Job Satisfaction of Teacher Educators: A Study in Relation to Gender and Types of Management

Jugantar Mishra*, Balaiada R. Dkhar**

*Education, Raiganj B.Ed College, India
**Education, North East Regional Institute of Education, Shillong, India

Abstract

Without job satisfaction, no teaching activities will be an effective and a fruitful one. It goes without saying that in the creative work like teaching job satisfaction plays a very significant role. Moreover it is viewed that the performance, effectiveness and above all the success of teacher educators depend upon the level of satisfaction they derive from their profession. Hence, the purpose of this paper is to study on the differences between male and female teacher educators of B.Ed. Colleges and secondly the differences between Govt. and Non-Govt. B.Ed. college teacher educators in relation to job satisfaction. The results reveal that there is no significant difference between male and female, Govt. and Non – Govt. B Ed College teacher educators with respect to job satisfaction.

Keywords: Job Satisfaction, Teacher Educators, Gender Difference & Types of Management.

1. Introduction

Job is not only a main source of income but also an important component of life and takes away a large part of each worker's day. Because of work's central role in many peoples' life, satisfaction with one's job is an important component in overall well being (Smith, 2007). Therefore, employee job satisfaction is supremely important in any organization. If employees are satisfied they would produce superior quality performance in optimal time and lead to growing profits. Satisfied employees are also more likely to be creative and innovative and come up with breakthroughs that allow an institution to grow and change positively with time and changing conditions. Thus, Job satisfaction is defined as, a pleasurable positive emotional state resulting in the appraisal on one’s job or job experiences. In the field of teaching profession, teachers have tremendous responsibility in shaping the life of individual and society. So, a teacher, who is happy with her/ his job, plays a pivotal role in the upliftment of the students in particular and society as a whole. Well satisfied teacher can contribute a lot to the well being of their pupils. Whereas, a dissatisfied or unsatisfied teacher on the other hand can become irritable and may create tensions which can have negative influence on the students’ learning process and it consequently affects their academic growth as well as the all round development of the students. Dissatisfaction among them is undesirable and dangerous.

1.1 Need of the study

Job satisfaction is a must on the part of every profession, especially among the teachers in the teaching profession as it is generally known that "teachers are branded as builders of nation, whereas teacher educators, who educate them, have much more important role to play". Therefore, if teacher educators are not satisfied with their job, they will not be able to impart proper training to the student teachers, who are to be prepared professionally for teaching profession. Dissatisfied teacher educators may become a nuclear of problems in the whole system of education. So unless they are helped to derive satisfaction in their jobs, the work they do will not be effective from the point of view of their professional growth, professional contribution and in terms of future preparation of pre – service

1 Corresponding author (laba_1234@yahoo.co.in)
teachers. Undoubtedly job satisfaction of teacher educators is a vital phenomenon at the teacher training colleges/institutions.

2. Review of Literature

Ramakrishnaiah (1980) & Umme (1999) findings shows that teachers attitude towards teaching had a bearing on job satisfaction and according to Ramakrishnaiah (1980) leadership qualities of head of institution promoted job satisfaction and emotional intelligence was moderately correlated with job satisfaction. Study by Panda (2001) reveals that there was significant and positive relationship between teaching profession and job satisfaction of teachers. Viel-Ruma, Houcins, Jolivette and Benson (2010) study indicated that teacher self-efficacy had a direct effect on job satisfaction. There is also a research study on job satisfaction by Klassen, Usher and Bong (2010) which indicates that job stress was negatively related to job satisfaction for North American teachers, whereas cultural dimension of collectivism was significantly related to job satisfaction for the Korean teachers. Srivastaba and Chabra (2012) reveals that gender not influencing the level of job satisfaction but qualification have significant effect on job satisfaction. However, one step in developing high quality teacher educators is to understand the factors associated with teaching quality and one of these factors is job satisfaction, which has been linked to commitment as well as to performance. It is also associated with teacher educators’ effectiveness which ultimately affects student- teachers’ achievement. Hence, the effectiveness and stability of the teacher training colleges/institutions is mostly based on the job satisfaction of the teacher educators working in them.

3. Objectives

3.1 To find out the differences between male and female teacher educators of B. Ed Colleges in relation to job satisfaction.

3.2 To find out the differences between Govt. and Non-Govt. B.Ed. college teacher educators in relation to job satisfaction.

4. Hypotheses

4.1 There will be no significant differences in job satisfaction between male and female teacher educators of B.Ed. Colleges.

4.2 There will be no significance differences in job satisfaction between govt. and non-govt. B.Ed. college teacher educators.

5. Method of the study

In the present study, the researchers used descriptive survey method.

5.1 Sample

The sample of the study consisted of 30 teacher educators, 15 each from Govt. and Non-Govt. B.Ed. colleges and 10 female, 20 male teacher educators from both types of management.

5.2 Tool

The researchers developed a 5 point Job Satisfaction Scale in line or with reference to Teachers Job Satisfaction Questionnaire by Dr. Pramod Kumar & Professor D.N. Mutha (1976) and Job Satisfaction Scale by Prof. S.P. Anand (1992). The developed tool consists of 32 statements with 5 alternatives as Strongly Agree (SA), Agree (A), Un Decided (UD), Disagree (D) and Strongly Disagree (SD). Teacher educators are given maximum 30 minutes to complete their responses. The scoring order for positive and negative statements was taken as 5, 4, 3, 2, 1 and 1, 2, 3, 4, 5 for SA, A, UD, D, SD respectively.
5.3 Statistical techniques
In order to analyze the raw data suitable statistical techniques like Mean, SD and t-test have been applied so as to arrive at concrete conclusion.

5.4 Analysis and interpretation of the data
5.4.1 Differences between Male and Female Teacher Educators of B.Ed. Colleges in relation to Job Satisfaction.

*Table 1. Showing the t-value of Job Satisfaction among Male and Female Teacher Educators of B.Ed. Colleges*

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>SED</th>
<th>df</th>
<th>t-value</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>20</td>
<td>118.25</td>
<td>18.26</td>
<td>6.87</td>
<td>28</td>
<td>1.43</td>
<td>Not Significant</td>
</tr>
<tr>
<td>Female</td>
<td>10</td>
<td>128.10</td>
<td>17.71</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table indicated that the calculated t-value (1.43) is less than the table value (1.98). The null hypothesis is thus accepted at 0.05 levels. So it can be concluded that, there is no significant differences in job satisfaction between female and male teacher educators of B.Ed. colleges.

This finding is therefore confirmed with the earlier study of Ramakrishnaiah (1980), Saxena (1990), Chowdhury (2003) and Sharma (2009). But Singh (2007) found out that the job satisfaction of male and female teacher educators was positively significant. Whereas, Dixit (1985) found out that among male and female teachers – female teachers are more satisfied than their male counterpart.

*Figure 1. Showing the Difference of Job Satisfaction between Male and Female Teacher Educators*

5.4.2 Differences of Job Satisfaction between Govt. and Non-govt. B.Ed. College Teacher Educators

*Table 2. Showing the t-value of Job Satisfaction between Govt. and Non-Govt. Teacher Educators of B.Ed. Colleges*

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>SED</th>
<th>df</th>
<th>t-value</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt.</td>
<td>15</td>
<td>116.40</td>
<td>19.27</td>
<td></td>
<td></td>
<td>1.59</td>
<td>Not Significant</td>
</tr>
<tr>
<td>Non-Govt.</td>
<td>15</td>
<td>126.67</td>
<td>16.50</td>
<td>6.45</td>
<td>28</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The table 2 shows that the calculated t-value (1.59) is less than the table value (2.05). The null hypothesis is therefore accepted at 0.05 levels. So it can be concluded that, there is no significant differences in job satisfaction between Govt. and Non-Govt. teacher educators of B.Ed. Colleges.

The finding of the study by Sekhar and Ranganathan (1988) reveals that there is a relationship between types of management and level of job satisfaction was found to be significant.

6. Conclusion

Satisfaction with teaching as a career is an important policy issue since teacher educators are one of the important human capital resources of the educational system. So, understanding the factors that contribute to teacher educators’ satisfaction is essential to improve and support needed for a successful teacher training programme. There are different opinions regarding the factors contributing to job satisfaction. Armstrong (2003) indicated that the level of professional satisfaction is affected by intrinsic and extrinsic motivating factor, the quality of supervision, social relationship with the work group and the degree to which individual succeed or fall in their work. Convey (2010) found out that the academic philosophy and its environment were important predictors of satisfaction with a sense of efficacy regarding work with students and the relationships with administrators and other teachers. Hoppock (1935) and Centers (1948) is of the opinion that job associated with power, authority, social status, prestige, responsibility, better pay and rewards have positive effects on job satisfaction. Security, advancement, co-workers and pay are also important for job satisfaction.

Whereas, Khatun (2000) found out that, majority of the teachers linking their job satisfaction to personal factors which influence their job satisfaction and Edwin (1980) shows that class size and total student load increased their job satisfaction. Moreover, Babu and Reddy (1996) conducted a study on does work load affect the job satisfaction of teachers? It was found out that too heavy work produces dissatisfaction and too little work also is not conducive for job satisfaction. Those who had neither too heavy nor too low work load were more satisfied with their job than their counterparts who had little work or over burdened with their job.

Hence, we can sum up or conclude that teacher educators’ job satisfaction is one of the key factors as it is generally considered to be an important variable in terms of which effectiveness of the teacher education system lies. Moreover, they are the pillars of the society, who help student teachers to grow and to shoulder the responsibility of taking the nation ahead. Therefore, job satisfaction is vital for them. Researchers, policymakers, educational leaders and others also agree that their satisfaction is a significant factor that affects student teachers’ development and most importantly quality teacher education.
References


Glossary

**Job Satisfaction:** it is defined as a positive attitude and interest of teacher educators towards teaching.

**Teacher Educators:** it means the teachers of teacher training college.

**Gender Difference:** it means male and female differentiation among their job satisfaction.

**Types of Management:** it refers the Govt. and the Non Govt. B.Ed. College.