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Job satisfaction of teacher educators in relation to sex, qualification, experience and age at secondary level in Kamrup and Nagaon districts of Assam

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Abstract

The main objective of the study is to find out level of job satisfaction of teacher educators in relation to sex, educational qualification, teaching experience and age. For achieving objectives of the study, descriptive method was adopted. 80 teacher educators are selected by using multi stage sampling from Kamrup and Nagaon Districts of Assam as sample. Job satisfaction scale standardized by S P Anand (1993) is used for collecting data. The collected data are analyzed by using percentage and t-test and accordingly interpretations are made. It is found 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.

Keywords: Job satisfaction, Teacher Educator, Sex, Qualification, Experience, Age, Secondary level

1. Introduction

Education is a process of all-round development of an individual- physical, intellectual, emotional, social, moral and spiritual. Education is the development of all those capacities in the individual which will enable him to control his environment and fulfill his responsibilities. The education is to preserve, transmit and advance knowledge and to bring changes for the betterment of society. Education is a human right. It is an essential tool for attaining the goal of equality, development and peace. It breaks the vicious circle between poverty and illiteracy. Education Commission (1964-66) has rightly observed, "The destiny of India is now being shaped in her class rooms".

Education is an important instrument in bringing out potentialities of human beings while effectiveness of a system of education is mainly dependent upon its teachers. The success of any educational process depends on the quality, commitment and expertise of the teacher. That is why, among all the dimensions of education, teacher education is considered to be the most crucial. It is the teacher who is mainly responsible for implementation of the educational process at any stage. In the absence of an effective teacher all these will prove in fractious so far as pupils learning are concerned.

Teacher education programme is intimately related to the society and is conditioned by ethos, culture and character of the nation. A nation has to provide the right type of education for its teachers who are ultimately responsible for shaping its destiny. Teacher Education plays a central role in professional development of teachers. Traditionally, the concept of teacher education programmes was identified with the training of teachers for classroom teaching in a face-to-face situation. This programme mainly involves practice teaching, that is, techniques of imparting knowledge, skills, attitude and also deals with the underlying principles of education and a set of ideas or values which are implicit in the purpose for which knowledge, skills and attitudes are imparted. Teacher education is of two types such as pre-service and in-service.

Pre-service teacher education is a process of transformation of a layperson into a competent and committed professional practitioner. The main purpose of pre-service teacher education is to develop in trainees the abilities, skills and competencies required for a school teacher. In other words it converts a graduate into a teaching professional. It can be said that the main aims of pre-service teacher education is to prepare a lay person into a teacher with right knowledge, skills, attitude and values. The purpose of preparing good teacher is only possible by providing professional training relating different level of school education. In-service teacher education refers to the education a teacher receives after he has entered the

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teaching profession and after he has his education in teacher training college. In-service teacher education programme, is to enhance teachers understanding and have scope for 'on field' experience. In-service teacher education within the overall framework of teacher development has a crucial role to play. The broad aims of continuing professional development programmes for teachers are to : Explore, reflect on and develop one's own practice, deepen one's knowledge of and update oneself about one's academic discipline or other areas of school curriculum, research and reflect on learners and their education, understand and update oneself on educational and social issues, prepare for other roles professionally linked to education/teaching, such as teacher education, curriculum development or counseling, break out of intellectual isolation and share experiences and insights with others in the field, both teachers and academics working in the area of specific disciplines as well as intellectuals in the immediate and wider society.

One of the important variables for better teaching and learning is job satisfaction level of teachers, teacher educators. Blum (1956) defines job satisfaction is the result of various attitudes a person hold towards job, related factors and life in general. According to Mumford (1970) job satisfaction is degree of fit between organizational demand and individual needs. Lock (1976) defined job satisfaction as pleasurable emotional state resulting from the perception of ones job fulfilling or aliening the fulfillment of ones important job values. Job satisfaction is refers to one's feeling or state of mind regarding nature of their work. Job can be influenced by variety of factors like quality of one's relationship with their supervisor, quality of physical environment in which they work, degree of fulfillment in their work, etc. Positive attitude towards job are equivalent to job satisfaction where as negative attitude towards job has been defined variously from time to time. In short job satisfaction is a person's attitude towards job. Job satisfaction is an attitude which results from balancing & summation of many specific likes and dislikes experienced in connection with the job-their evaluation may rest largely upon one's success or failure in the achievement of personal objective and upon perceived combination of the job and combination towards these ends.

2. Need of the Study

For the better performance of duties and responsibilities, the teacher educators must satisfied to their profession. The job satisfaction is essential for a teacher educator to develop quality in teaching profession. The performance of the teacher educator depends upon his emotional and professional satisfaction. The feeling of dissatisfaction affects his efficiency, thinking, emotional behaviour and totality of his behaviour.

Job-satisfaction is an important variable of educational research. Many researchers have conducted study on it. Some of the studies are discussed in following paragraphs.

Choudhury (2003) found that teachers working in colleges have some degree of job satisfaction with respect to location and experience. Panda M (2002) reported that college teachers are satisfied with their job. Tahira (2000) found that majority of teachers linking their job and teachers personal factors influence their job satisfaction. Chopra (1996) compared psychological profile of educationally backward and advanced state with respect to attitude towards teaching and job satisfaction and found significant different. Abraham

(1994) attempted to study the relationship between college teachers effectiveness, Job satisfaction and length of service. Godiyal and Srivastava (1995) studied work involvement, job involvement and job satisfaction of male primary teachers of Garhwal. Devi and Venkataramaiah (1996) attempted to know the effect of age, qualification, experience and place of residence of rural elementary school teachers on teacher efficiency and attitude. Naseema (1994) studied teaching competence of secondary school physical science teachers in relation to their satisfaction of teaching the subject. Sudhira (1994) investigated teacher job satisfaction and job stress of secondary school physical education teacher. Sinha and Prabhat (1993) examined the relationship of job satisfaction with ego strength of secondary school teachers. Dixit (1986) in his study found that among the primary school teachers, those teaching in Hindi medium schools were more satisfied than teaching in English medium schools.

From the analysis of the above research studies, it is found that many studies are conducted on job satisfaction. These studies are conducted on school teachers and college teachers. No study was found that study job satisfaction of teacher educators. Therefore investigator raised research question: Is there any significant difference in job satisfaction of teacher educators in relation to sex, qualification, experience and age?

3. Statement of the Problem

The present would be stated as "Job satisfaction of teacher educators in relation to sex, qualification, experience and age at secondary level in Kamrup and Nagaon Districts of Assam".

4. Objectives

1. To study level job satisfaction of teacher educators at secondary level.
2. To compare job satisfaction of teacher educators in relation to sex, qualification, experience and age.

5. Hypothesis

1. There will be no significant difference in job satisfaction of teacher educators in relation to sex, qualification, experience and age.

6. Methodology

The present study is a descriptive type research. The survey method was applied for studying level of job satisfaction of teacher educators. The sample for the present study consists of 10 B.Ed colleges and 80 (eight) teacher educators from Kamrup and Nagaon Districts of Assam, selected by using multiple stage sampling method.

The investigator used job satisfaction scale was developed and standardized by S. P Ananda (1993). It consists of 60 statements. These are 30 positive and 30 negative statements. Out of 60, there are 15 items which deals with personal consideration, 15 items are working condition, 15 items are social status and 15 items are related to administration. The scale is self-administered scale. It is a five point scale. They are (SA) strongly agree, (A) Agree, (UD) Undecided(D) Disagree and (SD) Strongly disagree. The teachers gives their response to each of the statements by encircle any one of the five alternatives. The positive statements on the scale for their response of SA, A, UD, D and SD are scored as 4,3,2,1 and 0 and the scored as 0,1,2,3,4 for negative

statements. The split half reliability (correlating the odd even items) of the scale, applying the spearman Brown formula is found to be .83(N=551) with an index of reliability of .91. The face and content validity is ensured as the items for which the chi-square test of independent factors on the scores made by 100 teachers and the job satisfaction expressed by them further gave evidence of it

The research classified these sample teachers into high satisfied, satisfied and lowly satisfied on the basis of score by using Q3 and Q1. The teacher educators with score above 182 were categorised as High satisfied, 181-175 as average satisfied and less than 175 as low satisfied.

7. Data Analysis and Interpretation

7.1 Level of Job satisfaction of Teacher Educators

The first objective of the study is to study job satisfaction of teacher educators teaching at secondary level. The investigator collected data regarding job satisfaction of teacher educators by using job satisfaction scale. Teacher educators are distributed as low satisfied, average satisfied and high satisfied on basis of score obtained by using Q3 and Q1. The table-1 gives frequency and percentage of teacher educators belonging to different level of job satisfaction.

Table 1: Job satisfaction of teacher educators

Variable	Group	No and % of teachers belonging to different level of job satisfaction		
		Low satisfied	Average satisfied	High satisfied
Sex	Male	12(30)	10(25)	18(45)
	Female	06(15)	14(35)	20(50)
Qualification	M. Ed	07(17.5)	11(27.5)	22(55)
	M. Ed with NET/Ph. D	11(27.5)	13(32.5)	16(40)
Experience	10 Years	06(15)	11(27.5)	23(57.5)
	20 Years	12(30)	13(32.5)	15(37.5)
Age	35 Years	08(20)	07(17.5)	25(62.5)
	Above 35 Years	10(25)	17(42.5)	13(32.5)
Total Sample		18 (22.5)	24 (30)	38 (47.5)

Number in brackets is percentage

The table-1 indicates that 22.5% of teacher educators are low satisfied, 30% of teacher educators are average satisfied and only 47.5% of teacher educators are high satisfied to their job at secondary level taken whole sample into account.

It also reveals that 30% of male teacher educators are low satisfied, 25% are average satisfied and 45% are high satisfied to job. But 15% of female teacher educators are low satisfied, 35% are average satisfied and 50% are high satisfied to their job. So it can be said that female teacher educators are more satisfied to job than male teacher educators.

The same table reveals that teacher educators having only M.Ed educational qualification are 17.5% low satisfied, 27.5% are average satisfied and 55% are high satisfied to their job whereas teacher educators having NET/Ph.D educational qualification are 27.5% low satisfied, 32.5% are average satisfied and 40% are high satisfied to job. So it can be said that teacher educators having higher qualification are less satisfied to their job than teacher educators having lower qualification.

The table-1 also discerned that teacher educators having 10 years teaching experience are 15% low satisfied, 27.5% average satisfied and 57.5% high satisfied to job whereas teacher educators having 20 years teaching experience are 30% low satisfied, 32.5% average satisfied and 37.5% high satisfied to their job. It can be concluded that more teacher educators are low satisfied to their job in 10 years teaching experience than 20 years teaching experience.

The table also found that teacher educators having 35 years of age are 20% low satisfied, 17.5% are average satisfied and 62.5% are high satisfied to their job. But teacher educators having more than 35 years of age are 25% low satisfied, 42.5% are average satisfied and 32.5% are high satisfied in teaching job. It can be said that teachers having higher age are less satisfied in teaching job than teacher educators having less age.

From the above discussion, it can be concluded that more (47.5%) teacher educators are high satisfied and less (22.5%) teacher educators are low satisfied to their job when total sample taken together. More (50%) female teacher educators are high satisfied to job than male (45%) counter part, teacher educators having M.Ed qualification are more (55%) high satisfied than teacher educators having M.Ed with NET/Ph.D qualification (40), teacher having less teaching experience are more (57.5%) satisfied to job than teachers having more years experience (37.5%), and teacher with less age are more (62.5%) satisfied to job than teachers having more age (32.5%).

7.2 Comparison of Job satisfaction of Teacher Educators in Relation to Sex, Qualification, Experience and Age

The second objective of the study is to compare job satisfaction of teacher educators in relation their sex, qualification, teaching experience and age. For this, investigator calculated t value for groups which is presented in table-2

Table 2: Comparison of job satisfaction of teacher educators

Variable	Group	N	Mean	SD	df	t	Significance
Sex	Male	40	178	7.65	78	10.09	0.01 level
	Female	40	156	11.50			
Qualification	M.Ed	40	174	15.5	78	6.38	0.01 level
	M.Ed with NET/PhD	40	192	8.95			
Experience	10 Years	40	180	12.56	78	2.67	0.05 level
	20 Years	40	174	6.37			
Age	35 Years	40	168	9.75	78	6.16	0.01 level
	Above 35 Years	40	172	10.58			

The table-2 points out that the t value is 10.09, which is greater than table value (2.64). So the null hypothesis 'there is no significant difference in job satisfaction of teacher educators in relation to sex' is rejected. The alternative hypothesis 'there is a significant difference in job satisfaction of teacher educators in relation to sex' is accepted. So it can be concluded that male and female teacher educators are differ from each other in job satisfaction.

The table-2 points out that the t value is 6.38, which is greater than table value (2.64). So the null hypothesis 'there is no significant difference in job satisfaction of teacher educators in relation to educational qualification' is rejected. The alternative hypothesis 'there is a significant difference in job satisfaction of teacher educators in relation to educational qualification' is accepted. So it can be concluded that teacher educators having different qualification are differ from each other in job satisfaction.

The table-2 points out that the t value is 2.69, which is greater than table value (1.99). So the null hypothesis 'there is no significant difference in job satisfaction of teacher educators in relation to teaching experience' is rejected at 0.05 levels. The alternative hypothesis 'there is a significant difference in job satisfaction of teacher educators in relation to teaching experience' is accepted. So it can be concluded that teacher educators having different experience are differ from each other in job satisfaction.

The table-2 points out that the t value is 6.16, which is greater than table value (2.64). So the null hypothesis 'there is no significant difference in job satisfaction of teacher educators in relation to age' is rejected at 0.01 levels. The alternative hypothesis 'there is a significant difference in job satisfaction of teacher educators in relation to age' is accepted. So it can be concluded that teacher educators belonging to different age group are differ from each other in job satisfaction.

8. Major Findings

1. More (47.5%) teacher educators are high satisfied and less (22.5%) teacher educators are low satisfied to their job when total sample taken together.
2. More (50%) female teacher educators are high satisfied to job than male (45%) counter part, teacher educators having M.Ed qualification are more (55%) high satisfied than teacher educators having M.Ed with NET/Ph.D qualification (40), teacher having less teaching experience are more (57.5%) satisfied to job than teachers having more years experience (37.5%), and teacher with less age are more (62.5%) satisfied to job than teachers having more age (32.5%).
3. There is a significant difference in job satisfaction of teacher educators in relation to sex at 0.01 levels. So it can be concluded that male and female teacher educators are differ from each other in job satisfaction.
4. There is a significant difference in job satisfaction of teacher educators in relation to educational qualification at 0.01 levels. So it can be concluded that teacher educators having different qualification are differ from each other in job satisfaction.
5. There is a significant difference in job satisfaction of teacher educators in relation to teaching experience at 0.01 levels. So it can be concluded that teacher educators having different experience are differ from each other in job satisfaction.

6. There is a significant difference in job satisfaction of teacher educators in relation to age at 0.01 levels. So it can be concluded that teacher educators belonging to different age group are differ from each other in job satisfaction.

9. Educational Implications

Job satisfaction is one of the significant factors of success of teacher education and teaching. One needs to be satisfied to job for effective working. So the teacher educators need to be satisfied to job for better teaching. The present study found that 47.5% of teacher educators are high satisfied and 22.5% of teacher educators are low satisfied to their job which indicates that 50% of teacher educators are not high satisfied to job. So the educational administrators may take steps to find out reasons of low satisfaction and accordingly steps may be taken to improve the level of job satisfaction.

The will also inform the teacher educators at secondary level about their level of teaching effectiveness and job satisfaction, which will encourage teacher educators to take personal initiatives in form of attending seminars, workshops, training programmes, conferences as well as conducting action researches. The teacher educators will be motivated to enhance their teaching effectiveness and job satisfaction.

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