

Job Satisfaction of Teacher Educators in Different Types of B.Ed. Colleges in West Bengal

Kaushik Das*
Pinkan Biswas**

Abstract:

This study focused on job satisfaction of Teacher Educators as well as to compare the various level of job satisfaction of teacher educators who are working in different Govt.-aided, Autonomous and Self-Financed B.Ed. Colleges in West Bengal. Teacher is the backbone of any nation. If education is viewed because the backbone and energizing force for the national progress then the exalted and pivotal position of the teacher can't be ignored as she/he has been assigned the responsibility of educating the future generation. The progress and development of a nation largely depends on its teachers' community due to their noble and large contributions in nation building. They have remarkable contributions in making and shaping each and every person of the society. The investigators choose various factors to measure the Level of Job Satisfaction of Teacher Training Colleges on the basis of multi dimensions that are Working Conditions, Salary Status, Understanding between Colleagues, Recognition by Others, Work Load, Availability of Power, job security, Gender, legal status, Educational Qualification, Locality, location of school, Age, experience, Family conditions, income status and professional development, Individual Status, Stream and Promotion Opportunities etc. The main objective of the present study is to analyze the job satisfactory level of Teacher Educators from different teacher education institutions in West Bengal. The methodology of the study may be a mixed type involving interpretative, analytical study of documents, survey questionnaire, interview, observation and study secondary sources, like books, articles, journal, thesis, university news, expert opinion and websites etc. Finally, meaningful suggestions are offered.

Keywords: Teacher Education, Job Satisfaction, Teacher Educators, B.Ed. Colleges, West Bengal.

1. Introduction:

Teaching is a noble profession. India's education system is that the third largest education system within the world. Job satisfaction depends upon self-efficiency, goal commitment and organizational commitment for the Teacher Educators (Tor, Lars & Arve, 1998)¹. The relationship between job satisfaction and performance output has been ambiguous, a number of studies have failed to establish a clear and positive link. However, when we consider meta-analyses based on studies of this relationship between job satisfaction and performance, we find that a positive correlation does exist (Petty et al., 1984²; Iaffaldano and Muchinsky, 1985³).

*Assistant Professor (CWTT) of B. Ed. Department, Gobardanga Hindu College, Gobardanga, P.O.-Khanura, Dist- North 24 Parganas, West Bengal-743273, India, Ph-09641363216/7908026601, Email: kaushik.das53@gmail.com

**Guest Lecturer, Gobardanga Hindu College, P.O. Khanura, 24 Parganas (North), West Bengal, Pin – 743273, Ph. - 9681217643, Email – pinkanbiswas78@gmail.com

¹ Tor Busch, Lars Fallan and Arve Pettersen (1998). Disciplinary differences in Job Satisfaction, Self-Efficacy, Goal Commitment and Organizational Commitment among Faculty Employees in Norwegian Colleges: An Empirical Assessment of Indicators of Performance. Quality in Higher Education. Vol. 4, nr. 2, 137-157.

² M. M. Petty, Gail W. McGee and Jerry W. Cavender. (1984). A Meta-Analysis of the Relationships between Individual Job Satisfaction and Individual Performance. Academy of Management Review VOL. 9, NO. 4.

³ Iaffaldano, M.T., & Muchinsky, P.M. (1985): Job satisfaction and job performance: A meta-analysis. Psychological Bulletin, 97, pp. 251-273.

Teacher Educators play a vital role in case of making teachers who are engaged directly to teach the students of various levels of education. Hence, a great emphasis should be given on the matter of teacher educators. The quality of teaching depends upon active, dedicated and satisfied teachers. The teachers who are satisfied with their job can perform their responsibilities with more concentration and devotion. Das, K. (2019)⁴ studies various factors to measure the Level of Job Satisfaction of Teacher Training Colleges based on multi-dimensions that are working Conditions, Salary Status, Understanding between Colleagues, Recognition by Others, Work Load, Availability of Power, job security, Gender, legal status, Educational Qualification, Locality, location of school, Age, experience, Family conditions, income status and professional development, Individual Status, Stream and Promotion Opportunities. It is an established fact that a satisfied teacher puts his/her best efforts to make teaching more effective. In this article researcher include 10(ten) effecting factors for job satisfaction. These factors are namely as Gender, Marital Status, Educational Qualification, Locality, location of College, Age, experience, Family conditions, income status and professional development.

2. Statement of the Problem:

The major aim of the present study is focused on job satisfaction of Teacher Educators at various type of teacher training colleges. Hence the study is entitled as “Job Satisfaction of Teacher Educators in Different Types of B.Ed. Colleges in West Bengal, India.”

3. Objectives of the Study:

- [1] To find out the level of Job Satisfaction of Teacher Educators working in different types of B.Ed. Colleges in West Bengal.
- [2] To find out the influence of Gender biasness on Job Satisfaction of Teacher Educators.
- [3] To investigate the Marital Status effects on Job Satisfaction of Teacher Educators.
- [4] To find out the influence of Educational Qualification on Job Satisfaction of Teacher Educators working in different types of B.Ed. colleges in West Bengal.
- [5] To find out the influence of Teachers Locality and location of College on Job Satisfaction of Teacher Educators working in different types of B.Ed. Colleges in West Bengal.
- [6] To find out the key functions of teacher educators Age, experience, Family conditions, income status and professional development.

4. Purpose of Study:

Teacher education today is an integral a part of any educational system. But Teacher education in our country has got to face the challenge of manufacturing teachers for a replacement society. That’s why in order to meet the challenges successfully, it is very necessary to improve the quality of Teacher Educators. The number of Teacher Educators is increasing rapidly in these

⁴ Das, Kaushik. (2019). “Job Satisfaction among Educators According to Their Socio-Economic Status in the Government Aided and Private B.Ed. Colleges in West Bengal.” Shanlax International Journal of Arts, Science and Humanities, vol. 7, no. 2, 2019, pp. 11–16. DOI: <https://doi.org/10.34293/sijash.v7i2.663>

state and fresh postgraduates are entering into the system of teacher preparation to meet the demands of huge number of Teacher Educators. Besides this, majority of the private or self-financing institutions entered and are being entered year by year into the sector of Teacher Education. The study is specially directed towards find out the level of Teaching Effectiveness of Teacher Educators and what are the factors of job satisfactions at Teacher Training College. The investigator hopes that the findings of this study would provide information regarding the difficulties, strengths, needs, discourages, challenges and opportunities in the training colleges.

5. Methodology:

The present study is Descriptive type in nature. Considering the nature of the present problem, the investigator has selected descriptive type survey method as the most suitable method for conducting the present study. This study employs an interpretative approach where qualitative data were collected and analyzed by document study. The researcher collected data from survey questionnaires administered to students and faculty, interviews of senior faculty and department chairs, and document analysis of program and policy documents. This study secondary sources, like books, articles, journal, thesis, university news, expert opinion and websites etc.

5.1 Population:

There are 9 B.Ed. colleges/institutions (Except Government Colleges and University B.Ed. Departments) among which 3 Government Aided colleges and rest 6 Private colleges are engaged to offer/provide B.Ed. degrees to the trainee teachers in the state of West Bengal. Near about 145 teacher educators are engaged to teach the trainee teachers in those teacher training institutions throughout the state. So, all the teacher educators working in those government aided and private. B.Ed. Colleges/institutions situated in the state of West Bengal have been treated as population for the present study in case of measuring Job Satisfaction.

5.2 Sample of the Study:

The researcher has selected only 145 Teacher Educators out of which 40 Teacher Educators have been taken from 3 Government Aided B.Ed. colleges and rest 105 Teacher Educators have been taken from 6 Private B.Ed. colleges as a sample for the present study.

5.3 Sampling Technique:

The Stratified Random sampling technique has been used in the selection of the sample for the present study. At first the investigator has selected two categories of B.Ed. colleges i.e. Government Aided B.Ed. colleges and Private B.Ed. colleges for the present study. After that the investigator has selected 3 Government aided B.Ed. colleges and 6 Private B.Ed. colleges under the affiliation of 2 (two) Universities i.e., the West Bengal State University (Barasat) and WBUTTPA i.e. The West Bengal University of Teachers' Training Education Planning and Administration (Kolkata).

5.4 Research Materials:

- (i) Government documents,
- (ii) Peer-reviewed journals,
- (iii) Books,
- (iv) Magazines,
- (v) On-line documents from some relevant and reliable internet sources.

5.5 Techniques of Data Analysis:

The present investigators have used Mean and Graph for analyzing the data. Using percentage for analyzing data.

Mode of Colleges	Number of Colleges	Number of Teacher Educators
Government Aided B.Ed. colleges	3	40
Private B.Ed. colleges	6	105
Total	9	145

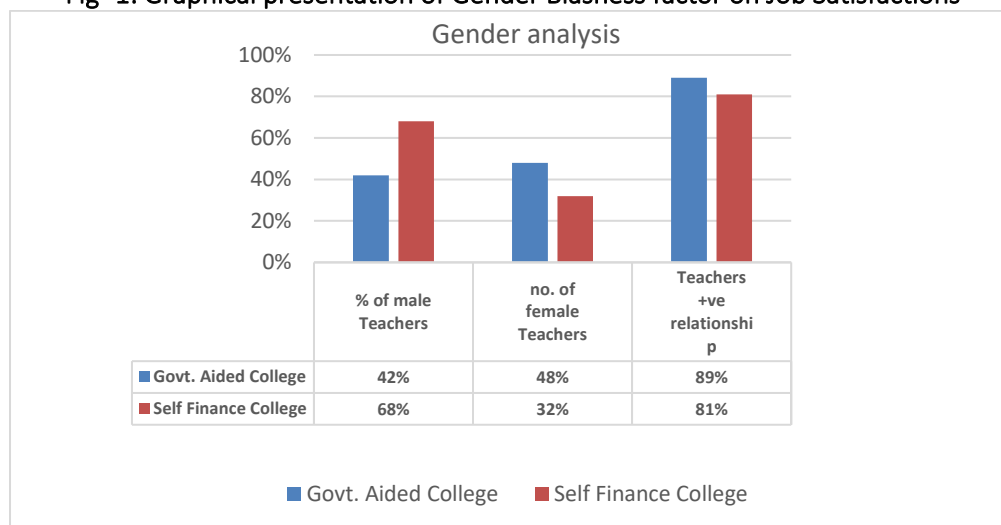
6. Results:

There are ten factors effecting the job satisfaction. Investigator choose 9 B.Ed. Colleges and 145 Teacher Educators. Researcher found the following interpretation according to the research objectives-

6.1 Gender Biasness on Job Satisfaction:

Most teachers in private B.Ed. colleges are female. On the other hand, there is a proportionate rate for male & female teachers in Govt. Aided B.Ed. colleges.

Fig- 1: Graphical presentation of Gender Biasness factor on Job Satisfactions

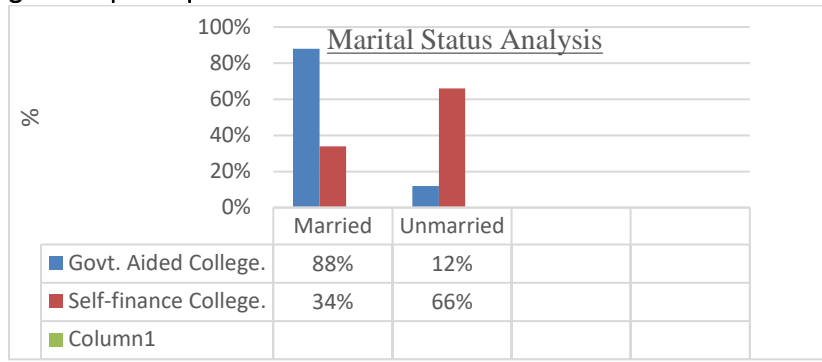


Tab. No. 1: Gender Biasness factor on Job Satisfaction

Sl. No	Results.	Opinion
1	Male Teachers 42% & 68%	The difference between male teachers in both types of colleges are 26%
2	female Teacher 48% & 32%	The difference between female teachers in both types of colleges are 18%
3	Relationship together 89% & 81%	Positive relationship in male & female teachers in both types of colleges are much closed.

6.2 Marital Status effects on Job Satisfaction:

Fig- 2: Graphical presentation of Marital Status effects on Job Satisfaction



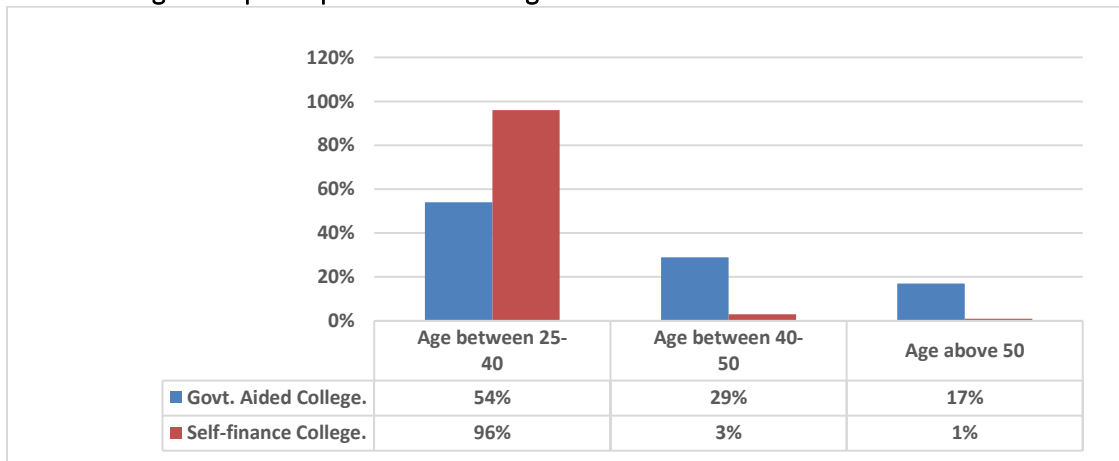
Tab. No. 2: Marital Status effects on Job Satisfaction

Sl. No	Results.	Opinion.
1	Married 88% & 34% in both colleges	There is a far difference.
2	Unmarried 12% & 66% is here	This looks a big difference. That's indicate the job security. Self-position and security is more than private job

6.3

6.4 Age of Teacher Educators:

Fig 3: Graphical presentation of Age Status effects on Job Satisfaction.

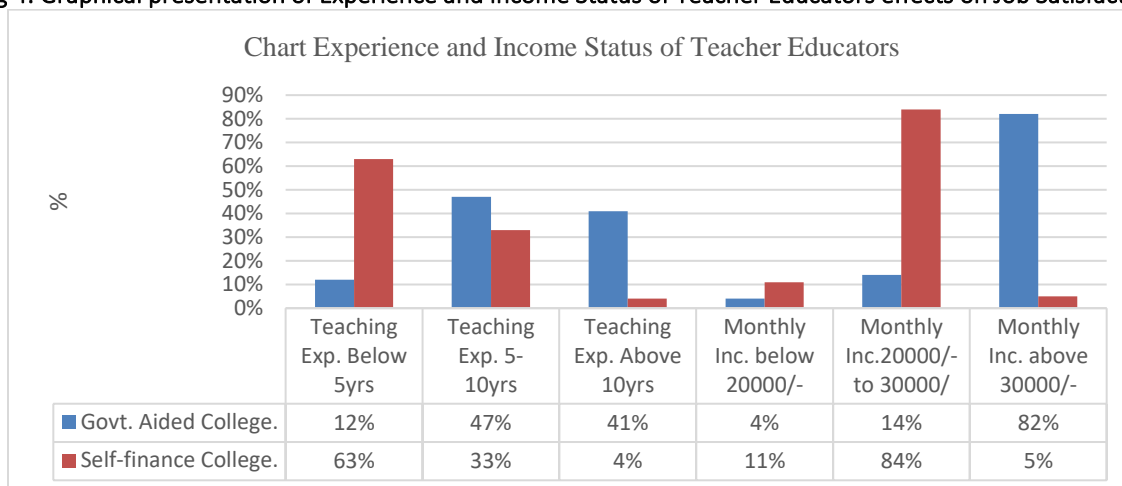


Tab. No. 3: Age Status effects on Job Satisfaction

Sl No	Results.	Opinion.
1	% of teachers Age between 25-40: 54% & 94%	Most of the teachers age between 25-40yrs. So, most of the teaches in this field are young.
2	% of teachers Age between 40-50: 29% & 3%	The number of middle-aged teachers in government-aided colleges is quite satisfactory, but this number is very low in private colleges.
3	Age above 50yrs: 17% & 1%	The number of experienced senior teachers is also quite satisfactory in government-aided colleges. The number of senior teachers is very low in the private colleges. It may be seen that there are no experienced teachers in any private college.

6.5 Experience and Income Status effects on Job Satisfaction:

Fig 4: Graphical presentation of Experience and Income Status of Teacher Educators effects on Job Satisfaction.



Tab. No. 4: Experience and Income Status of Teacher Educators effects on Job Satisfaction

Sl. No	Results.	Opinion.
1	Teaching experience below 5 years: 12% & 63%	The number of teachers with less than five years of experience is more than the number of Private B.Ed. colleges.
2	Teaching experience 5-10 years: 47% & 33%	In both type colleges, the teacher's equanimity of middle-aged experience is almost the same.
3	Teaching experience above 10years: 41% & 4%	The number of teachers with more than 10 years of experience is quite satisfactory in government-aided B.Ed. colleges. This number is very low in private B.Ed. colleges.
4	Monthly income below Rs.20000: 4% & 11%	The number of teachers who earn less than twenty thousand monthly salary is very low in both colleges.
5	Monthly income Rs.2000-3000 : 14% & 84%	The number of teachers who have paid thirty thousand monthly salary is more than the number of Private B.Ed. colleges in the government colleges.
6	Monthly income above Rs.30000 : 82% & 5%	More than 30 thousand monthly salary teachers get more in government. In this case, the number of private colleges is very low. Clearly, the salary of government college teachers is quite satisfactory compared to private B Ed colleges.

7. Discussion:

Researchers found out from the results obtained in his studies that teachers do not have any special effect on their employment in terms of gender discrimination. Even in married or unmarried areas, there is no special effect on the workplace. The number of high qualified teachers is more than the government-aided B.Ed. colleges. It may be mentioned here that in government aided colleges, Teachers' salary structure is good enough. The teacher's experience, age, family status, and the distance of the field of work from their home must definitely influence their work. In the first, second, third, and fourth table, we have clearly discussed these. So, it can be said clearly that a teacher's job satisfaction comes only when the monthly salary will be good. Apart from this, the job security of the course must satisfy the job.

8. Conclusion:

Finally, if we talk about private B, Ed. colleges, then the teacher's salary-structure must be done well. It is important to emphasize the importance of teachers' job security in private B.Ed. colleges. Although both qualified teachers are employed, there is a great deal of monthly salary in both cases for the same purpose. The salary structure of teachers in two different organizations is quite different. Private B.Ed. Colleges has nothing to do with the safety and security of the work and there is no specific guidance for it. So how can we get equal work from both? At the door of the twentieth century, it is a big question to all of us. Therefore, there is a need to bring consistency in both the wages structure. Only if this is possible will the teacher's satisfaction come.

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