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A probe into the job satisfaction of the teacher educators of self-financed B.Ed. Colleges

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Abstract

Job satisfaction is a pleasant feeling of an employee. It is derived from the job. A high level of job satisfaction of teacher increases his/her performance in classroom which in turn improves the student's academic achievement. To have knowledge about the status of job satisfaction of the teacher educators, the present study was carried out through the descriptive survey method. Data were collected by administering Job Satisfaction Scale (Singh, 1989) on a random sample of 305 teacher educators of which 188 male and 117 female teacher educators of self-financed B.Ed. colleges. Higher scores reflect higher job satisfaction. It was observed that the teacher educators were satisfied with their jobs.

Keywords: Life satisfaction, job satisfaction, self-esteem, pleasant feeling, academic achievement

1. Introduction

Job satisfaction is the level of contentment of an individual about their job. It is a measure of how well a person's expectations, needs, and goals are being met in their work environment. 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) [9]. Teacher educators play an important role to prepare a good teacher. The responsibility of the teacher educators is very crucial for the education system and they are the backbone of school education. If they are well satisfied with their job, they become more effective not only in formulating future teachers by using their knowledge and skills but also turn out into productive behavioural character, engaged and committed to their work. When the teacher educators are not contented with their job, they become exhausted. Salary package, work pressure and job security are the most important multipliers for teacher educators' dissatisfaction regarding their job. Proper satisfaction with their job must be needed for effective and good teaching. 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:

1. To know about the present status of Job Satisfaction of the teacher educators.
2. To compare the Job Satisfaction of the male and female teacher educators.

The hypothesis were

1. The teacher educators experience high Job satisfaction.
2. 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 [5]. 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) [7] 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) [12] 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) [10]. 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) [4] in their study the results 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 and & Adhikari 2023) [6] they also found that school teachers experienced with high work motivation and a supportive work environment. Conversely, Thakur (2014) [11] found in his study that (86%) of teacher educators were not satisfied with their job. The maximum numbers of teacher educators were no job satisfaction and there is no significant difference in the job satisfaction of female than the male teacher educators concerning private institutes of University of Gour Banga and University of Klayani. Bhat (2019) [2] 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 are satisfied; they can afford their needs because their salary is too high, while private school teachers are undoubtedly dissatisfied because of their low wages. Panchal (2019) [8] there was a significant impact of job satisfaction in increasing the teacher's endeavor working at government and private secondary schools. Job Satisfaction plays a crucial role in decreasing absenteeism among teachers.

Getahun, Tefera and Burichew (2016) [3] 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 is below the average and also showed that there is a significant difference between male and female teachers in their level of organizational commitment. Baluyos, Rivera and Baluyos (2019) [1] in this study the results highlighted that there is a significant relationship between teachers' job satisfaction and work performance. A high level of teacher job satisfaction does 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 is 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 Sample

In the present study, as sample the teacher educators were selected randomly from the Self-Financed B.Ed. colleges of South 24 Parganas, West Bengal, India.

4.1.1 Sample Size

Total 188 male teachers and 117 female teachers participated in the study.

Table 1: Gender-wise distribution of sample

Gender		Total
Male teacher	Female teacher	
188	117	305

4.1.2 Sampling Technique

In the present study "Stratified Random Sampling Technique" was adopted.

4.2 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.

4.2.1 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:

1 to 1.99	Highly Dissatisfied
2.0 to 2.99	Dissatisfied
3.01 to 4.0	Satisfied
4.01 to 5	Highly Satisfied

4.3 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.

4.4 Statistical Techniques

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

a) To ascertain the objective (i.e., To know about the present status of job satisfaction of the teacher educators of Self-Financed B.Ed. colleges) the descriptive statistics such as minimum, maximum, range, mean and standard deviation have been calculated and interpreted by the different statistical techniques.

b) To ascertain the objectives (i.e., To compare the Job Satisfaction of the male and female teacher educators of Self-Financed B.Ed. colleges) 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.
- b) Comparative.

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 1: Descriptive Statistics of Job Satisfaction Scale Score of Teacher Educators

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

Table 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.

Fig 1 depicts the histogram with normal curve of the distribution of Job Satisfaction Scale Scores of Teacher Educators – the curve shows that the distribution was about to normal.

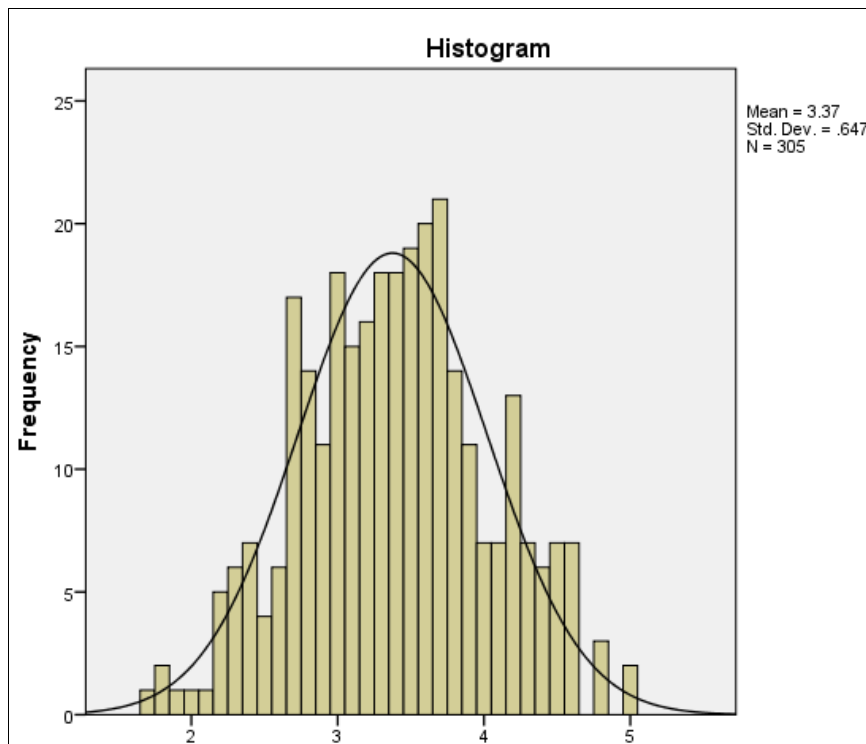


Fig 1: Histogram with Normal Curve of Job Satisfaction Scale Scores of Teacher Educators

5.2 Comparative Analysis

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

Table 2: Group Statistics of job satisfaction scale scores of male and female teacher educators

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

Table-2 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; again the standard deviations were 0.66 and 0.63 respectively.

Table 2(a): 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 2(a) it is obvious that the two groups (male and female) did not differ (statistically) significantly in job satisfaction.

6. Discussions

The purpose of this study was to explore the Present status of “Job Satisfaction” of the teacher educators of Self-Financed B.Ed. colleges. Here the discussions of the results of descriptive presentation as well as comparative analysis are reported herewith.

From Table-1, it was observed that on an average teacher educators of Self-Financed B.Ed. colleges were satisfied with their jobs in their workplaces.

From Table-2 we have the group statistics of “Job Satisfaction Scale (JSS)” 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 3.51 and 3.50 respectively.

From Table-2(a) it is clear that the two groups (male and female) did not differ (statistically) significantly in job satisfaction of teacher educators. So, in question of Job Satisfaction of the teacher educators there was no gender difference.

7. Conclusion

From the result and subsequent discussion it might be concluded that the teacher educators of Self-Financed B.Ed. colleges considering both gender (male and female) as a whole, were satisfied with their Jobs in workplace. Hence, the hypothesis.

1. [The teacher educators experience high Job satisfaction] was accepted

From the result and subsequent discussion it might be concluded that the two groups (male and female) did not differ (statistically) significantly 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 of Self-Financed B.Ed. Colleges were equally satisfied and work collaboratively with full enthusiasm. Hence, the null hypothesis.

2. [The male and female teacher educators do not differ with respect to their Job Satisfaction] was accepted

In addition, they might be expected to a greater probability of experience with high job motivation and a highly supportive work environment in their institutions for imparting quality-based education.

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