



## Job satisfaction among teacher educators in Warangal District

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### Abstract

This study is undertaken with a view to assess the influence of Gender, management, locality, methodology they taught and experience on the job satisfaction of teacher educators. A tool developed by “Sam cartwright Adrian wells” is adopted and the same is tested for its suitability and thus localized tool is administered to the teacher educators by using random sampling technic. 60 teacher educators have come into the sample. Government, urban working teacher educators have higher level of job satisfaction. Gender, methodology and experience of teacher educators did n’t influence the job satisfaction of the Teacher educators.

**Keywords:** job satisfaction, teacher educators

### Introduction

*“Education is the most powerful weapon which you can use to change the world”*

Nelson Mandela

The above statement exemplifies that education plays an imperative role in the advancement of destiny of individuals as well as the society and finally leads to a nation’s development. This is the reason why the educational providers are called as the nation builders. Teaching is a life time profession. A teacher educator is responsible for the education of teachers under whose charge the destiny of our next generation is placed. If you educate a boy only an individual is educated, if you educate a girl the whole family is educated and if a teacher is educated the whole community is educated. Therefore the teachers have greater responsibility to the society and the teacher educators who prepare the teachers have the greatest responsibility.

The quality of teachers therefore rests on the teacher educators themselves. It is of vital importance that teacher educators internalize the changing role expectations with the changing times and make themselves ready for the future changes. Teacher educators can play their role effectively only when they are prepared in a creative, resourceful and efficient manner. Further, they need encouraging environment for using their knowledge and skills to nurture prospective teachers as per the demands of the changing times. The teaching profession is not a factory to produce the product with the machines and it is concerned with the human beings who decide the future of the country. That’s the reason why Kothari Commission stated that ‘The destiny of nation is being shaped in its classrooms’. Teacher is not born and he/she is made according to the present conditions. This indicates the facilities and infrastructure required to make a raw person into a powerful human being who would prepare the teachers for the country. Among the different factors

influencing the performance of the teacher educators, one of the most significant factors is job satisfaction. Better job satisfied person will turn out better results and hence it is always necessary to ensure that the teacher educator is better satisfied in the profession.

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 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 teacher may cause serious damage to the reputation and property of the organization and harm teaching profession. Job satisfaction/dissatisfaction is the result of various factors which are related to job situations. These various factors may be opportunities for career advancement, amount of tension at work, work involvement, relations with colleagues and supervisors, due recognition of merit, sufficient emoluments and good working conditions, grievances removal, feeling of fatigue and loneliness and prestige of the organization. All the above discussion plays enormous responsibility on the Govt and the agencies which provide education to the teachers and for their job satisfaction. Further one should not forget the job satisfaction is correlated with better performance and the money invested on teacher education will get better returns for the country and the present 10% budget allocation to teacher education is very low.

### Significance of the study

Job satisfaction of teacher educators is a essential phenomenon at the teacher training colleges/ institutions. Without job satisfaction, teaching activity will not be effective and a fruitful. 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. Kothari Commission also said that teachers are nation builders. The all-round development of the trainee teachers are influenced by the Teacher Educators. If employees are satisfied they would produce high quality performance. 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. Job satisfaction of Teacher Educators directly related to the building of the nation. With this background in mind the present the investigation is taken up to assess the job satisfaction levels and the factors influencing the teacher educators. Although a number of studies are carried out in the area of job satisfaction, still it is current problem as far as the teacher education is concerned for the reason that the present teacher education has under gone tremendous change in all its areas and privatisation has brought many changes in the teacher education front too. Therefore the present problem is chosen for the study.

**Objectives of the study**

- To find out the job satisfaction levels of the teacher educators.
- To study the influence of gender, age, marital status, teaching experience and management of the institution on the job satisfaction of the teacher educators.

**Hypothesis of the study**

- There is no significant difference between male and female teacher educators job satisfaction.
- There is no significant difference between job satisfaction of teachers educators working in Government and Private institutions
- There is no significant difference between the educators job satisfaction of Urban and Rural teacher educators
- There is no significant difference between the job satisfaction of teacher educators’ Methodology I and Methodology II teacher educators
- There is no significant difference between the job satisfaction of above and below 5 years experienced teacher educators.

**Sample**

The size of the sample is 60 teacher educators of which 42 are males and 18 female teachers and it is using simple random sampling technic. The 60 teacher educators are picked from 6 colleges of education of Warangal district randomly covering all the variables included for the study.

**Tool**

The tool developed by “Sam cartwright Adrian wells” was adopted for the present study. The tool consisted of 40 items, all the items are placed on a 5 point scale, viz., Strongly Disagree(SD), Disagree(DA), Neutral(N), Agree(A), Strongly Agree(SA). The scoring for the positive item is 5 for ‘SA(Strongly Agree)’ 4 for ‘A’(agree), 3 for neutral, ‘ 2 for Dis Agree and 1 for SD(strongly Disagree)’ and this score is reverse for the negative items.

**Validity and Reliability**

Although the tool is standardized, still the investigator felt that

it should be tested for its suitability. Hence the investigator tried out on a sample of 12 teacher educators for establishing its validity and reliability. Split half reliability was established of which the value is 0.58 and the intrinsic validity is 0.76. The tool thus standardized tool was administered to the sample Teacher Educators and the results are analysed and interpreted in the light of the objectives and the hypotheses.

**Analysis and Interpretation of the data**

The data thus collected was analysed using appropriate statistical technics.

**Levels of Job satisfaction of teacher educators**

The data collected was used for calculating the levels of job satisfaction and the results are shown in the table;1

**Table 1:** shows the teacher educator job satisfaction level

Sl. No	Class interval	Frequency	Percentages	Satisfaction level
1	139-149	8	13.33	High
2	128-138	9	15.00	Above moderate
3	117-127	22	36.66	Moderate
4	106-116	19	31.66	Below moderate
5	95-105	2	3.33	Low

From table-1 it could be observed that 13.33% teacher educators have high level job satisfaction, 15% above moderate, 36.36% moderate, 31.66% below moderate, 3.3 low satisfaction. 35% of the teacher educators has below average job level. 28.33% of the teacher educators has above the moderate level job satisfaction.

**Hypothesis No. I:**

There is no significant difference between male and female teacher educators in their job satisfaction.

In order to test the above hypothesis the t test is employed and for this purpose the mean scores of the male and female teacher educators are calculated and compared using the t test. The results are shown in table 2.

**Table 2:** Male and Females Teacher educators mean scores.

Gender	Sample	Mean	SD	t-Value	Level of Significant
Male	42	123.4	10.96	1.49	NS
Female	18	117.8	12.87		

From the above table, it could be observed that the mean scores of male and female teacher educators are 123.4 and 117.8 respectively. The obtained t- value 1.49 is less than the table values of 1.98 and 2.63 for 0.05 and 0.01 levels. So it is not significant even at 0.05. In this context the null hypothesis is accepted. This shows the similar level of job satisfaction of the male and female teacher educators. However the mean values indicate the less job satisfaction of the female teacher educators.

**Hypothesis No. II**

There is no significant difference between job satisfaction of teaches educators working in Government and Private Institutions.

The mean values of the Govt and private teacher educators are

calculated and compared using the t value. The results of the t test are given in table 3.

**Table 3:** Government and Private Teacher educators mean scores.

Type of Management	Sample	Mean	SD	t-Value	Level of Significant
Government	12	132.5	7.57	4.97	Significant
Private	48	119.08	11.08		

The above table reveals that the mean scores of Govt. and private teacher educators are 132.5 and 119.08 respectively. The obtained t-value 4.97 is greater than the critical value of 1.98 and 2.63 so it is significant at 0.01 level. Therefore the null hypothesis is rejected. The job satisfaction of the teacher educators working in the Govt and private institutions is not at the same level of job satisfaction.

**Hypothesis No. III**

There is no significant difference between the educators job satisfaction of Urban and Rural teacher educators

In order to test the above hypothesis, the critical ratio is calculate and the results are shown in table 4.

**Table 4:** Urban and Rural Teacher educators mean scores along with t value.

Group	N	Mean	SD	t-value	Level of Significance
Urban	22	128.0	10.76	3.47	Significant
Rural	38	118.1	10.78		

From the above table, it could be observed that the mean scores of Urban and Rural teacher educators are 128.0 and 118. respectively. The obtained t-value 3.47 is greater than the critical value of 1.98 and 2.63. then it is significant at 0.05 and 0.01 levels. Therefore null hypothesis is rejected at both levels

**Hypothesis No. V**

There is no significant difference between the job satisfaction of above and below 5 years experienced teacher educators.

To test the above hypothesis the t test is employed and the results are given in table 5.

**Table 5:** Below and above 5 years’ experience of Teacher educators mean Scores.

Group	Sample	Mean	SD	t-value	Level of Significance
Below 5 years’ experience	31	120.2	11.06	1.00	Significant
Above 5 Years’ experience	29	123.3	12.41		

From the above table, it could be seen that the mean scores of below 5 Years’ experience and Above 5 Years’ experience teacher educators are 120.2 and 123.3. respectively. The obtained t-value is less than the critical value of 1.98 and 2.63 so it not significant at 0.05. Therefore the null hypothesis is accepted.

**Hypothesis No. VI**

There is no significant difference between the job satisfaction of teacher educators’ Method logy I and Methodology II teacher educators

**Table 6:** Method - I and Method -II Teacher educators Mean Scores.

Group	N	Mean	SD	t-value	Level of Significance
Method I	28	122.8	13.55	0.65	NS
Method II	32	120.8	10.01		

From the above table, it could be observed that the mean scores of the method I and Method II teacher educators are 122.8 and 120.8. Respectively. The obtained t-value 0.65 is less than the critical value of 1.98 and 2.63 so it is not significant at 0.05 and 0.01 levels. Therefore null hypothesis is accepted at both levels. The teacher educators with method one has little high job satisfaction over the teacher educators with method-2.

**Findings**

- 28.33% of the teacher educators has above moderate job satisfaction and 35% of the teacher educators has below moderate job satisfaction level. And 36.36 has moderate job satisfaction level
- There is no significant difference between Male and Female teacher educator’s job satisfaction.
- There is a significant difference between Government and private teacher educators job satisfaction levels
- There is a significant difference between Urban and Rural teacher educators job satisfaction.
- There is no significant difference between below 5 years’ experience and Above 5 years’ Experience teacher educators’ job satisfaction.
- There is no significant difference between Method - I and Method- II teacher educators’ job satisfaction.

**Educational implications of the study**

1. The level of job satisfaction found to be moderate among the Teacher educators. This needs to be improved further and three fourth of the teacher educators have low job satisfaction level and it is existed among the private teacher educators who do not get proper remuneration and lack of security.
2. Male Teacher Educators job satisfaction is higher than the female Teacher Educators. This indicates the focus is to be laid on female Teacher Educators in view of their career advancement, tension at work, work involvement, relations with colleagues and supervisors, recognition of merit, sufficient emoluments and good working conditions, grievances removal, feeling of fatigue and loneliness and prestige of the organization.
3. Government Teacher Educators job satisfaction is higher than the private Teacher Educator. It appears that the private institutions didn’t give the proper assurance of job security. So Private Managements must give job security/assurance and also pay remuneration as per the work load and qualification and it enhances the job satisfaction of private Teacher educators.
4. Urban Teacher Educator job satisfaction is higher than the Rural Teacher Educator. So Employers must ensure that they provide a safe working environment. College climate is found to have a strong impact on Teacher educators’ job satisfaction. The facilities available for the urban teacher educators are missing to the rural teacher

educators.

5. Above 5 years' experience Teachers job satisfaction is higher than the Below 5 years' experience teacher educators this indicates the necessity of organizing professional development programs.
6. Method I teacher educators job satisfaction is slightly higher than the method II. This indicates method II Teacher Educators need to be arranged job satisfaction programs.

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