



# Job Satisfaction Of The Teacher Educators Of Self-Financed B.Ed. Colleges

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## Abstract

Job satisfaction is a pleasant feeling for an employee. It derived not only from the job but also the entire work environment. A high level of job satisfaction of teacher increases his/her performance in classroom which intern improves the students' academic achievement. To find out the status of job satisfaction of the teacher educators, **Job Satisfaction Scale (Singh, 1989)** was administered on a random sample of 305 teacher educators of self-financed B.Ed. colleges of South 24 Parganas. It was reflected from the result that teacher educators were satisfied with their jobs; again both the male and female teacher educators revealed equal satisfaction- no gender difference was found. It may be concluded that the teacher educators, irrespective of gender, were satisfied with their jobs.

**Key Words:** Job Satisfaction, pleasant feeling, Academic Achievement

## 1. Introduction

Job satisfaction is a view of feeling about a job. It is a measure of how well a person's expectations, needs and goals are meeting in their work environment. **Anand (1972)** opined that 'students liking for teachers and teachers for students are positive with job satisfaction of teachers'. It involves a combination of factors, such as the work environment, the relationship with co-workers and supervisors, control over one's work, compensation, opportunities for growth and development and overall job security. There are some factors which influence job satisfaction such as salary, promotion, whereas situational occurrences are either positive like extra vacation time, rewards etc or negative like faulty equipment (**Quarstein et al., 1992**). Teacher educators play an important role in raising a good teacher. The role of teacher educators in education is important and they form the basis of education in schools. If they are well satisfied with their jobs, they will not only use their knowledge and skills to better prepare future teachers but they will also become character builders who are engaged and committed to their work. When the teacher educators are not satisfied with their jobs, they become exhausted. Salary package, job stress and job security are the most important factors for teachers who are dissatisfied with their job. Proper satisfaction with their job must be needed for effective and efficient teaching

and there must be interest in their work. The purpose of the study was to ascertain the present status of job satisfaction among teacher educators of Self-financed B.Ed. colleges.

### 1.1 Significance of the Study

Teacher educators are the backbone of education system and their satisfaction with their job has a direct impact on the quality of education. If teacher educators are dissatisfied with their job, it will be worse-affected to the educational institutions and teacher education courses. This study is important because it could provide valuable insights into the factors that influence job satisfaction among teacher educators in self-financed B.Ed. colleges. This study could help to identify the specific areas where teacher educators in self-financed B.Ed. colleges may face challenges or experiencing job dissatisfaction.

### 1.2 Objective of the Study

The present study was designed to recognize the following specific objectives –

- i) To know about the present status of Job Satisfaction of the teacher educators.*
- ii) To compare the Job Satisfaction of the male and female teacher educators.*

The hypotheses were –

- i) The teacher educators experience high Job satisfaction.*
- ii) The male and female teacher educators do not differ with respect to their Job Satisfaction.*

## 2. Job Satisfaction – the Construct

The term job satisfaction was introduced for the first time by **Hoppock** in 1935. He revealed that the psychological, physiological and environmental circumstances are a combination of job satisfaction. Job satisfaction refers to an individual's feeling and sense of fulfilment with their job. **Locke (1976)** defined it as a pleasurable or positive emotional state resulting from the perceptions of one's or job experiences. Job satisfaction is the combination of emotional and psychological experiences at any workplace. Job Satisfaction is the relationship between what everyone expects in accordance to what everyone achieves. Job satisfaction can be considered as an indicator of emotional wellbeing or psychological health. **Vroom (1964)** observed that job satisfaction is the positive impulse of an individual towards all aspects of work situation. Teacher's job satisfaction is not only important to the teachers but also important to the students. Teachers' retention and plight can be predicted by job satisfaction (**Shann, 2001**). High levels of job satisfaction can lead to increase productivity, better job performance, and greater overall well-being. Teachers will perform with their maximum capacity, only if they are satisfied with their job. So, job satisfaction is an important phenomenon in every sector especially in the teaching profession.

## 3. Review on Job Satisfaction

Job satisfaction of teacher educators increases teaching effectiveness in the workplace. **Ghosh and Panda (2014)** found that the teacher educators of Govt and Govt-aided colleges were more satisfied with their job than the teacher educators of self-financed colleges. Similarly, school teachers were satisfied with their jobs in the Purulia district (**Karmakar, Saha & Adhikari, 2023**). They also found that school teachers experienced with high work motivation and a supportive work environment. Conversely, **Thakur (2014)** found that 86% of teacher educators were not satisfied with their job. The maximum numbers of teacher educators were no job satisfaction and there was no significant difference in the job satisfaction of female and the male teacher educators concerning private institutes of University of Gour Banga and University of Kalyani. **Bhat (2019)** studied on job satisfaction among school teachers. He found that when the teachers are satisfied with their jobs then they contribute towards an effective programme of education. Government school teachers were satisfied; they can afford their needs because their salary is too high, while private school teachers were undoubtedly dissatisfied because of their low wages. **Panchal (2019)** studied that there was a significant impact of job satisfaction in increasing the teacher's endeavor working at government and private secondary schools. So, Job Satisfaction played a crucial role in decreasing absenteeism among teachers.

**Getahun, Tefera and Burichew (2016)** studied on teachers' job satisfaction and its relationship with organizational commitment in Ethiopian Primary schools. The results of that study suggested that the majority of teachers sampled had positive organizational commitment even though their job satisfaction level was below the average and also showed that there was a significant difference between male and female teachers in their level of organizational commitment. **Baluyos, Rivera and Baluyos (2019)** highlighted that there was a significant relationship between teachers' job satisfaction and work performance. A high level of teacher job satisfaction did not show better work performance under the supervision of school heads but when the satisfaction level became high for purpose of job security then their work performance was much better.

#### 4. Methods

The present study was carried out through **descriptive survey method**. The details regarding sample, tool, procedure of data collection and statistical technique are reported hereunder.

##### 4.1 Variables

**Job Satisfaction** was the only variable of the present study.

##### 4.2 Sample

To make the sample representative **Stratified Random sampling Techniques** was adopted. In the present study, 305 the teacher educators (188 male and 117 female) were selected randomly from the Self-Financed B.Ed. colleges of South 24 Parganas, West Bengal, India.

##### 4.3 Tool of Research

The following research tool was used in the present study for data collection. The tool was selected by applying yardsticks of relevance, appropriateness, reliability, validity and suitability. Brief description of the tool is given hereunder.

##### 4.3.1 Job Satisfaction Scale (JSS) (Singh, 1989)

The **Job Satisfaction Scale** developed by **Singh (1989)** and used to measure job satisfaction of middle level executives. It contains 20 items and each item to be rated on **five-point** scale ranging on the continuum of 'highly satisfied' to 'highly dissatisfied' with a weighted score of 5 to 1.

**The mean score of the scale was normalized and the normalization procedure was as follows:**

Normalized mean = Sum of the item responses in a total scale/Total number of items in the scale.

Then, the normalized mean fell within the range extending from 1 to 5 with 3 as the mid-point (moderately satisfied).

The range of Normalized means score of "**Job Satisfaction Scale (JSS)**" may be interpreted as –

<b>1.00 to 1.99</b>	<b>:</b>	<b>Highly Dissatisfied</b>
<b>2.00 to 2.99</b>	<b>:</b>	<b>Dissatisfied</b>
<b>3.00 to 3.99</b>	<b>:</b>	<b>Satisfied</b>
<b>4.00 to 5.00</b>	<b>:</b>	<b>Highly Satisfied</b>

#### 4.4 Procedure for Data Collection

The head of the institutes were contacted for his/her permission to allow collecting the data. The relevant data on different constructs were collected by administering the above-mentioned tools on the subjects under study in accordance with the directions provided in the manual of the tool.

#### 4.5 Statistical Techniques

The descriptive statistics as well as inferential statistics was found by computing with the help of SPSS-20 software.

(a) To prove the hypothesis (i.e., *The teacher educators experience high Job satisfaction.*) the descriptive statistics such as minimum, maximum, range, mean and standard deviation have been calculated and interpreted by the different statistical techniques.

(b) To prove the hypothesis (i.e., *The male and female teacher educators do not differ with respect to their Job Satisfaction.*) different inferential statistics such as F test, t-test have been calculated.

### 5. Results

Quantitative research in **descriptive survey method** was adopted to explore the job satisfaction level of Teacher Educators of Self-Financed B.Ed. colleges of West Bengal.

Results are presented in two separate subsections –

- a) Descriptive Presentation and b) Comparative Analysis

#### 5.1 Descriptive Presentation

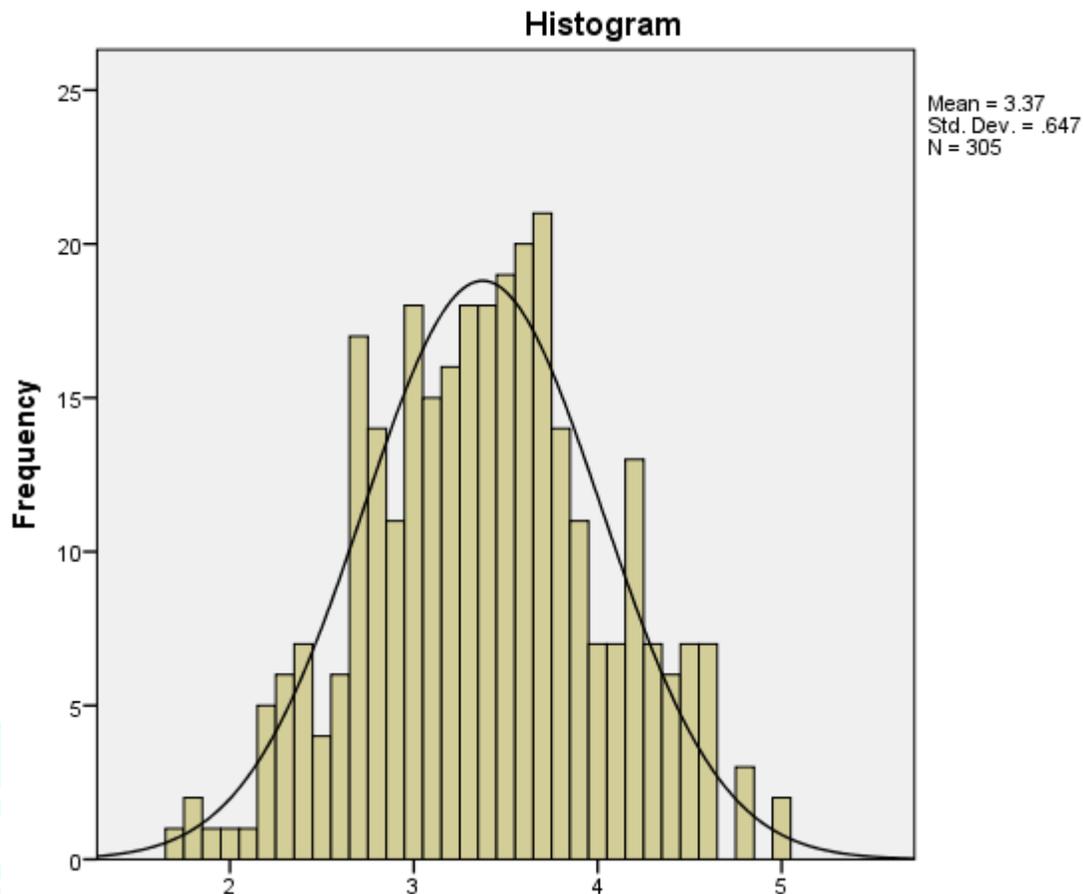
Descriptive statistics of the scores of **Job Satisfaction** of Teacher Educators of Self-Financed B.Ed. colleges are reported herewith in the following table.

**Table-5.1: Descriptive Statistics of Job Satisfaction Scale Score of Teacher Educators Considering Male and Female as a Whole**

Job Satisfaction	N	Range	Min.	Max.	Mean	Std. Deviation	Remarks
Job Satisfaction	305	3	2	5	3.37	0.65	Satisfied

Table-5.1 depicts the descriptive statistics of “*Job Satisfaction Scale Score*” obtained by the Teacher Educators of Self-Financed B.Ed. colleges of West Bengal in the present study. In case of *Job Satisfaction* of teacher educators, the “minimum” of the scores was 2 and the “maximum” of the scores was 5 and the range was 3; the “mean” and “standard deviation” of the said distribution were 3.37 and 0.65 respectively.

Figure-5.1 depicts the histogram with normal curve of “*Job Satisfaction Scale Score*” obtained by the Teacher Educators of Self-Financed B.Ed. colleges of West Bengal considering both male and female as a whole. By visually examining we come to know that the said distribution was about to normal (Fein, Gilmour, Machin & Hendry, 2022).



**Figure-5.1: Histogram with Normal Curve of Job Satisfaction Scale Scores of Teacher Educators**

## 5.2 Comparative Analysis

The results of the comparative analysis in job satisfaction of teacher educators are presented in tabular forms:

**Table-5.2(a): Group Statistics of Job Satisfaction Scale Scores of Male and Female Teacher Educators**

Job Satisfaction	Gender	N	Mean	Std. Deviation	Remarks
Job Satisfaction	Male	188	3.36	0.66	Satisfied
	Female	117	3.39	0.63	Satisfied

Table-5.2(a) exhibits the group statistics of “**Job Satisfaction Scale**” scores of male and female teacher educators of Self-Financed B.Ed. colleges. In **Job Satisfaction** the means of male and female teacher educators were 3.36 and 3.39 respectively; and the standard deviations were 0.66 and 0.63 respectively.

**Table-5.2(b): Results of Independent Samples Test of Gender Wise Comparison of Means of Job Satisfaction Scale Scores of Teacher Educators**

Job Satisfaction		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Job Satisfaction	Equal variances assumed	0.21	0.65	-0.34	303.00	0.74
	Equal variances not assumed			-0.34	254.36	0.73

From table-5.2(b) it is obvious that the two groups (male and female) did not differ (statistically) significantly in job satisfaction.

## 6. Discussions

From table-5.1, it was observed that on an average teacher educators of Self-Financed B.Ed. colleges were satisfied with their jobs considering both gender (male & female as a whole). Teachers need to be satisfied regarding their work in order to function efficiently and effectively. A good working ambience is the cause of the satisfaction for the teacher educators. Here the teacher educators were satisfied with their jobs and hence, the hypothesis (i) was failed to reject.

**Thakur (2014)** found that teacher educators were not satisfied to their job of private teacher training institutes of Gour Banga and Kalyani. The study of **Nigama, Selvabaskar, Surulivel, Alamelu and Joice (2018)** revealed that the mean score for all factors indicating the level of satisfaction was above the average. So, the school teachers were satisfied with their works. In another study, **Kramakar, Saha and Adhikari (2023)** observed that on an average school teacher were satisfied with their jobs in their workplace of Purulia district.

From the results of the table-5.2(a) and in 5.2 (b) it is clear that the two groups of teacher educators (male and female) did not differ (statistically) significantly in relation to job satisfaction. So, in question of Job Satisfaction of the teacher educators there was no gender difference. So, the hypothesis (ii) was failed to reject.

The study of **Mehta (2012)** found that there was no significant difference in the job satisfaction among male and female teachers. But **Iqbal, Ali, Akhtar and Ahmed (2012)** in their study found that there was a significant difference between female and male secondary school teachers, where the female teachers were more satisfied than the male teachers. **Thakur (2014)** reported that there was no significant difference in the level of job satisfaction of female and male teacher educators in relation to private teacher training institutes of Gour Banga and Kalyani. From his study, **Ghosh (2015)** also found that male and female school teachers were not satisfied with their jobs.

## 7. Conclusion

From the result and subsequent discussion of descriptive presentation of the present study, it might be concluded that the teacher educators of Self-Financed B.Ed. colleges were satisfied with their Jobs in their workplaces. Job satisfaction for teacher educators fosters motivation, commitment and overall well-being leading to higher retention rate and better performance. Therefore, satisfied teacher educators are able to create a positive learning environment and enhancing student engagement in academic activities.

From the result and subsequent discussion of gender wise Comparative analysis of the present study, it might be concluded that there was no gender difference in job satisfaction of the teacher educators of Self-Financed B.Ed. colleges. So, it can be said that both the male and female teacher educators were equally satisfied and work collaboratively with full enthusiasm.

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