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RESEARCH PAPER

A Study of Job Satisfaction of Teacher Educators Associated With Personal Variable

***Dr. Rishi Raj Balwaria**, Assistant Professor,
Navrachana University, Vaodara, Gujarat, India

* **Prof. Ashutosh Biswal**, Professor,
Centre of advanced Studies in Education,
M.S. University of Baroda, Gujarat, India

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Abstract

The Teacher Educator who is responsible for shouldering the challenges of 21st century teachers should, indeed himself be a highly motivated and committed professional. With paradigm shifts in higher education, from national to global education, from one-time education for a few to lifelong education for all, from teacher centered to learner centered education, from classroom education to digital learning and from tradition classroom to virtual classrooms. These changes make new demands and pose fresh challenges to teacher education systems and practices. These changes finally impact the overall job of teacher educators. Thus, the researcher would try to seek the answers of these research questions in the process of this research work. How can job satisfaction of secondary teacher educators be measure? What is the level of job satisfaction of teacher educators working in different type of secondary teacher training institutes in Gujarat? How the level of job satisfaction of teacher educators differs with respect to their personal variables. The present study was in the line of job satisfaction of teacher educators associated with personal variable.

INTRODUCTION

Teacher Education can bring behaviour modification in the prospective teachers during the pre-professional education. The teacher educator can either insist on perfection of lesson planning or he may approve a mediocre lesson plan but insist on actual teaching. He may innovate while giving demonstration or follow the existing methods. He can try to build idealism in the trainees or he can throw water on their enthusiasm by preaching that in today's schools they cannot achieve

anything tangible. Such choices made by the teacher educators determine the quality of future teachers. Therefore, it is assumed that if teachers have job satisfaction then the secondary needs are to be fulfilled which will tend the teachers to do productive activities in the institutes.

The Education Commission (1964-66) recommended that the quality of existing programmes of teacher education should be considerably improved. The essence of a programme of teacher education is 'quality' and in its absence, teacher education becomes not only a financial waste but a source of overall deterioration in educational standards. The professional preparation of teachers being crucial for the qualitative improvement of education should be treated as a key area in educational development and adequate financial provision should be made for it, both at the state and national level.

It is often observed that many teachers are very impersonal in their approach to teaching and related functions. This makes such matters as initiatives on the part of teachers' commitment and professional ethics serious issues as deliberately mentioned in policy perspective in Teacher Education published by (NCTE, 1998).

The National Curriculum Framework (NCF), 2005 for school education places different demands and expectations on the teacher, which needs to be addressed by both initial and continuing teacher education. Teacher quality is a function of several factors: teacher's status, remuneration and conditions of work, teacher's academic and professional education. National Curriculum Framework for teacher education (NCFTE): Towards Preparing Professional and Humane Teacher, 2010 highlighted that it is obvious that the education and training of a prospective teacher will be effective to the extent that it has been delivered by teacher educators who are competent and professionally equipped for the job.

TEACHER EDUCATION IN INDIA

Under the umbrella of NCTE, it is amazing to notice that from 1988 to 2007 (19 years) the growth of rate of secondary teacher training institutions was about 400 and from 2007 to 2013 (6 year) the growth of rate of secondary teacher training institutions was increased up to 350% in India. It shows the real quantitative expansion of secondary teacher training institutes in the country. But it is quite difficult to say about the qualitative development of the teacher training

institutions which attracts the researcher to undertake a study on the teacher education and teacher educators and also to working on the quality of teacher education, in terms of job satisfaction of teachers working in the teacher education system.

Present study indicates that fifteen Universities in Gujarat have secondary teacher training institutions. It has nine state level government universities namely Gujarat University in Ahmedabad, Sardar Patel University in VallabhVidyanagar, Veer Narmad South Gujarat University in Surat, The Maharaja Sayajirao University (M.S.University) in Baroda, Gujarat Vidyapith in Ahmedabad, Saurashtra University in Rajkot, Bhavnagar University in Bhavnagar, Hemchandracharya North Gujarat University (NGU) in Patan, KrantiguruShyamji Krishna VermaKachchh University in Kachchh and one Indian Institute of Teacher Education (IASE). State also has four private universities namely Ganpat University in Mehsana, KadiSarvaVishwavidyalaya in Gandhinagar, Calorx Teachers' University in Ahmedabad, and Navrachana University in Vadodara. Apart from these universities, there is a university in Mumbai called S.N.D.T. University affiliated colleges of education in Gujarat.

RATIONALE

With changing scenario, responsibility of teacher educator increases to a large extent and to prepare teacher with proper understanding and resolving their challenges are really a tough job for teacher educator. From the review of related literature in the present study, researcher could not identify any inferences as the studies related to job satisfaction are scattered from primary education to higher education, hospitals to management without giving any clear cut direction. Researcher study the job satisfaction of teacher educators working in secondary teacher training institutions with different variables such as pay, job security, educational opportunity, individual growth, healthy environment, advancement, authority, co-workers, recognition, and responsibility etc. An attempt is made in the present study to find the relationship of different personal and social variables of teacher educators with their job satisfaction.

RESEARCH QUESTIONS

In the process of formulating the present study and studying the related literature the following research questions come in the mind of the researcher. The researcher will try to seek the answers of these research questions in the process of

this research work.

1. How can job satisfaction of secondary teacher educators be measure?
2. What is the level of job satisfaction of teacher educators working in different type of secondary teacher training institutes in Gujarat?
3. Whether the job satisfaction of teacher educators differ with respect to their personal variables.
4. What factors affects job satisfaction of secondary teacher educators?

OBJECTIVES OF THE STUDY

1. To develop a job satisfaction scale for teacher educators and to standardize it.
2. To measure the job satisfaction of secondary teacher educators working in the secondary teacher education institutes in Gujarat.
3. To study the Job Satisfaction of secondary teacher educators with respect to their personal variables viz. sex, area of working (rural/ urban), age, working in the secondary teacher education institutes in Gujarat.
4. To study the relative importance of personal variables affecting the Job Satisfaction of teacher educators working in the secondary teacher education institutes in Gujarat.

HYPOTHESIS

In the present study null hypothesis were tested at 0.01 level of significance.

1. There will be no significant difference between the mean job satisfaction score of male and female teacher educators working in secondary teacher training institution.
2. There will be no significant difference between the mean job satisfaction score of the rural and urban teacher educators working in secondary teacher training institution.
3. There will be no significant difference between the mean job satisfaction score of the teacher educators working in private and public secondary teacher training institution.
4. There will be no significant difference between the mean job satisfaction score of young and older teacher educators working in secondary teacher training institutions.

EXPLANATION OF THE TERMS

The mentioned terms either clarifies the way for which they are used in the present study or the purpose for which they are used in the present study. The terms used for the study are clarified as under:

Secondary teacher education institutes: It refers to pre-service teacher education institutes having one year full-time recognized B.Ed. programmes in face-to-face mode for preparing teachers for secondary and higher secondary schools.

Personal variables: It refers to the variables affecting teacher educators job satisfaction related to sex, area of working (rural/ urban) and age.

Job Satisfaction: It is the score secured by the teacher educator in the job satisfaction scale prepared by the researcher.

POPULATION AND SAMPLE OF THE STUDY

The population of the present study comprise of all the teacher educators working in secondary teacher education institution in Gujarat. From the two hundred thirteen secondary teacher education institutes, 37 institutions were selected on the basis of stratified random sampling technique. 184 teacher educators from these 37 institutions constituted as the sample of the present study.

TOOLS OF THE STUDY

Job Satisfaction Scale: A Likert type five point summative rating scale of job satisfaction was constructed by the researcher. The Job satisfaction scale was in the form of an open-ended questionnaire. This scale is five point scale range from unhappy to extremely happy and these points highlight the five levels of satisfaction. Two versions of scales were used for data collection one in English language and other one in Gujarati language.

Information Schedule: The information schedule developed by the researcher has 6 aspects. There were 6 aspects in information schedule. Aspects covered were related to age, gender, educational qualification, teaching experience and area.

DATA COLLECTION

Data were collected from the sample teacher educators with the help of Job Satisfaction Scale, Information Schedule, and other mentioned scale by the researcher. The data were collected by the researcher going personally or by sending mail to the randomly selected institution from the random stratified sampling technique. It is assumed that teacher educators were filled the booklets with best accuracy to the best of their level.

DATA ANALIYSIS

The collected data was analyzed through the suitable technique, like percentile, average, Cronbach's Alpha, Group statistics like, mean, Standard deviation (SD), Standard error of mean (SEM), and t- test, Correlation, Frequency and Intensity Index.

FINDINGS OF THE STUDY

1. The job satisfaction of secondary teacher educators working in Gujarat was found to be highly moderate and the distribution of the group was found to be symmetric and platykurtic. The group was not found to be normal and the deviation was found due to few extreme scores. In the present study the teacher educators working in secondary teacher education institutes in Gujarat are moderately satisfied with their jobs. The reasons for the satisfied with their jobs were many factors in multiple contexts that would be the main reason for moderately satisfied and not highly satisfied. These reasons may be the non-conducive working environment of the teacher educators in which they were working, lack of support provided by the colleagues or form the management side. There is a strong need for the competent education authorities to take strong steps to improve the status of teacher education in Gujarat in terms of controlling the salary of teacher educators working in both private and public teacher education institutions which in turn may help to increase the overall job satisfaction of teacher educator working in secondary teacher training institutions.
2. Top ten factors that contribute for higher job satisfaction of secondary teacher educators in the order from higher to lower were willingness to choose the teaching profession, doing best to satisfy learners, commitment to teaching

work, having good teaching skills, taking help from colleagues, determination to be in teaching profession, accepting feedback for improving teaching, recognizing research and extension work, team work with faculty members and self determination for work.

3. Bottom ten factors that contribute for lower job satisfaction of secondary teacher educators in the order from lower to higher were admission process of students which continue for a very longer period of time, lack of fund for research and extension, poor language competency of students, works other than teaching, poor pay scale, less job security, workplace favouritism, non helping attitude of colleagues, indecisiveness towards new ideas, and not giving responsibility for other works other than teaching.
4. The job satisfaction of secondary teacher educators working in Gujarat was found to be independent of their gender.
5. The job satisfaction of secondary teacher educators working in rural teacher education institutes was found to be significantly more than those teacher educators working in urban teacher education institutes.
6. The job satisfaction of secondary teacher educators working in Gujarat was found to be independent of the type of institution (private/ public) they were working.
7. The job satisfaction of young secondary teacher educators was found to be significantly more than the job satisfaction of older secondary teacher educators.
8. Major personal variables those ranks from highest to lowest were educational qualification, teaching experience, area of working, age, marital status, sex/gender respectively responsible for higher job satisfaction of secondary teacher educators.

CONCLUSION

It can be concluded by the researcher that all the research questions raised in the present study has been addressed and hopefully the present research has been able to provide some insights into job satisfaction of teacher educators working in the secondary teacher education institutes in Gujarat. Through the present study, considering the job satisfaction of the secondary teacher educators and relating it with the personal variables of the secondary teacher educators, an estimation of the status of teacher education could be done in different type of teacher training institutions in the state of Gujarat.

Researcher hope for a better teacher education programme in the state of Gujarat where the job satisfaction of the teacher educators could be maximum by maximizing the strengths of the system, minimizing the weakness of the system those were surfaced during the present investigation to grab the immense opportunity of providing the quality school education in the state which may help in counteracting the threats posed at the school education.

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*** Corresponding Author:**

Dr. Rishi Raj Balwaria, Assistant Professor,
Navrachana University, Vaodara, Gujarat, India

Prof. Ashutosh Biswal, Professor,
Centre of advanced Studies in Education,
M.S. University of Baroda, Gujarat, India