

## A Comparative Study on Job Satisfaction of Teacher Educators in Relation to Private Teachers' Training Institutions of University of Gour Banga and University of Kalyani

Nabin Thakur<sup>[1]</sup>

**Abstract:** This study was undertaken to study the level of job satisfaction of teacher educators, to compare the level of job satisfaction of female and male teacher educators as well as to compare the level of job satisfaction of teacher educators in relation to private teachers' training institutions of University of Gour Banga and University of Kalyani. The data was collected randomly by using job satisfaction scale bearing 60 statements with five points scale i.e. (SA), (A), (UD), (D), (SD) developed and standardized by S. P. Ananda (1993). Responses were scored by 5, 4, 3, 2, 1 and based upon the scores level of job satisfaction were categorized 1-60 Extremely Dissatisfied, 61-120 Not Satisfied, 121-180 Moderately satisfied, 181-240 Very Satisfied and 241-300 Extremely Satisfied. Scale was administered personally among 100 teacher educator of 20 private teachers' training colleges from two Universities in west Bengal. Result revealed that key percentages of teacher educators were encompassing no job satisfaction, there was no significant difference in the level of job satisfaction of female than male teacher educators, and there was no significant difference in the level of job satisfaction between the teacher educators of private teachers' training institutions affiliated to University of Gour Banga and University of Kalyani.

**Keywords:** Job Satisfaction, Teacher Educators, Private Teachers' Training Institution

### I. INTRODUCTION

“Training is given to animals and circus performers, while education is to human beings” by W. H. Kilpatrick. Education is an imperative tool to bring out the potentialities of human beings. This tool is also acts as the key to unlock the door for rapid growth and development of a country. As this is the constructive as well as productive process it hauls a person out from darkness, poverty and misery. Education moreover leads a person on the polls of enlightenment, prosperity and happiness by developing his/her individuality in all aspects either in physical, intellectual, emotional, moral, social etc. A sound and effective system of education results in enfoldment of learner's potentialities, magnification of their competencies and transformation of their interest, attitude and value as well as shape a responsible, dynamic, resourceful and enterprising citizen. While the success of any educational process depends on the quality, commitment and expertise of the teacher. That is why among all the dimensions of education, teacher is considered as the most crucial and central figure in the teaching learning set up. Teacher is not only act as an agent of knowledge but also act as a telescope through which people can see the distant tomorrows of the students. Teacher is the source to frame the times schedule, select reading materials, evaluate learning outcomes, and help pupils to overcome their difficulties and personal problems. The role of the teacher in our modern and complicated system of education today is indeed a complex and important one. No longer can the teacher become successful by simply knowing his subject well and by directing the learning process and decision making of students equally well. Teacher should be warm and positive in their relationship with children and it is only possible when teacher education gives direction about how one can achieve

it. National Curriculum Framework for Teacher Education (2009) entitled that “the quality of pedagogical inputs in teacher education programmes and the manner in which they are transacted to realize their intended objectives depend largely on the professional competence of teacher educators”. That is why, among all the dimensions of education, teacher education is considered to be the most crucial. It is the teacher who is mainly responsible for implementation of the educational process at any stage. In the absence of an effective teacher all these will prove in fractious so far as pupils learning are concerned. A teacher can perform to the maximum of his capacity only when he/she is satisfied with his/her job. Like the other profession teacher also has certain aspects for job satisfaction. Only satisfied and well-adjusted teacher can think of the well being of the pupils and initiate desirable outcomes to furnish to the needs of the society.

### II. REVIEW OF RELATED LITERATURE

Teacher educators or teacher trainers are the backbone for school education, who is the producers or mentors of good teachers, if they are well qualified and satisfied with their jobs, they will surely produce good teachers for qualitative improvement in school education. The responsibilities of quality of teachers depend upon on the teacher educators. It is of vital importance that teacher educators internalise the changing role expectations with the changing times and make themselves ready for the future changes. It is the role of teacher educators to prepare future teachers to be lifelong learners and educational workers to create a learning society. But, teacher educators can play such type of role effectively only if they themselves have been prepared in a creative, resourceful and efficient manner.

<sup>[1]</sup> Ph.D. Research Scholar, Dept. of Education, Regional Institute of Education, National Council of Educational Research and Training, Bhubaneswar, Orissa, India., Email: nabinthakur@gmail.com, Mob: +919851900540

Further, they are provided an environment where they are able to use their knowledge and skills to nurture future teachers as per the demands of the changing times. Among the different factors influencing the performance of the teacher educators, one of the most significant factors is job satisfaction. Some of the reasons for this problem are salary package, other facilities and more importantly, the job security of teacher educators of private teachers' training institutions. Rathod and Verma (2006) studied about job satisfaction of teachers in relation to role commitment and they found the significant influence of sex on job satisfaction of teachers' and their result revealed that female teachers were found to be more job satisfaction than male teachers. Conversely Prajapati and Mohalik (2013) found in their study that there was a significant difference in job satisfaction of teacher educators in relation to sex, they revealed that female teacher educators were highly satisfied to job than male. Sharma (2012) revealed that both male and female Higher Secondary school teachers had almost equal level of job satisfaction. Based on that Srivastava and Chabra (2012) inferred that female teacher educators and male teacher educators tend to be equally satisfied with their teaching jobs. Lal and Shergill (2012) found in their study that there was no significant difference between the job satisfaction of male and female teachers of degree colleges. Immaculate and Grace (2014) despite the rapid growth in the number of private secondary schools, there seems to be lack of job satisfaction among teachers in these schools. Nobi, Abdal and Sajid (2003) found that teachers who were teaching in government schools showed greater job satisfaction than teachers teaching in private schools. Afshan (2013) found in her study that there was no significant difference found in job satisfaction and work motivation of male and female teacher educators working in public funded institution. Sarswati (2013) found in her study that Lecturers of Government Colleges in Delhi were most satisfied than the Lecturers of Private Colleges in Delhi in relation of their General Working Conditions. Khan and Verma (2014) revealed in their study that majority of the teacher educators working in private B.Ed colleges had shown Low Level of job satisfaction or they are less satisfied with their jobs. Ghosh and Panda (2014) found that the teacher-educators of Govt. and Govt-aided colleges were more satisfied regarding their job than the teacher-educators of Self-financing colleges.

### III. RATIONAL OF THE STUDY

Teacher education plays a central role in professional development of teachers. Traditionally, the concept of teacher education programmes is identified with the training of teachers for classroom teaching in a face-to-face situation. But one of the greatest challenges facing teacher education today is preparing good quality teachers for an ever-changing world. Therefore, unless they are trained properly we cannot expect any qualitative change to come out of the system of teacher education. For that job satisfaction of teacher educators is very essential in all aspects. Many studies on job satisfaction of teacher educators had been taken up and in West Bengal context an effort was made to compare job satisfaction of teacher educators in relation to private teachers' training institutions of University of Gour Banga and University of Kalyani was relevant.

### IV. STATEMENT OF THE PROBLEM

The present study was stated as

"A comparative study on job satisfaction of teacher educators in relation to private teachers' training institutions of University of Gour Banga and University of Kalyani".

### V. CONCEPTUAL FRAMEWORK

#### *Job Satisfaction*

Job satisfaction is a favorableness with which workers view their job. It is the degree to which one's personal needs are fulfilled in the job situation. It results when there is a fit between job requirement and the wants and expectations of employees. In other words, it expresses the extent of match between worker's expectations the rewards, the job provides, the values it creates and get cherished. Locke (1976) defines it as "the pleasurable emotional state resulting from the perceptions of one's job as fulfilling or as allowing the fulfillment of ones important job values, provided these are compatible with ones needs."

#### *Teacher Educators*

A simple definition of teacher educator is anyone who educates teachers' through pre-service and in-service teacher education programme. It includes all who instruct prospective and practicing teachers from the instructor of freshman composition to the instructor of learning theory.

#### *Private Teachers Training Institutions*

Private Teachers Training Institutions are the places wherever student-teachers are trained by teachers' educators through diverse teachers training programmes and this programme engross D.El.Ed. B.El.Ed. B.Ed., M.Ed., B.P.Ed., M.P.Ed. etc. In these types of institutions students pay huge amount of capital for their course as a course fee.

### VI. OBJECTIVES OF THE STUDY

The study was conducted to achieve the following objectives:

1. To study the level of job satisfaction of teacher educators in relation to private teachers' training institutions of University of Gour Banga and University of Kalyani.
2. To compare the level of job satisfaction of teacher educators in relation to private teachers' training institutions of University of Gour Banga and University of Kalyani.
3. To compare the level of job satisfaction of female and male teacher educators in relation to private teachers' training institutions of University of Gour Banga and University of Kalyani.

### VII. HYPOTHESES OF THE STUDY

1. There would be no job satisfaction of teacher educators in relation to private teachers' training institutions of University of Gour Banga and University of Kalyani.
2. There would be no significant difference in the level of job satisfaction between the teacher educators of private teachers' training institutions affiliated to University of Gour Banga and University of Kalyani.

- There would be significantly high level of job satisfaction of female than male teacher educators in relation to private teachers' training institutions of University of Gour Banga and University of Kalyani.

### VIII. DELIMITATIONS OF THE STUDY

The study was delimited to 100 teacher educators among 20 private teachers' training institutions affiliated to University of Gour Banga at Malda district and University of Kalyani at Nadia district in West Bengal.

### IX. METHODOLOGY

The present research was a descriptive survey type study.

#### Sampling

The present study, teacher educators of private teachers' training institutions affiliated to University of Gour Banga and University of Kalyani in West Bengal were the population and 100 teachers educator of 20 private teachers' training institutions were selected randomly.

**Table-1** Distribution of sample

Name of the University	No. of Colleges	No. of Teacher Educators (5 from each colleges)	Total Teacher Educators
University of Gour Banga	10	5 x 10= 50	50 + 50 = 100
University of Kalyani	10	5 x 10= 50	
Total no. of Colleges	10 + 10 = 20		

#### Tool

The following tool was used for this study

#### Job Satisfaction Scale by Prof. S. P. Ananda

For collection of data on job satisfaction of teacher educators in relation to private teachers' training institutions of University of Gour Banga and University of Kalyani, the researcher used job satisfaction scale which was developed and standardized by S. P. Ananda (1993). It consisted of 60 statements in which 30 were positive and 30 were negative. Out of 60, there were 15 items which dealt with personal consideration, 15 items were working condition, 15 items were social status and 15 items were related to administration. It incorporated five point scale such as (SA) Strongly Agree, (A) Agree, (UD) Undecided, (D) Disagree and (SD) Strongly Disagree. The teachers educators conferred their responses to each of the statements by encircle any one of the five alternatives. The positive statements in the scale for their response of SA, A, UD, D and SD were scored as 5, 4, 3, 2 and 1 and the scored as 1, 2, 3, 4 and 5 for negative statements. To calculate the level of job satisfaction of teacher educators' five categories were used. Based upon the scores of job satisfaction scale, level was categorized as 1-60 Extremely Dissatisfied, 61-120 Not Satisfied, 121-180 Moderately satisfied, 181-240 Very Satisfied and 241-300 Extremely Satisfied.

#### Procedure of Data Collection

To administer the scale the researcher visited twenty different private teachers' training institutions, ten from University of

Gour Banga and another ten from University of Kalyani. Out of ten colleges of University of Gour Banga five teachers educators were allowed from each colleges and same was followed for the University of Kalyani. The scale was administered personally by the researcher for each one hundreds teachers educators. In that approach all total one hundreds teachers educators from twenty colleges took part to administer the scale.

#### Statistical Techniques

The collected data were analysed through application of required statistical techniques i.e. Frequencies, Percentage, Mean, Standard Deviation (S.D.) and 't' test.

### X. ANALYSIS AND INTERPRETATION

The first objective was to study the level of job satisfaction of teacher educators in relation to private teachers' training institutions of University of Gour Banga and University of Kalyani. The result has been shown in the following table.

**Table-2** Level of Job Satisfaction among teachers' educators of private teachers training institutions of University of Gour Banga and University of Kalyani.

Sl. No.	Level of Job Satisfaction	Number of Teacher Educators	Percentage (%)
1	Extremely Satisfied	00	00
2	Very Satisfied	00	00
3	Moderately Satisfied	13	13
4	Not Satisfied	86	86
5	Extremely Dissatisfied	01	01
Total		100	100

Table 2 demonstrates that 0% teacher educators of private teachers' training institution containing extremely satisfied as well as very satisfied level of job satisfaction whereas, 13% containing moderately satisfied, 86% comprising not satisfied and 1% having extremely dissatisfied level of job satisfaction. This outcome shows that the key percentages of teacher educators are encompassing no satisfaction to their job. Therefore, this ending makes sure that there is largely not satisfied level of job satisfaction of teacher educators of private teachers' training institution of University of Gour Banga and University of Kalyani.

The second objective was to compare the level of job satisfaction of teacher educators in relation to private teachers' training institutions of University of Gour Banga and University of Kalyani. The result has been shown in the following table.

**Table-3** Level of job satisfaction of teacher educators in relation to private teachers' training institutions of University of Gour Banga and University of Kalyani.

Teacher Educators of University of Gour Banga			Teacher Educators of University of Kalyani			Degrees of freedom (df)	t- value
M1	N1	S.D.1	M2	N2	S.D.2	98	0.1499
118.36	50	18.96	118.88	50	15.55		

Table 3 shows that the computed value of “t” i.e. 0.1499 is smaller than the critical table value of ‘t’ with 98 degrees of freedom at 5% and 1% level of significance is 1.98 and 2.63 respectively. Hence, it is not significant up to 5% and 1% level of significance. Therefore, there is no significant difference in the level of job satisfaction between the teacher educators of private teachers’ training institutions affiliated to University of Gour Banga and University of Kalyani.

The third objective was to compare the level of job satisfaction of female and male teacher educators in relation to private teachers’ training institutions of University of Gour Banga and University of Kalyani.

**Table-4** Level of job satisfaction of female and male teacher educators of private teachers’ training institutions affiliated to University of Gour Banga and University of Kalyani.

Female Teacher Educators			Male Teacher Educators			Degrees of freedom (df)	t- value
M1	N1	S.D.1	M2	N2	S.D.2	98	1.21
116.13	38	14.01	120.15	62	18.94		

Table-4 shows that the mean value of male teacher educators is higher than female teacher educators. The critical table value of ‘t’ with 98 degrees of freedom at 5% and 1% level of significance is 1.98 and 2.63 respectively. The computed value of “t” is 1.21 which is smaller than the critical table value. Hence, it is not significant up to both 5% and 1% level of significance. Therefore, the result depict that there is no significant difference in the level of job satisfaction of female than male teacher educators in relation to private teachers’ training institutions of University of Gour Banga and University of Kalyani.

## XI. MAJOR FINDINGS

- The level of job satisfaction of teacher educators of private teachers’ training institution was containing 0% for the level of extremely satisfied as well as very satisfied whereas, 13% containing moderately satisfied, 86% comprising not satisfied and 1% was extremely dissatisfied level of job satisfaction. This outcome showed that the key percentages of teacher educators were encompassing no job satisfaction.
- There was no significant difference in the level of job satisfaction between the teacher educators of private teachers’ training institutions affiliated to University of Gour Banga and University of Kalyani.
- There was no significant difference in the level of job satisfaction of female than male teacher educators in relation to private teachers’ training institutions of University of Gour Banga and University of Kalyani.

## XII. EDUCATIONAL IMPLICATIONS

- This study will bring a variety of positive consequences of the employers to feel the status of job satisfaction of employee.
- This study will facilitate the educational administrators to take steps for finding out reasons of low satisfaction as well as improving the level of job satisfaction for the teacher educators.

## XIII. CONCLUSION

A teacher educator, who is glad with his/her job, plays a central responsibility in the upliftment of society. Well adjusted and satisfied teacher educator can contribute a lot to the well being of his/her pupils-teacher. A dissatisfied teacher educator can become irritable and may create tensions which can have negative influence on the student-teacher’s learning process and it consequently affects their academic growth. In order to make job satisfied and committed to jobs there is need for strong and effective motivation in reverence to salary package, job security, availability of organization resources and working environment. From the above study it can be concluded that all teacher educators of private teacher training institutions have shown near about equal type and level of job satisfaction. The bad working environment, insufficient infrastructure, poor salary structure, job insecurity, minimum guaranty of increment and narrow provision for promotion etc. are increasing stress and anxiety among the teacher-educators of private teachers training colleges. Naturally, they are also not working enthusiastically. They are all the time in search of secured job. Experienced teacher-educators with bright career are rare in such teachers’ training colleges. Therefore, the student-teachers of such institutes are not performing according to their potentiality. Hence, the responsibility should be taken by the college authority as well as concerned universities and the govt. authority relating this matter seriously.

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