisfied to the job than are their old age counterparts. Similar result is indicated by the comparison of young and old female non-Christian public school teachers. In private school too, young Christian female, young non-Christian female and young Christian male are found to be more satisfied with their jobs than are the teachers of old age group. Out of eight sub group comparisons, 3 have shown that young teachers as compared to old ones are more satisfied with their job. Three comparisons have revealed no difference between young and old teachers on job

satisfaction. On the other hand, two comparisons have shown that old school teachers as compared to young school teachers are more satisfied with their jobs.

**Hypotheses V** “Higher the level of anxiety lesser is the job satisfaction”. This hypothesis has been retained in the research. The correlation between anxiety and job satisfaction is negative and statistically significant in both the groups of public and private school teachers.

**Hypotheses VI** “Job satisfaction is positively correlated with job involvement”. The hypotheses are confirmed. The obtained correlation shows that there exists significant positive correlation between job satisfaction and job involvement in public as well as private school teachers.

**Hypotheses VII** “There is a significant positive correlation between locus of control and job satisfaction”. The significant positive correlation obtained between job satisfaction and locus of control confirms the hypotheses.

**Hypotheses VIII** “Greater the organizational commitment, higher is the job satisfaction”. This hypothesis is confirmed by the findings of the present research. Significant positive correlations are found between job satisfaction and organizational commitment in public as well as private school teachers.

#### **4.3 Results**

- Type of school produces significant main effects on job satisfaction. The obtained **F** value is 12.47, which is statistically significant at .01 level of confidence. This shows that public and private school teachers differ significantly on job satisfaction.
- The main effects of religion on job satisfaction are found to be statistically significant. The obtained **F** value is 21.27 that is significant at .01 level.
- Sex produces significant main effects on job satisfaction. The obtained **F** value is 9.73 which is statistically significant at .01 level. Female teachers tend to differ significantly from male teachers on job satisfaction.
- Age does not produce significant main effects on job satisfaction. This shows that young and old teachers do not differ significantly on job satisfaction.
- The main conclusions emerging from the analysis of results presented in table 3.2 is that public school teachers, as compared to private school teachers, are more satisfied with their jobs.

- The level of anxiety is higher in private school teachers than in public school teachers. Male teachers, as compared to female teachers, seem to show higher level of anxiety. Young teachers tend to be more anxious than do the old teachers. Religion of school teachers does not influence anxiety. Christian and non-Christian teachers do not differ on anxiety. This shows higher the level of anxiety lower is the job satisfaction
- Public school teachers, as compared to private school teachers tend to show greater job involvement. Christian and non-Christian teachers tend to differ on job involvement, the Christian teachers showing more job involvement than the non-Christian ones. Male and female teachers do not differ on job involvement. Age of school teachers does not influence their job involvement. This reflects that job satisfaction is positively correlated with job involvement.
- There is no difference in organizational commitment of public and private school teachers. Christian and non-Christian school teachers do not differ in their organizational commitment scores. Organizational commitment is not related to age. Male teachers, as compared to female teachers, have higher organizational commitment. Greater organizational commitment inclined to higher job satisfaction.
- There is no difference between public and private school teachers on locus of control. Christian and non-Christian teachers do not seem to differ on locus of control. No gender difference exists in locus of control. Young teachers, as compared to old teachers, have greater degree of internal locus of control. Concluding, there is significant positive correlation between locus of control and job satisfaction.
- On the basis of the correlations obtained, it may be concluded that job satisfaction, job involvement, organizational commitment and locus of control are negatively correlated with anxiety, and positivity correlated with each other.

#### **4.4 Limitations**

The present research, being an individual effort admittedly, has many limitations because of the limited resources and many other constraints. On the whole, the present research is a humble contribution to the understanding of job satisfaction and its correlates in tribal school teachers in Jharkhand, which have remained neglected by psychologists despite their importance.

**Table 2: Summary of Analysis of Variance of Job Satisfaction Scores**

| Source of Variation | Sum of Squares | Degree of Freedom | Mean Squares | F-Ratio  |
|---------------------|----------------|-------------------|--------------|----------|
| Type of School      | 877.813        | 1                 | 877.813      | 12.47 ** |
| Religion            | 1496.450       | 1                 | 1496.450     | 21.27 ** |
| Sex                 | 684.450        | 1                 | 684.450      | 9.73 *   |
| Age                 | 198.450        | 1                 | 198.450      | 2.82 NS  |

Note: NS Not Significant \* Significant at .05 level \*\* Significant at .01 level

**Table 3: Summary of Analysis of Variance of Anxiety Scores**

| Source of Variation | Sum of Squares | Degree of Freedom | Mean Squares | F-Ratio  |
|---------------------|----------------|-------------------|--------------|----------|
| Type of School      | 7722.450       | 1                 | 7722.450     | 59.42 ** |
| Religion            | 132.613        | 1                 | 132.613      | 1.02 NS  |
| Sex                 | 678.613        | 1                 | 678.613      | 5.22 *   |
| Age                 | 2279.113       | 1                 | 2279.113     | 17.54 ** |

**Table 4: Summary of Analysis of Variance of Job Involvement Scores**

| Source of Variation | Sum of Squares | Degree of Freedom | Mean Squares | F-Ratio  |
|---------------------|----------------|-------------------|--------------|----------|
| Type of School      | 3878.113       | 1                 | 3878.113     | 51.78 ** |
| Religion            | 994.050        | 1                 | 994.050      | 13.27 ** |
| Sex                 | 7.200          | 1                 | 7.200        | 0.09 NS  |
| Age                 | 19.012         | 1                 | 19.012       | 0.25 NS  |

**Table 5: Summary of Analysis of Variance of Organisational Commitment Scores**

| Source of Variation | Sum of Squares | Degree of Freedom | Mean Squares | F-Ratio  |
|---------------------|----------------|-------------------|--------------|----------|
| Type of School      | 45.753         | 1                 | 45.753       | 0.35 NS  |
| Religion            | 330.078        | 1                 | 330.078      | 2.51 NS  |
| Sex                 | 3774.378       | 1                 | 3774.378     | 28.72 ** |
| Age                 | 385.003        | 1                 | 385.003      | 2.93 NS  |

**Table 6:** Summary of Analysis of Variance of Locus of Control Scores

| Source of Variation | Sum of Squares | Degree of Freedom | Mean Squares | F-Ratio  |
|---------------------|----------------|-------------------|--------------|----------|
| Type of School      | 54.450         | 1                 | 54.450       | 0.52 NS  |
| Religion            | 266.450        | 1                 | 266.450      | 2.56 NS  |
| Sex                 | 217.800        | 1                 | 217.800      | 2.09 NS  |
| Age                 | 1419.613       | 1                 | 1419.613     | 13.62 ** |

**Table 7:** Comparison between Public and Private School Teachers on Job Satisfaction: Sub Group Comparison

| Sub-Groups | Numbers | Mean  | SD   | t-value |
|------------|---------|-------|------|---------|
| YCMPST     | 20      | 64.2  | 8.21 | 0.25 NS |
| YCMRST     | 20      | 64.75 | 6.36 |         |
| YCFPST     | 20      | 63.95 | 4.17 | 2.29 *  |
| YCFRST     | 20      | 67.05 | 4.30 |         |
| YNCMPST    | 20      | 73.60 | 7.63 | 4.39 ** |
| YNCMRST    | 20      | 63.80 | 6.02 |         |
| YNCFPST    | 20      | 76.50 | 4.16 | 3.75 ** |
| YNCFRST    | 20      | 71.75 | 4.29 |         |
| OCMPST     | 20      | 69.25 | 4.30 | 2.19 ** |
| OCMRST     | 20      | 66.25 | 4.10 |         |
| OCFPST     | 20      | 69.35 | 4.25 | 2.53 *  |
| OCFRST     | 20      | 66.10 | 3.75 |         |
| ONCMPST    | 20      | 65.90 | 5.23 | 3.32 ** |
| ONCMRST    | 20      | 58.85 | 6.03 |         |
| ONCFPST    | 20      | 69.80 | 3.57 | 2.56 ** |
| ONCFRST    | 20      | 66.50 | 4.36 |         |

**Note:** NS- Not Significant level    Y-Young    S-School    \* Significant at .05 level    O-Old    T-Teachers    \*\* Significant at .01 level  
M-Male    P-Public    NC- Non-Christian    F-Female    PR- Private    C- Christian

**Table 8:** Comparison between Christian and Non-Christian School Teachers on Job Satisfaction: Sub Group Comparison

| Sub-Groups | Numbers | Mean  | SD   | t-value |
|------------|---------|-------|------|---------|
| YCMPST     | 20      | 64.20 | 8.21 | 3.66 ** |
| YNCMPST    | 20      | 73.60 | 7.63 |         |
| YCFPST     | 20      | 63.95 | 4.17 | 9.32 ** |
| YNCFPST    | 20      | 76.50 | 4.16 |         |
| OCMPST     | 20      | 69.25 | 4.30 | 2.16 ** |
| ONCMPST    | 20      | 65.90 | 5.23 |         |
| OCFPST     | 20      | 69.35 | 4.25 | 0.36 NS |
| ONCFPST    | 20      | 69.80 | 3.57 |         |
| YCMPRST    | 20      | 64.75 | 6.36 | 0.48 ** |
| YNCMPRST   | 20      | 63.80 | 6.02 |         |
| YCFPRST    | 20      | 67.05 | 4.30 | 3.38 ** |
| YNCFPRST   | 20      | 71.75 | 4.29 |         |
| OCMPRST    | 20      | 66.25 | 4.10 | 4.43 ** |
| ONCMPRST   | 20      | 58.85 | 6.03 |         |
| OCFPRST    | 20      | 66.10 | 3.75 | 0.30 NS |
| ONCFPRST   | 20      | 66.50 | 4.36 |         |

**Table 9:** Comparison between Male and Female School Teachers on Job Satisfaction: Sub Group Comparison

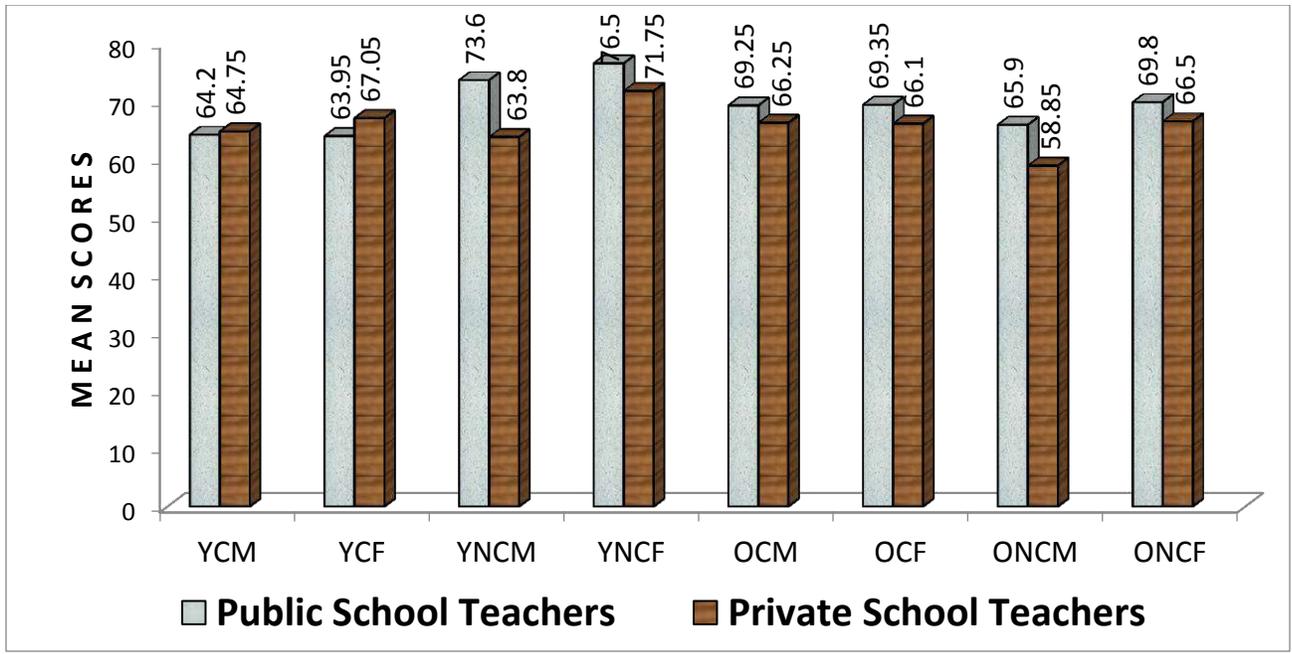
| Sub-Groups | Numbers | Mean  | SD   | t-value |
|------------|---------|-------|------|---------|
| YCMPST     | 20      | 64.20 | 8.21 | 0.12 NS |
| YCFPST     | 20      | 63.95 | 4.17 |         |
| YNCMPST    | 20      | 73.63 | 7.63 | 144 NS  |
| YNCFPST    | 20      | 76.50 | 4.16 |         |
| OCMPST     | 20      | 69.25 | 4.30 | 0.07 NS |
| OCFPST     | 20      | 69.35 | 4.25 |         |
| ONCMPST    | 20      | 65.90 | 5.23 | 2.41 *  |
| ONCFPST    | 20      | 69.80 | 3.57 |         |
| ONCPRST    | 20      | 64.75 | 6.36 | 2.10 NS |
| YCFPRST    | 20      | 67.05 | 4.30 |         |
| YNCMPRST   | 20      | 63.80 | 6.02 | 4.70 ** |
| YNCFPRST   | 20      | 71.75 | 4.29 |         |
| OCMPRST    | 20      | 66.25 | 4.10 | 0.12 NS |
| OCFPRST    | 20      | 66.10 | 3.75 |         |
| ONCMPRST   | 20      | 59.85 | 6.03 | 3.91 *  |
| ONCFPRST   | 20      | 66.50 | 4.36 |         |

**Table 10:** Comparison between Young and Old School Teachers on Job Satisfaction: Sub Group Comparison

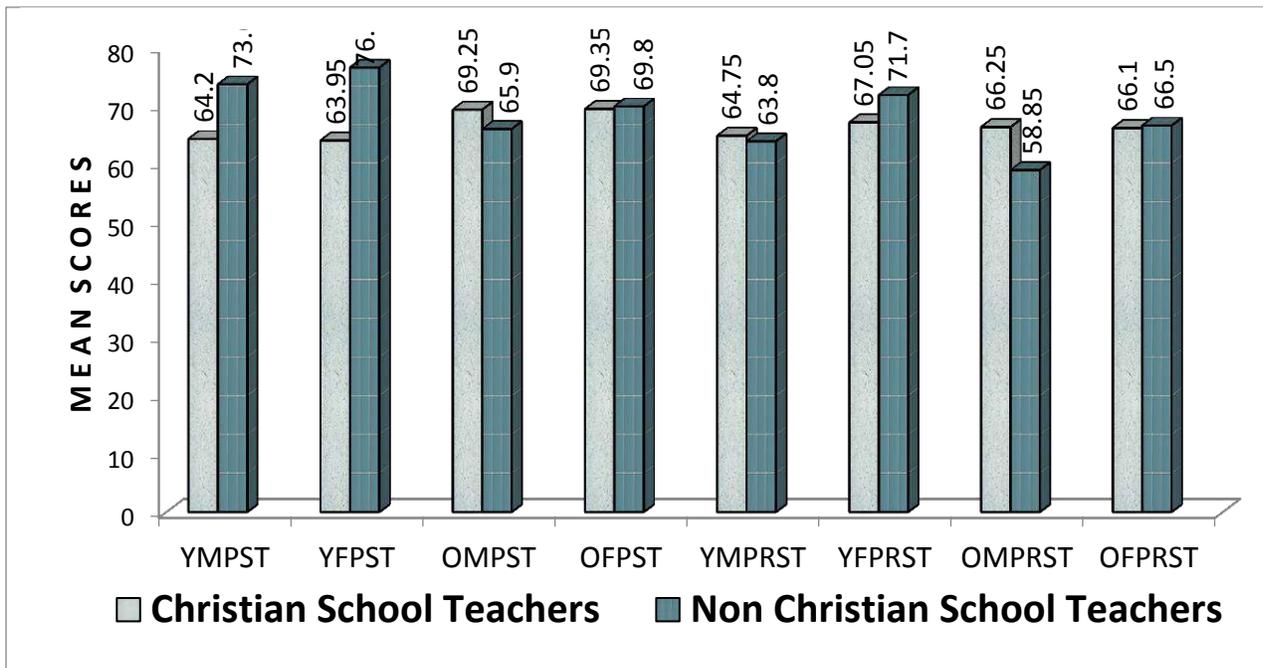
| Sub-Groups | Numbers | Mean  | SD   | t-value |
|------------|---------|-------|------|---------|
| YCMPST     | 20      | 64.2  | 8.21 | 2.38 ** |
| OCMPST     | 20      | 69.25 | 4.30 |         |
| YCFPST     | 20      | 63.95 | 4.17 | 3.96 ** |
| OCFPST     | 20      | 69.33 | 4.25 |         |
| YNCMPST    | 20      | 73.60 | 7.63 | 3.63 ** |
| ONCMPST    | 20      | 65.90 | 5.23 |         |
| YNCFPST    | 20      | 76.50 | 4.16 | 5.36 ** |
| ONCFPST    | 20      | 69.80 | 3.57 |         |
| YCMPRST    | 20      | 64.75 | 6.36 | 0.86 NS |
| OCMPRST    | 20      | 66.25 | 4.10 |         |
| YCFPRST    | 20      | 67.05 | 4.30 | 0.73 NS |
| OCFPRST    | 20      | 66.10 | 3.75 |         |
| YNCMPRST   | 20      | 63.80 | 6.02 | 2.03 NS |
| ONCMPRST   | 20      | 59.85 | 6.03 |         |
| YNCFPRST   | 20      | 71.75 | 4.29 | 3.95 ** |
| ONCFPRST   | 20      | 66.50 | 4.36 |         |

**Table 11:** Inter-Correlation of Job Satisfaction, Anxiety, Job Satisfaction, Organisational Commitment and Locus of Control

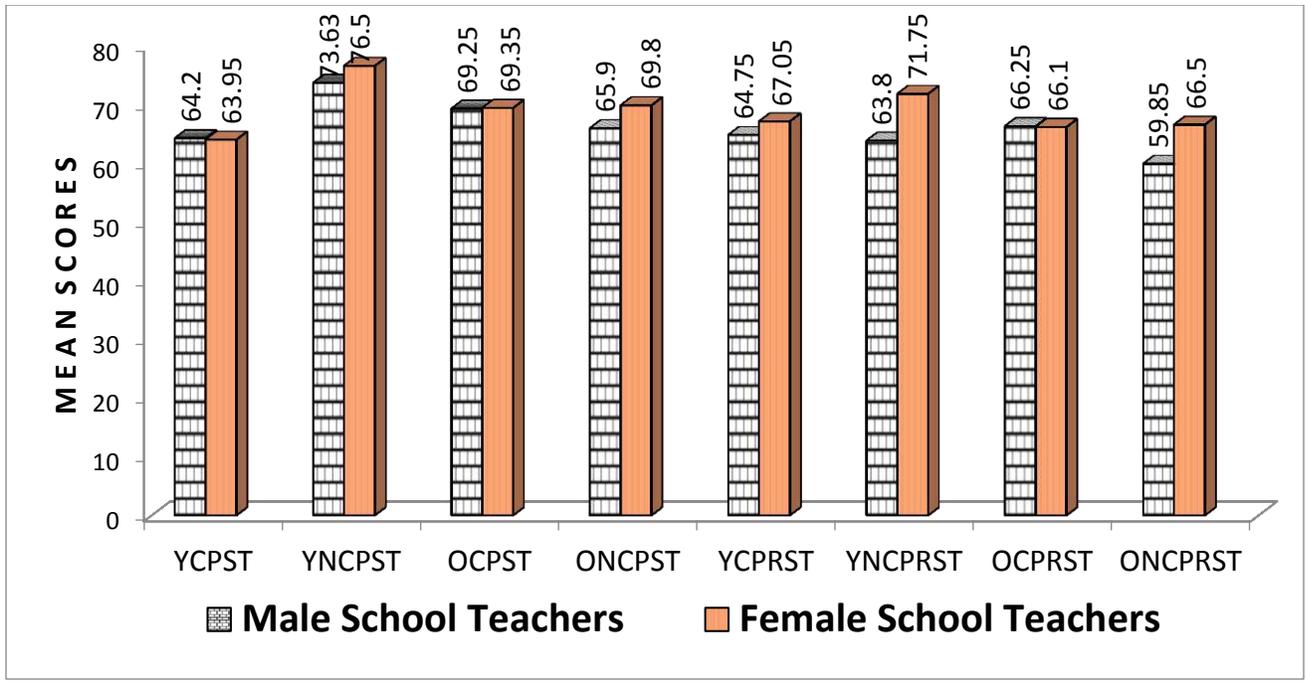
|                         |                           | Public School Teachers |         |                 |                           |                  |
|-------------------------|---------------------------|------------------------|---------|-----------------|---------------------------|------------------|
| Private School Teachers | Variables                 | Job Satisfaction       | Anxiety | Job Involvement | Organizational Commitment | Locus of Control |
|                         | Job Satisfaction          | -                      | -.19*   | .29**           | .16*                      | .18*             |
|                         | Anxiety                   | -.27**                 | -       | -.19*           | -.32**                    | .19*             |
|                         | Job Involvement           | .56**                  | -.18*   | -               | .29**                     | .18*             |
|                         | Organizational Commitment | .18*                   | -.19*   | .18*            | -                         | .18*             |
|                         | Locus of Control          | .34**                  | -.29**  | .29**           | .19*                      | -                |



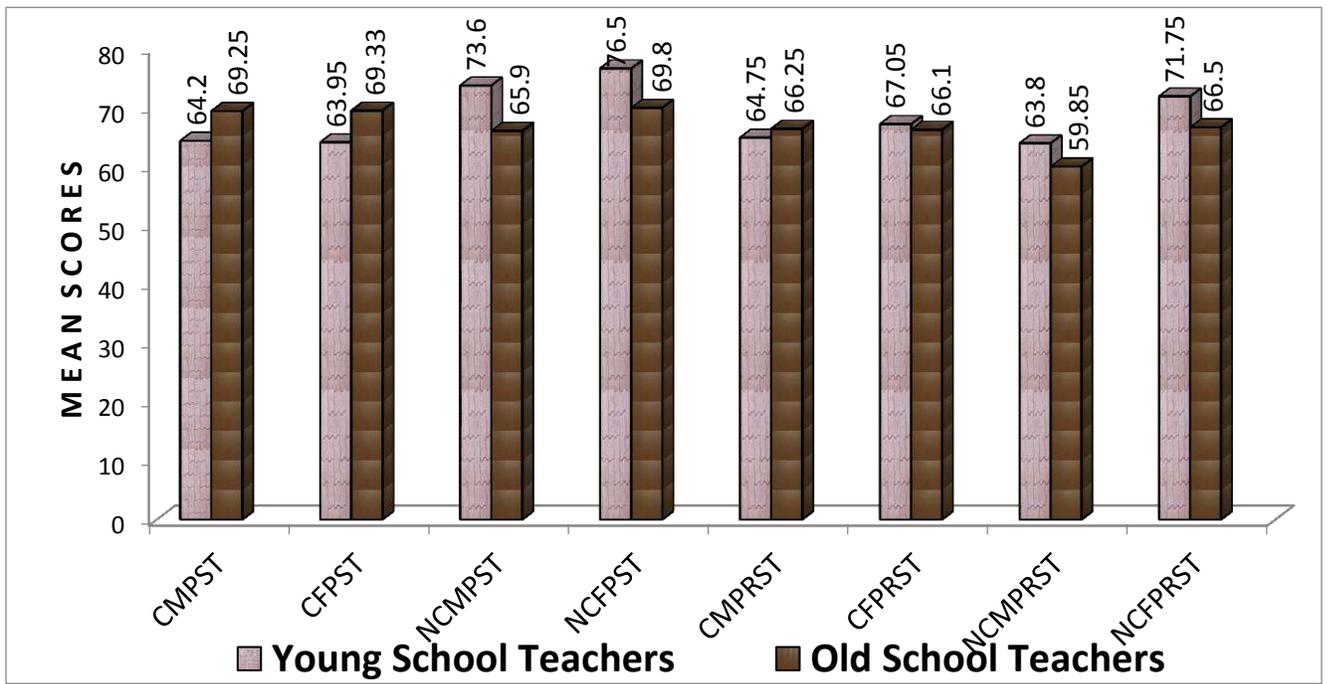
**Figure 1:** Comparison between Public and Private School Teachers on Job Satisfaction: Sub Group Comparison



**Figure 2:** Comparison between Christian and Non-Christian School Teachers on Job Satisfaction: Sub Group Comparison



**Figure 3:** Comparison between Male and Female School Teachers on Job Satisfaction: Sub Group Comparison



**Figure 4:** Comparison between Young and Old School Teachers on Job Satisfaction: Sub Group Comparison

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