



Emerging Trends and Socio- Psychological Factors in Industrial and Organisational Psychology

KEYWORDS

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ABSTRACT *The present study is an attempt to examine main and interaction effects of gender(male/female) and age on job satisfaction among school teachers of different educational sectors. Using personal data questionnaire and job satisfaction scale, data were collected from a stratified random sample of 240 school teachers, the stratification was based on types of school (public/private), age (young/old), and gender (male/female). Analysis of data based on F test revealed that public school teachers as compared to private school teachers were more satisfied with their job. It was found that female teachers as compared to male teachers were, by and large more satisfied with their jobs. Age did not produce any effect on job satisfaction.*

INTRODUCTION:

Job satisfaction is a complex phenomenon. It is the result of various attitudes possessed by an employee relating to the job and related factors such as wages, supervision, steadiness of employment, conditions of work, advancement opportunities, recognition of ability, fair evaluation of work, social relations on the job, prompt settlement of grievances, fair treatment by employer and other similar items.

According to Blum and Naylor (1984) "Job satisfaction is the result of various attitudes the employee folds toward his job, toward related factors and toward life in general." (P. 365)

Pestonjee, (1982) has stated that job satisfaction is the sum total of the employee's attitudes and feelings in relation to job management personal adjustment and social relations.

Thus, job satisfaction refers to very complex cluster of various attitudes of an employee which is conditioned by personal situational and organizational factors.

Job satisfaction may be best defined as a pleasurable state resulting from the appraisal of job experiences and it is related to the employees' perception of how well job meets their requirement and provides satisfaction.

The most researched and discussed correlates of job satisfaction include a number of personal, social and psychological factors (Robbins, 1998). The personal correlates of job satisfaction are age, (Hackett, 1990; Galen, 1993) education (Chushmir, 1990). The sociological correlates of job satisfaction include the type of organization, (Jasmine, 1987), organizational conditions (Mishra, 1997), the occupational status, (Kumar, 1989) social class (Bullock, 1952), Management (Dakar and Sachdeva, 1987). The personality correlates of job satisfaction are self esteem, (Crawford, 1993; Robbins, 1998) anxiety, (Jha, 1990) organizational commitment (Mathieu and Zajac, 1990) job involvement (Bouchard, and McGue, 1990) and locus of control (Blau, 1993).

A critical review of studies reported from India on factors of job satisfaction indicates that they do not present a con-

sistent picture. The findings of Indian studies differ from researcher to researcher depending upon the sample, tools and methods of analysis. There is hardly any noteworthy research on job satisfaction of school teachers. One is unmistakably struck by the paucity of such researches on the population of different sectors.

Against this background the present research was undertaken to study job satisfaction in relation to certain socio-psychological factors.

METHODOLOGY:

Objective:

The main purpose of the research was to study job satisfaction in school teachers as related to their age, sex and types of school. The specific objectives of the research were as follows:

- To examine the differences, if any, between the teachers of different sectors (public and private) schools on job satisfaction.
- To examine the differences of gender (male and female) school teachers on job satisfaction and
- To examine the differences between young (25-35) and old (45-55) teachers on job satisfaction.

Sample:

The sample for this study consisted of 240 school teachers drawn from high schools located in Ranchi on a stratified random basis. The stratification was based on sectors (Public/Private), age (Young/Old), and gender (Male/Female). There were six (6) strata for each public school and private school teachers and for each stratum, twenty (20) cases were selected on a random basis.

The sample design is given in Table 1.

Sample Characteristics:

As evident from the sample design, the sample for this study consisted of male as well as female teachers selected from high schools located in Ranchi. There were 12 subgroups based on gender (male/female), age (young/old) and sectors (public/private). Each sub-group consisted of 20 cases.

Tools:

The instruments applied on the sample for collection of data were as follows:

Personal Data Questionnaire: It was used to elicit information about respondent's name, age, gender, family income and the school where he/she was working.

Job Satisfaction Scale : Hindi version of Brayfield and Rathé's scale (1951) was used to measure job satisfaction. The scale consisted of 18 statements. Each statement was responded to in terms of 5 response alternatives. The response alternatives to positive statements were scored from 5 (strongly agree) to 1 (strongly disagree). The scoring for response alternative to negative items was reversed. The range of score on this scale was 18-90. High scores indicated greater degree of job satisfaction. The scale was reported to be a highly reliable and valid measurement of job satisfaction.

ANALYSIS OF DATA:

The nature of data was such as 2 x 2 x 2 factorial design selected to be appropriate for the analysis of data. Analysis of variance was used to examine the main and interaction effects of sector differences, age and sex on job satisfaction.

RESULTS:

The results of analysis of variance of job satisfaction scores are reported in Table – 2. The following main points may be noted in this table.

- 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 former group being more satisfied than the later group.
- Gender 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, the former group showing more job satisfaction than the later group.
- 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 second order interaction effects of school and gender on job satisfaction are statistically insignificant. This indicates that the effects of school on job satisfaction of male and female are the same. Similarly the effects of sex on job satisfaction of public and private school teachers do not differ in magnitude.
- The interaction effects of school and age on job satisfaction are found to be statistically significant. The obtained **F** value is 18.99 which is significant at more than .01 level. This shows that the effects of private and public schools are not the same for the young and old school teachers.
- The second order interaction effects of sex and age are found to be statistically insignificant. This shows that the effects of sex on the job satisfaction of young and old school teachers are the same.
- The third order interaction effects of sector (school), gender (sex) and age on job satisfaction are statistically insignificant. This shows that the effects of 2 factors (say school and gender) do not differ in magnitude from level to level of third factor (age).

Effects of Type of School: Comparison Between Public and Private School Teachers on Mean Scores for Job Satisfaction

As the type of school was found to produce significant main effects on job satisfaction, it was considered desirable to compare the mean job satisfaction scores of sub-sample groups of public and private school teachers. It may be stated that there were twelve sub-sample groups, six for public school teachers and six for private school teachers. So six pairs of subgroups of public and private school teachers were compared on job satisfaction and **t**test was applied to test the significance of mean difference. Means and SDs for job satisfaction scores of the six pairs of subsample groups along with **t**ratios testing the significance of mean difference are reported in table 3.

The following main points may be noted in table

Out of four **t**ratios, only one is found to be statistically insignificant. It may be noted that young male public school teachers do not differ significantly from young male private school teachers on job satisfaction. The **t**ratio is 0.23 that is not statistically significant.

The female public school teachers differ significantly from their counterparts of private school teachers on job satisfaction. It may be noted that the mean scores of the later group are significantly higher than those of the former group. This shows that young female private school teachers seem to be more satisfied with their teaching job than are the young female public school teachers.

The above finding is not reciprocated by the young female teachers of public and private schools. The mean job satisfaction scores of young male as well as female public school teachers are higher than those of private school teachers. The **t**ratios testing the significance of mean difference are statistically significant at .01 level. This shows that young male and female public school teachers, as compared to their counterparts of private school teachers, are more satisfied with their jobs.

Same trends of results are found in the comparison of old public and private school teachers. In all the three subsample group comparisons, public school teachers are found to be more satisfied with their job than are the private school teachers. It may be stated that the mean score (69.25) of old male public school teachers is higher than the mean score (66.25) of old male private school teachers. The **t**ratios is 2.19 which is statistically significant at .05 level. The mean scores of old female public and private school teachers are respectively 69.35 and 66.10. The obtained **t**value is 2.53 that is statistically significant.

The male as well as female public teachers of old age group are also found to be more satisfied with their job than are private school teachers. The mean job satisfaction scores of old male public school teachers (65.90) is significantly higher than that of their private school teachers counterparts (58.85). The female teachers of public and private schools have also indicated the same trend of results. It may be stated that the mean job satisfaction scores of the old female public and private school teachers are respectively 69.80 and 66.50. The **t**ratio is 2.56 that is statistically significant.

The main conclusions emerging from the analysis of results presented in table 3 is that public school teachers, as compared to private school teachers, are more satisfied with their jobs.

Effect of Gender : Comparison Between Male and Female School Teachers on Mean Scores for Job Satisfaction

Table 4 shows the mean and SD scores of six pairs of male and female teachers on job satisfaction. It also mentions the t-values, testing the significance of mean difference in job satisfaction between the sub groups of male and female teachers.

The following main points may be noted in this table :

Out of six comparisons, two have shown sex differences in job satisfaction. Female teachers tend to be more satisfied with their jobs than do the male teachers. It may be noted that mean job satisfaction scores of old female public school teachers (69.80), young female private school teachers (71.75) and old female private school teachers (66.50) are significantly higher than those of their male counterparts, the mean job satisfaction scores for the four sub groups of male teachers being 65.90, 64.75, 63.80 and 59.85 respectively.

There exists no significant difference in the mean job satisfaction scores of young male and female public school teachers. Likewise, no significant differences are observed between old male and female public school teachers and also between old male and female private school teachers on job satisfaction. Young male and female public school teachers also do not differ significantly.

As four ratios out of six have shown that females as compared to males are significantly more satisfied with their jobs, it may be concluded that the gender (sex) of school teachers, by and large, tends to influence their job satisfaction.

**Table – 1
Sample Design**

	Male		Female	
	Young Age	Old Age	Young Age	Old Age
PUBLIC SCHOOL TEACHERS	20	20	20	20
PRIVATE SCHOOL TEACHERS	20	20	20	20
Total	40	40	40	40
Sub Total	80		80	
Grand Total	160			

Total : 160
2 x 2 x 2 factorial design

**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 (A)	877.813	1	877.813	12.47 **
Sex (B)	684.450	1	684.450	9.73*
Age (C)	198.450	1	198.450	2.82 NS
A x B	130.050	1	130.050	1.84 NS
A x C	1336.612	1	1336.612	18.99**
B x C	42.050	1	42.050	0.59 NS
A x B x C	7.200	1	7.200	0.10 NS
Within treatment	21672.00	308	70.36	

Note
NS Not significant
* Significant at 0.05 level
** Significant at 0.01 level

**Table – 3
COMPARISON BETWEEN PUBLIC AND PRIVATE SCHOOL TEACHERS ON JOB SATISFACTION: SUB-GROUP COMPARISON**

SUB-GROUPS	NUMBER	MEAN	SD	t-VALUE
YMPST	20	64.2	8.21	0.23 NS
YMPRST	20	64.75	6.36	
YFPST	20	63.95	4.17	2.29 *
YFPRST	20	67.05	4.30	
OMPST	20	69.25	4.30	2.19 **
OMPRST	20	66.25	4.10	
OPFST	20	69.35	4.25	2.53 *
OPRST	20	66.10	3.75	

Note

NS Not significant Y YOUNG S SCHOOL
*Significant at 0.05 level O OLD T TEACHERS
**Significant at 0.01 level M MALE P PUBLIC
F FEMALE PR PRIVATE

**Table – 4
COMPARISON BETWEEN MALE AND FEMALE SCHOOL TEACHERS ON JOB SATISFACTION : SUB-GROUP COMPARISON**

SUB-GROUPS	NUMBER	MEAN	SD	t-VALUE
YMPST	20	64.20	8.21	0.12 NS
YFPST	20	63.95	4.17	
OMPST	20	69.25	4.30	0.07 NS
OPFST	20	69.35	4.25	
YFPRST	20	67.05	4.30	4.70 **
YMPRST	20	63.80	6.02	
OMPRST	20	66.25	4.10	0.12 NS
OPRST	20	66.10	3.75	

Note

NS Not significant
* Significant at 0.05 level
** Significant at 0.01 level

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