

Job Satisfaction among Teacher Educators: Interplay of Gender and Qualification

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Abstract: Teacher education in any country has to face the challenge of producing teachers for a new society on whom the future of the nation depends. Job satisfaction is of great significance for efficient functioning of any organization and the persons involved. With a teacher, who is happy with his job, the role becomes more pivotal in the upliftment of society. These teachers are nurtured by teacher educators in teacher education colleges. The present study was designed to assess the job satisfaction level of teacher educators and to find out if the expressed level of job satisfaction was influenced by their gender or educational qualification like NET and Ph.D. The study was a descriptive study and made use of standardized job satisfaction scale as a research tool. 80 teacher educators working in self-financing colleges were randomly selected. The study concluded that teacher educators are satisfied with their job, with gender not influencing the level of job satisfaction significantly and qualification having a significant effect.

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1. Introduction

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

Nelson Mandela

The above mentioned line exemplifies that education plays an imperative role in the advancement of destiny of individuals as well as their society and finally lead to a nation’s development. This is the reason for addressing the education providers and teachers as 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. The onus of quality of teachers therefore rests on the teacher educators themselves. It is of vital importance that teacher educators internalise the changing role expectations with the changing times and make themselves ready for the future changes. It is the role of teacher educators to prepare future teachers to be life- long learners and educational workers to create a learning society. But, teacher educators can play such type of role effectively only if they themselves have been prepared in a creative, resourceful and efficient manner. Further, they are provided an environment where they are able to use their knowledge and skills to nurture future teachers as per the demands of the changing times. Among the different factors influencing the performance of the teacher educators, one of the most significant factors is job satisfaction.

Job satisfaction is pleasant and positive attitude possessed by a person towards his job life. According to Reddy and Rajasekharan (1991) job satisfaction expresses the degree of congruence

between one’s expectations and the reality that job provides.

Table 1. The Motivator and The Hygiene Factors

Motivator Factors	Hygiene Factors
The job itself	Environment
Achievement	Policies and administration
Recognition and accomplishment	Supervision
Challenging work	Working condition
Increased responsibility	Interpersonal relation
Growth and development	Money, status, security

One of the most popular conceptions related to job satisfaction is the Two-Factor theory given by Herzberg. This theory proposes that job satisfaction and dissatisfaction are in fact two separate dimensions. Job satisfaction is seen as running along with a continuum anchored from job neutral to job satisfied. According to Herzberg, people have two different categories of needs that are essentially independent of each other and effect behaviour in different ways. He found that when people felt dissatisfied with their jobs, they were concerned about the environment in which they were working. On the other hand when people felt good about their jobs, this had to do with the work itself. Herzberg called the first category of needs hygiene or maintenance factor. Hygiene because they describe

people environment and serve the primary function of preventing job dissatisfaction. Maintenance-because they are not completely satisfied, they have to continue to be maintained, Herzberg called second category of needs motivators since they seemed to be effective in motivating people to superior performance. The motivator and the hygiene factors have been listed in the table below.

The motivator factors are laid within the job itself while the hygiene factors are the environments of the job those prevent from being dissatisfied as shown in figure 1.

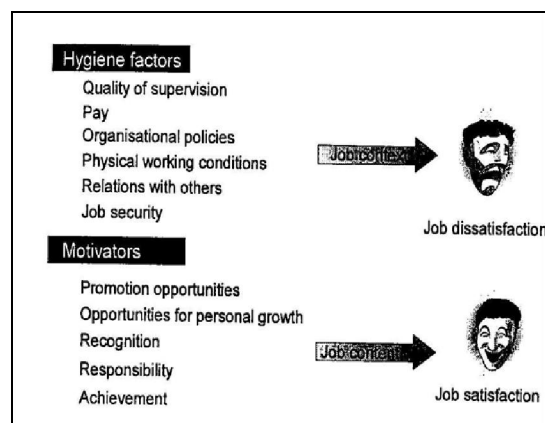


Figure 1: Herzberg’s Two-Factor Theory

Job satisfaction must be considered important in its own right not just as a means to an end. A teacher, who is happy with his job, plays a pivotal role in the upliftment of society. Well adjusted and satisfied teacher can contribute a lot to the well being of his/her pupils. A dissatisfied teacher can become irritable and may create tensions which can have negative influence on the students’ learning process and it consequently affects their academic growth. It is a general feeling that the teachers do not have satisfaction in their job. There seems to be growing discontentment towards their job as a result of which standard of education is falling. Teachers are dissatisfied in spite of different plans and programs, which have been implemented to improve their job. Job satisfaction implies the overall adjustment to work situation. With the changing paradigms of teacher education, there is a great demand of teacher educators due to the mushroom growth of self-financing B.Ed colleges. The investigators wanted to find out the level of job satisfaction among teacher educators of various private self-financing teacher training institutes.

1. **Objectives :** The present study made a modest attempt to study the following objectives-

1. To study the job satisfaction among teacher educators.
2. To study gender-wise difference in the job satisfaction of teacher educators.
3. To study difference in the job satisfaction of NET qualified and non-NET qualified teacher educators.

2. **Sample:** The present study was a Descriptive Research survey. The sample for the present study comprised of eighty teacher educators selected from different Self- financing Colleges of Education located in Gautam Budh Nagar district of Uttar Pradesh. Simple Random Sampling was used for selection of sample.

3. **Tools Used:** Job Satisfaction Scale (JSS) by Amar Singh and T.R. Sharma (1999) was used to assess and analyse the job satisfaction of teacher educators.

4. **Statistical analysis:** The data was analysed through descriptive as well as inferential statistics. The normality of data (job satisfaction scores) was assessed by calculating the values of mean, S.D. In order to study the significant differences in job satisfaction of teacher educators with regard to gender and educational qualifications, t-test was employed. True level of significance was considered, that is 0.05 and 0.01 levels of significance as the two arbitrary standards for accepting or rejecting null hypothesis.

5. **Result and discussion:** The results of the study have been discussed under the following headings.

6.1 Job Satisfaction among Teacher Educators

The teacher educators who prepares teacher should have adequate job satisfaction as it directly and indirectly influences the quality of education provided to teacher trainees. To analyse their level of satisfaction this objective was set. The results have been encapsulated in the following table-

Table-2: Level of Job Satisfaction among teacher educators

S.No.	Level of Job Satisfaction	Number	Percentage (%)
1	Extremely satisfied	52	65
2	Very satisfied	22	27.5
3	Moderately satisfied	6	7.5
4	Not satisfied	0	0
5	Extremely dissatisfied	0	0

The analysis showed that the level of job satisfaction was very good among teacher educators. As shown in the table 2, 65% of the teacher educators were found extremely satisfied and 27.5% were found very satisfied with their work. It was only 7.5% were found to be moderately satisfied (fig 2). It was interesting to note that not even a single teacher educator was found Dissatisfied with their jobs. Contrary to the general view, the results were encouraging for almost 93% of our teacher educators have high satisfaction levels and none of them is dissatisfied. Another thing to be noted here is that the sample was from the self-financing colleges which are notoriously known for the service conditions they provide. This somewhere indicates the role of internal factors for the level of job satisfaction among the teacher educators.

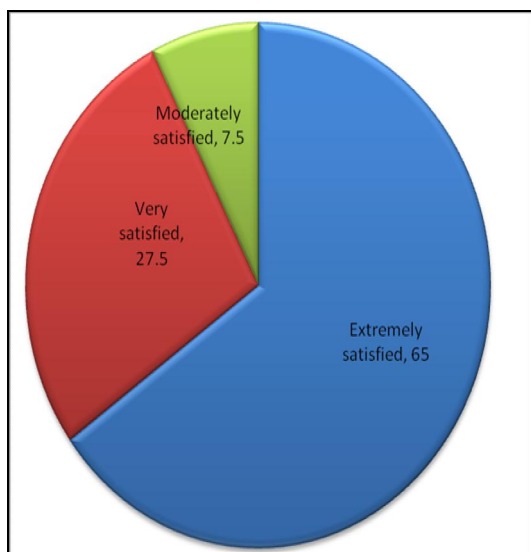


Figure -2: Job Satisfaction among teacher educators

Table-3: Gender-wise difference in level of job satisfaction among teacher educators

S.No.	Level of Job Satisfaction	Males		Females	
		No.	%	No.	%
1	Extremely satisfied	24	60	28	70
2	Very satisfied	13	32.5	9	22.5
3	Moderately satisfied	3	7.5	3	7.5
4	Total	40	100	40	100

6.2 Gender-wise difference in job satisfaction among teacher educators

Another objective of the study was to assess the level of job satisfaction among male and female teacher educators. Whether gender affects the level of job satisfaction among teacher educators? Is there any significant difference in job satisfaction of male and female teacher educators? The following table illustrates the level of job satisfaction among male and female teacher educators.

The analysis of the data revealed that percentage of job satisfaction of extremely satisfied and very satisfied male and female teacher educators showed a slight variation of 10% as usual females were on higher side of satisfaction whereas moderately satisfied male and female teacher educators showed no difference and were equally satisfied (fig 3).

Table-4: Comparison between means of job satisfaction with respect to gender

Gender	N	Mean	Value of T-Test	Significance level 0.05
Male	40	76.83	0.6884	Not significant
Female	40	77.8		

In this study of difference in job satisfaction among teacher educators as per their gender, the data revealed that the mean job satisfaction score of female teacher educators was found to be slightly higher 77.8 in comparison to mean job satisfaction score of male teacher educators 76.83 as shown in table-4. The 't' value obtained 0.6884 was not significant at either 0.05 or 0.01 level of significance thereby, accepting the null hypothesis that there exists no significant difference in job satisfaction among male and female teacher educators. Hence, it was inferred that female teacher educators and male teacher educators tend to be equally satisfied with their teaching jobs. Similar findings were revealed by number of researchers such as Naik, G.C. (1990) found that ad hoc teaching assistants of the M.S. University, Baroda, were satisfied with their jobs; marital status, age, experience and gender did not affect their level of job satisfaction. Patel & Tailor (2005) also indicated that no significant difference in the job satisfaction between male and female teachers.

5.3 Qualification wise Difference In Job Satisfaction among Teacher Educators

The purpose of this analysis was to assess the level of job satisfaction after qualifying NET examination. Do the NET qualified and non-NET qualified teacher educators differ significantly in the level of their job satisfaction?

Table- 5 Difference in level of Job Satisfaction among teacher educators with different qualifications

S.No.	Level of Job Satisfaction	Net Qualified		Non- Net Qualified	
		No.	%	No.	%
1	Extremely satisfied	32	80	20	50
2	Very satisfied	7	17.5	15	37.5
3	Moderately satisfied	1	2.5	5	12.5
4	Total	40	100	40	100

The analysis of the data revealed that the percentage of job satisfaction of extremely satisfied NET qualified and non-NET qualified teacher educators varied greatly in favour of NET qualified teacher educators as the previous is 80% and later is 50%. The percentage of job satisfaction of very satisfied NET qualified and non-NET qualified teacher educators varied greatly in favour of non - NET qualified teacher educators as the NET qualified teacher educators satisfaction level is 17.5% only in comparison to 37.5% of non-NET qualified teacher educators. Whereas moderately satisfied NET qualified and non-NET qualified teacher educators showed slight variation of 10% (tab-5, fig 4).

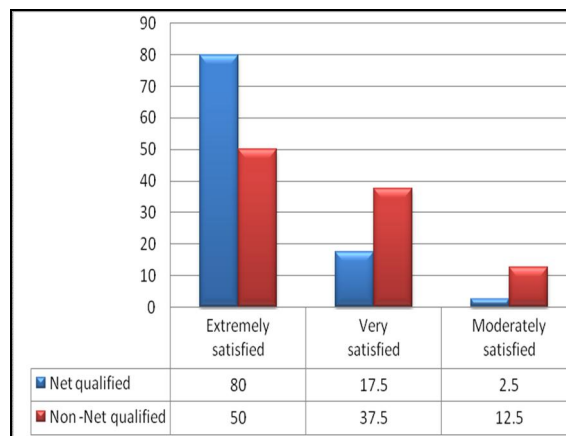
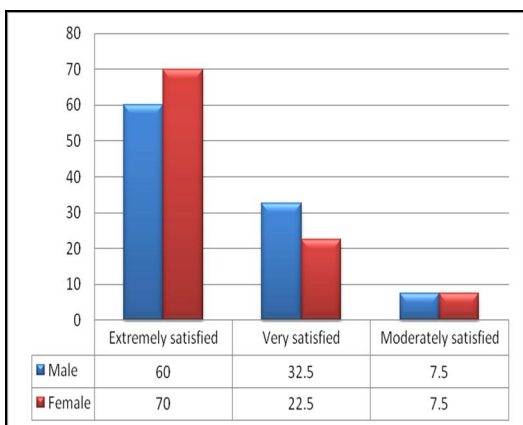


Fig 3: Percentage of level of satisfaction of Fig -4 Percentage of level of satisfaction of male and female teacher educators NET and non-NET qualified teacher educators

Table-6: Comparison between means of professional commitment with respect to gender

Qualification	N	Mean	Value of T-Test	Significance level 0.05
NET qualified	40	83.58	2.1387	Significant
Non-NET qualified	40	73.13		

Further the data analysis was done for the study of difference in job satisfaction of NET qualified and non-NET qualified teacher educators, which revealed that the mean job satisfaction score of NET qualified teacher educators was found to be significantly higher 83.58 in comparison to mean job satisfaction score of non-NET qualified teacher educators 73.13.

The difference in job satisfaction of NET qualified and non-NET qualified teacher educators found to be significant as the t-value testing the significance of this mean difference was arrived at 2.1387 which was much higher than the table value of 't' at 0.05 level of significance as shown in tab-6. Therefore, the hypothesis that there exists no significant difference in the job satisfaction of NET qualified and non-NET qualified teacher educators, stands rejected in favour of NET qualified teacher educators. It indicated that NET qualification is significantly related to teacher educators' job satisfaction and NET qualified teacher educators are significantly more committed towards their profession as compared to their non-NET qualified counterparts.

6. Conclusion :

The results discussed above indicate that the teacher educators are extremely satisfied with their jobs and not even a single teacher educator was found Dissatisfied with the job. In comparison to the previous studies it was remarkably found that now gender factor does not play a significant role in deciding the satisfaction towards ones job but another factor which has not studied much earlier especially for teacher educators, "NET" showed a Significant differences in job satisfaction of B. Ed. teacher educators. NET qualified teacher educators are significantly more satisfied towards to their jobs as compared to their non-NET qualified counterparts.

The role of teacher educators is of prime importance for effective implementation of teacher education curriculum, they need to be given suitable in-service and orientation education. Teacher educators as a specialised professional group within education create their own specific identity and their own specific professional development needs. The findings amply demonstrate that there is an urgent need for policy makers to recognize the fact that educational quality is largely related to teacher job satisfaction. Teachers are not technicians but rounded professionals with complex and various needs. It is often assumed that "happier teachers are better teachers". Thus an objective of any ministry of education should be to maximize teacher satisfaction and minimize dissatisfaction not only for the benefit of teachers themselves but for the sake of students as well. Academic administrators could also make their educators workforce highly satisfied and committed by optimal provision of intrinsic and extrinsic job rewards.

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