

A STUDY ON JOB SATISFACTION LEVEL OF TEACHER EDUCATORS IN WEST BENGAL

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ABSTRACT

The National Policy on Education 1986 emphasis: "The status of the Teacher reflects the socio-cultural ethos of the society, it is said that no people can rise above the level of its teacher." The progress of a country depends upon the quality of its teacher for this job satisfaction of a teacher take an important role for their professional development. Therefore the present study is aim to study the measure of job satisfaction level of teacher educators in West Bengal. The researchers used a purposive sampling method for the sample of the study comprised of 100 teacher educators from in and around Kolkata's teachers training institutions. The tool used Job Satisfaction Scale by Amar Singh & T. R. Sharma (1999). The collected data are analyzed by using percentage and t-test and accordingly interpretations are made. Result reveals that Not Satisfied 2%, Poorly Satisfied 61%, Moderately Satisfied 29%, Very Satisfied 8% and no number of percentage Extremely Satisfied. It is observed that statistically significant influence on overall job satisfaction of teacher educators and gender, age, educational qualification, teaching experience in their work place.

Keywords: Job Satisfaction, Teacher Educators, Teachers' Training Institution.

INTRODUCTION:

Teachers are the epitome of success of an education system. It is in their hands the future foundation of the students. Teachers are like gardeners who mould personality of students and make them socially acceptance include values among them also try to develop their capacities to the fullest potentials. Teacher educators are the pillars of the society, who help student teachers to grow and to shoulder the responsibility of taking the nation ahead. Satisfaction with teaching as a career is an important policy issue since teacher educators are one of the important human capital resources of the educational system. So, understanding the factors that contribute to teacher educators' satisfaction is essential to improve and support needed for a successful teacher training programme.

NEED OF THE STUDY:

Barman & Bhattacharyya (2017) result reveals that Occupation of Spouse have a statistically significant influence on overall Job Satisfaction of Teacher Educators and Gender, Marital Status,

Educational Qualification, Teacher's Locality, Type of Family, Type of Management of the College, Age, Teaching Experience, Size of the Family, and Monthly Income have no statistically significant influence on overall Job Satisfaction of Teacher Educators working in different types of B.Ed. colleges in West Bengal.

Bordhan (2015) reveals that (i) 47.5% of Teacher Educators are highly satisfied and 22.5% of Teacher Educators are low satisfied with their job which indicates that 50% of Teacher Educators are not highly satisfied with their job. (ii) age, gender, qualification and experience have a significant effect on the level of Job Satisfaction of Teacher Educators.

Shahanas Beegam & Sneha (2017) results that overall satisfaction level of women teachers towards this profession is satisfactory and most of the teachers are not ready to share their innovative ideas and knowledge to other teachers too.

Ghosh & Panda (2004) found that the teacher-educators of Govt. and Govt-aided colleges are more satisfied regarding their job than the teacher-

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educators of Self-financing colleges.

Mishra & Dkhar (2016) results reveal that there is no significant difference between male and female, Govt. and Non – Govt. B Ed College teacher educators with respect to job satisfaction.

Rashmi Sharma (2013) the result reveals that there are indications that teacher's level of job satisfaction has a positive relation with success in teaching. The satisfaction of teachers with teaching profession is significantly correlated with teaching success.

Thakur (2014) result revealed that 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.

Maity (2018) the study also revealed that (i) there was significant relation but statistically there was no significant relation between job satisfaction of non-government Primary teacher educators and organizational climate of their institutions in West Bengal and (ii) there was no significant relation between job satisfaction of government Primary teacher educators and organizational climate of their institutions in West Bengal.

Kapri (2017) the findings of the study show that the female teachers of self-financed Teacher Education Colleges were found to be more satisfied with their jobs in comparison to their counterpart, the male teachers of self-financed Teacher Education Colleges.

Bordhan (2015) that there is significant difference in job satisfaction of teachers educators in relation to sex, qualification, experience and age. The educational authority need to take initiatives for equipping teacher educators for better professional satisfaction. Therefore, it is needless to say that very few studies have been conducted to study the job satisfaction level of teacher educators especially in the context of West Bengal. Whatever the studies have been conducted by the scholars in this state till now, none of them is comprehensive enough so as to enable one to draw any conclusive result regarding this aspect of teacher educators of teacher training institutions. Hence, the present investigator felt a strong need to undertake a study on job satisfaction

level of teacher educators in West Bengal and actually this is the base to select the present study.

Objectives of the study:

- To measure the overall job satisfaction level of teacher educators in West Bengal.
- To find out the gender differences among teacher educators to level of job satisfaction.
- To find out the age differences among teacher educators to level of job satisfaction.
- To find out the educational qualification differences among teacher educators to level of job satisfaction.
- To find out the years of teaching experience differences among teacher educators to level of job satisfaction.

Hypotheses of the study:

- H_{01} : There is no extremely job satisfaction level of teacher educators in West Bengal.
- H_{02} : There is no significant difference between male and female teacher educators to level of job satisfaction.
- H_{03} : There is no significant difference between up to 40 years and above 40 years ages teacher educators to level of job satisfaction.
- H_{04} : There is no significant difference between M.A./M.Sc./M.Ed. and with M.Phil./Ph.D. educational qualifications teacher educators to level of job satisfaction.
- H_{05} : There is no significant difference between up to 5 years and above 5 years teaching experiences teacher educators to level of job satisfaction.

Method of the study:

The researchers used a purposive sampling method for the sample of the study comprised of 100 teacher educators from Govt. and Non- Govt. teachers training institutions of Kolkata, Howrah, Hooghly, North 24 Pgs., South 24 Pgs. and Nadia districts in West Bengal. The tool used Job Satisfaction Scale by Amar Singh & T. R. Sharma (1999). This tool consists of 30 statements with 5 alternatives as Extremely Satisfying (ES), Very Satisfying (VS), Moderately Satisfying (MS), Poorly Satisfying (PS) and Not Satisfying (NS). Teacher educators are given maximum 30 minutes to complete their responses. The scoring order for positive and negative statements was taken as 5, 4, 3, 2, 1 and 1, 2, 3, 4, 5 for ES, VS, MS, PS, NS respectively. The collected raw data are analyzed suitable statistical techniques like percentage, Mean, SD and t- test have been applied so as to arrive at concrete

conclusion.

Analysis and interpretation of the data

H₀₁: There is no extremely job satisfaction of teacher educators in West Bengal.

Satisfaction Level	Score range	Number of teacher educator	Percentage
Not Satisfied	30 – 59	2	2%
Poorly Satisfied	60 – 89	61	61%
Moderately Satisfied	90 – 109	29	29%
Very Satisfied	110 – 129	8	8%
Extremely Satisfied	130 – 150	0	0%
Total		100	100%

Chart No.- 1:

Interpretation

From the above table and chart it is found that out of total 100 teacher educators, 2% have showed Not Satisfied as they scored above 30 to 59, 61% Poorly Satisfied teacher educators scored between 60 to 89 and 29% Moderately Satisfied teacher educators have scored between 90 to 109, 8% Very Satisfied teacher educators have scored between 110 to 129 and no number of percentage Extremely Satisfied teacher educators have scored between 130 to 150 on the basis of satisfaction measuring scale used for this research. Here almost satisfaction of few teacher educators i.e. 8% showed Very Satisfied and 0% showed Extremely Satisfied towards job satisfaction of teachers training institutions whereas most of the teacher educators i.e. 61% showed Poorly Satisfied towards it. Hence as most of the teacher educators showed Not Satisfied to Moderately Satisfied towards the level of job satisfaction of teachers training institutions; and a negligible percentage of teacher educators showed Very Satisfied to Extremely Satisfied towards it, so it can be concluded that the very bad situation of level of job satisfaction of teachers training institutions in West Bengal.

H₀₂: There is no significant difference between male and female teacher educators to level of job satisfaction.

Gender	N	Mean	M difference	SD	SE _M	df	t value	Significance level
Male	62	87.45	2.820	13.379	1.699	98	.572	NS* (at 0.05 level)
Female	38	84.63		12.688	2.058			
Total	100							

*NS: Not Significant

Interpretation:

This independent samples 't- test' analysis indicates that the 62 male had a mean of 87.45 and Standard Deviation (SD) of 13.379 and the 38 female had a mean of 84.63 and SD of 12.688. Here the computed

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(95.00) of above 40 years age teacher educators is greater than that (83.66) of up to 40 years age teacher educators. Hence, on the basis of obtained Mean Scores it may be concluded that the above 40 years age teacher educators have comparatively high level of job satisfaction compared to the up to 40 years age teacher educators although it is not statistically significant.

H₀₄: There is no significant difference between M.A./M.Sc./M.Ed. and with M.Phil./Ph.D. educational qualifications teacher educators to level of job satisfaction.

Educational qualification	N	Mean	M difference	SD	SE _M	df	t value	Significance level
M.A./M.Sc./M.Ed.	72	84.50	6.714	13.077	1.541	98	.899	NS* (at 0.05 level)
With M.Phil./Ph.D.	28	91.21		12.191	2.304			
Total	100							

*NS: Not Significant

Interpretation

This independent samples 't- test' analysis indicates that the 72 M.A./M.Sc./M.Ed. had a mean of 84.50 and Standard Deviation (SD) of 13.077 and the 28 With M.Phil./Ph.D. had a mean of 91.21 and SD of 12.191. Here the computed 't- value' i.e. 0.899 is less than 1.96, the critical values required to reach 5% level of significance, and hence is not significant at 0.05 level. That indicates means did not differ significantly at 0.05 level. Consequently, the null hypothesis cannot be rejected and as a result, the given difference in sample means being insignificant can only be attributed to some chance factors or sampling fluctuations. Hence, it can be conclude that there is no significant difference in satisfaction between M.A./M.Sc./M.Ed. and With M.Phil./Ph.D. qualified teacher educators towards the level of job satisfaction of teachers training institutions.

Further, it is also observed that the Mean Score (91.21) of With M.Phil./Ph.D. qualified teacher educators is greater than that (84.50) of M.A./M.Sc./M.Ed. qualified teacher educators. Hence, on the basis of obtained Mean Scores it may be concluded that the With M.Phil./Ph.D. qualified teacher educators have comparatively high level of job satisfaction compared to the M.A./M.Sc./M.Ed. qualified teacher educators although it is not statistically significant.

H₀₅: There is no significant difference between up to 5 years and above 5 years teaching experiences teacher educators to level of job satisfaction.

Teaching experience	N	Mean	M difference	SD	SE _M	df	t value	Significance level
Up to 5 years	66	83.39	8.783	12.707	1.564	98	.799	NS* (at 0.05 level)
Above 5 years	34	92.18		12.107	2.076			
Total	100							

*NS: Not Significant

Interpretation

This independent samples 't- test' analysis indicates that the 66 up to 5 years experience had a mean of 83.39 and Standard Deviation (SD) of 12.707 and the 34 above 5 years experience had a mean of 92.18 and SD of 12.107. Here the computed 't- value' i.e. 0.799 is less than 1.96, the critical values required to reach 5% level of significance, and hence is not significant at 0.05 level. That indicates means did not differ significantly at 0.05 level. Consequently, the null hypothesis cannot be rejected and as a result, the given difference in sample means being insignificant can only be attributed to some chance factors or sampling fluctuations. Hence, it can be conclude that there is no significant difference in satisfaction between up to 5 years and above 5 years experience teacher educators towards the level of job satisfaction of teachers training institutions.

Further, it is also observed that the Mean Score (92.18) of above 5 years experience teacher educators is greater than that (83.39) of up to 5 years experience teacher educators. Hence, on the basis of obtained Mean Scores it may be concluded that the above 5 years experience teacher educators have comparatively high level of job satisfaction compared to the up to 5 years experience teacher educators although it is not statistically significant.

CONCLUSIONS:

On the basis of the analysis and interpretation of the collected data, we conclude that most of the teacher educators showed Not Satisfied to Moderately Satisfied towards the level of job satisfaction of teachers training institutions; and a negligible percentage of teacher educators showed Very Satisfied to Extremely Satisfied towards it, so it can be concluded that the very bad situation of level of job satisfaction of teachers training institutions in West Bengal. Hence, it can be conclude that there is no significant difference in satisfaction between male and female teacher educators towards the level of job satisfaction and on the basis of obtained Mean Scores it may be concluded that the male teacher educators have comparatively high level of job satisfaction compared to the female teacher educators although it is not statistically significant. Hence, it can be concluded that there is no significant difference in satisfaction between up to

40 years age and above 40 years age teacher educators towards the level of job satisfaction and on the basis of obtained Mean Scores it may be concluded that the above 40 years age teacher educators have comparatively high level of job satisfaction compared to the up to 40 years age teacher educators although it is not statistically significant. Hence, it can be conclude that there is no significant difference in satisfaction between M.A./M.Sc./M.Ed. and With M.Phil./Ph.D. qualified teacher educators towards the level of job satisfaction and on the basis of obtained Mean Scores it may be concluded that the With M.Phil./Ph.D. qualified teacher educators have comparatively high level of job satisfaction compared to the M.A./M.Sc./M.Ed. qualified teacher educators although it is not statistically significant. Hence, it can be conclude that there is no significant difference in satisfaction between up to 5 years and above 5 years experience teacher educators towards the level of job satisfaction and on the basis of obtained Mean Scores it may be concluded that the above 5 years experience teacher educators have comparatively high level of job satisfaction compared to the up to 5 years experience teacher educators although it is not statistically significant. It may be concluded that there are indications that teacher's level of job satisfaction have a positive relation with success in teaching. The satisfaction of teachers with teaching profession is significantly correlated with teaching success.

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