

A Study of Factors Affecting Job Satisfaction of Teacher Educators in Relation to their Gender, Age, Marital Status and Academic Qualification

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Abstract:- The study is aimed to find job satisfaction of teacher educators in Telangana State. In relation to gender, age, marital status and academic qualification. The simple random technique was used to select the sample of 230 members of teacher educators of Telangana State. Survey method was used for the study. A tool Job Satisfaction Scale was developed by the scholar. The results show that female teacher educators have more job satisfaction than male teacher educators and their age, marital status but academic qualifications do not have relationship with job satisfaction.

Keywords:- Job Satisfaction; Teaching Conditions; Work Environment; Job Satisfaction Style.

I. INTRODUCTION

Kilpotrick (1994) says one train's circus performers and animals but one educates the teachers consequently the new term teacher education has been adopted replacing the term teacher training.

Teachers have a profound impact on the lives of our children, and thus on the destiny of our country. Our children learn values, knowledge, empathy, creativity, ethics, life skills, and social responsibility from their teachers. Today, the prestige of the teacher has unquestionably and regrettably deteriorated. The quality of teacher training, recruitment, deployment, service conditions, and empowerment is not where it should be, and as a result, the quality and motivation of teachers is not up to par. For the best to be inspired to enter the profession, for teachers to be well motivated and empowered to innovate, and for education to reach the heights and levels that are truly required to ensure the best possible future for our children and nation, the high respect for teachers and the high status of the teaching profession must be revived and restored.

The most important component in determining worker motivation, effectiveness, retention, and performance is job satisfaction. It's a pleasant, optimistic state brought on by one's work and work experiences (Bashayreh, 2009). This encompasses the individual's affective attitude or work orientations, in addition to the unique task environment of the employees. (Bashayreh, 2009:7)

A. Job Satisfaction of Teacher Educator

Job satisfaction can be a good predictor of work behaviours including organisational citizenship, absenteeism, and turnover for Teacher Educators. Furthermore, job satisfaction can moderate the association between personality traits and aberrant work behaviours to some extent.

The job happiness of teachers is vital not just to the teachers, but also to the kids. Job satisfaction can indicate teacher retention and commitment (Shann, 2001). This demonstrates the importance of job happiness for school teachers.

If teacher educators are under stress, they will be dissatisfied with their jobs and have a bad attitude about them. As a result, it is critical to determine the elements that influence teacher educators' happiness with their jobs. Teacher educators have the ability to transform student teachers' raw materials into exceptional completed goods, such as whole human beings and responsible teachers. When the teacher educators are happy with their work, they might generate more energy. Teacher education will gradually be transferred into multidisciplinary colleges and universities, as the best teachers will require training in a variety of material as well as pedagogy. As schools and universities strive to become more multidisciplinary, great education departments offering B.Ed. and M.Ed. degrees will become more prevalent.

II. LITERATURE SURVEY

Melaku & Hunde (2020) studied on Factors Affecting Teachers Job Satisfaction in case of in Wachemo University. The study included 768 teachers, and the findings revealed that salary, stressful work, overtime work without pay, relationships with top management, opportunities for advancement, chance for promotion, and availability of teaching learning materials, as well as campus rules and regulations, all affect teachers' job satisfaction.

Crisci, Sepe & Malafronte (2019) studied the influences teachers' job satisfaction and how to improve, develop and reorganize the school activities associated with them. Communication, involvement, leadership, school climate, structure, and job satisfaction were identified as the six primary determinants determining teacher satisfaction using descriptive analysis.

Harsha, Helina, and Peter (2018) conducted research to determine personality characteristics among teachers and their relationships with self-efficacy, work engagement, and job happiness. They investigate the relationships between profile membership and teacher self-efficacy for teaching, work engagement, and job happiness. The findings give new evidence that suggests trait interactions, rather than just additive personality effects, should be considered in models of teacher attrition, effectiveness, or selection.

Kulandi and Babu (2017) conducted a correlative study of teacher-educators' job satisfaction and occupational stress in relation to selected variables with a sample of 450 teachers. It was decided to use the normative survey method. The following were the main findings: i) It was discovered that there is a substantial difference in the mean job satisfaction scores of male and female teacher-educators working in a college of education. ii) It is determined that the mean job satisfaction scores of married and unmarried teacher-educators working in the college of education differ significantly.

A. Objectives of the study

To find out the Teacher Educators' job satisfaction in relation to their gender, age, marital status, type of family and community.

B. Hypotheses

Hypothesis-1: There is no significant mean difference between the male and female teacher educators on their job satisfaction.

Hypothesis-2: There is no significant mean difference among the age groups of teacher educators on their job satisfaction.

Hypothesis-3: There is no significant mean difference between the married and unmarried teacher educators on their job satisfaction.

Hypothesis-4: There is no significant mean difference between the M.A/M.Com/M.Sc and M.Phil/Ph.D. teacher educators on their job satisfaction.

III. METHODOLOGY

The Normative Survey Method is used in the present research to obtain the pertinent precise information concerning the current status of teacher education and whenever possible to draw valid general conclusions from the facts discovered. The method reports us about what exist at present by determining the nature and degree of existing conditions.

The sample for the investigation was drawn from various teacher education institutions of Telangana State, a total of 230 teacher educators (lecturers) were selected by Simple Random sampling technique. The sample includes 61.3% teacher educators were male 38.6% teacher educators were female.

A. Tool used for the study

The researcher reviewed Questionnaire on Teacher Effectiveness constructed and standardised by Sujatha Mishra (1999), Student Assessment of Learning and Teaching (SALT) the sage college approved by the sage college faculty (2014), Teacher Self-Efficacy Scale by Bandura (1997). The Personality Inventory is developed and standardized by Mahesh Bhargava (2002) and finally Factor analysis techniques were used for developed and adopted standardized techniques. The research tool was developed with 82 items by the scholar labelled as Job Satisfaction Scale (JSS) to measure the factors are affecting on job satisfaction of teacher educators. In this scale, against each item is provided with five alternatives i.e. Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree.

The number of factors is 'eleven', but on the basis of groupings made by factor analysis, 'eleven' components are clubbed together to form 82 components and named on the basis of majority of the sub-factors therein. Since majority of the sub-factors in Component are 1) Organisational, Administrative styles and Policies of the Institution, 2) Teaching Efficiency, 3) Job related issues, 4) Teaching Competencies, 5) Working Conditions, 6) Relationship with student-teacher and colleagues, 7) Emoluments and Personal matters, 8) Evaluation and feedback system, 9) Duties and Responsibilities, 10) Freedom in Planning and Execution of work and 11) Commitment towards Profession.

After discussing the results of present research on the basis of various statistical tools, the next step is to draw conclusions.

B. Data collection procedure

Permission was obtained from the principals to undertake the research work in Teacher Education Institutes (TEI) of telangana state. The Job Satisfaction Scale (JSS) was given to the teacher educators. The instructions were given orally to the teacher educators to read the direction given in the booklet.

C. Validity and Reliability

While standardizing the test, the test-constructors established validity and reliability. However, the researchers administered the tool on a small group (N=100) to examine the usability or practicability of reliability and validity of the test. The (test-retest method) pilot study was applied for the test. The calculated Reliability co-efficient was 0.84 between test and retest.

Validity is the quality of data-gathering instrument or procedure that enables it to determine what it was designed to determine (Best, 1983). In other words, validity refers to ability is also to measure to as "the extent to which the procedure actually accomplishes what it seeks to accomplish or measure what it seek to measure" (Fox, 1969). The validity of the test was explained in the manuals. The items included in the test were valid as they could elicit the intended information.

IV. RESULTS

variable	category	Sample size	Mean	SD	Statistical test and values
Gender	Male	140	293.7	23.3	t = 2.72**
	Female	90	302.3	23.7	
Age	26-35 years	103	298.9	23.9	t = 1.01 #
	36 years and above	130	295.6	23.6	

Table -1: shows the category, sample size, Mean, SD with statistical test and values

*significant at 0.05 level

Not significant even at 0.05 level

The table-1 evident that male teacher educators mean score on overall Job Satisfaction Scale (JSS) is 293.7 and female teacher educators mean score is 302.3; and SDs for the same groups being 23.3 and 23.7 respectively. The t- value is found to be 2.72 which is significant at 0.01 level. Hence, there is significant difference between male and female teacher educators on the Job Satisfaction. The female teacher educators have more Job Satisfaction than their male teacher educators.

The same table reveals that the 26-35 years age teacher educators mean score of overall JSS Job Satisfaction Scale (JSS) is 298.9 and 36 years and above age teacher educators mean score is 295.6; and SDs for the same groups being 23.9 and 23.6 respectively. The t-value is found to be 1.01, which is not significant at 0.05 level. Hence, there is no significant difference between 26-35 years and 33 years and above teacher educators on the job satisfaction.

variable	category	Sample size	Mean	SD	Statistical test and values
Marital Status	Married	200	297.8	24.1	t = 1.35#
	Unmarried	30	292.1	21.1	
Academic Qualification	M.A/M.COM/M.SC	225	297.1	23.9	t = 0.24 #
	M.Phil	5	295.2	17.1	

Table -2: shows the category, sample size, Mean, SD with statistical test and values

Not significant even at 0.05 level

Table2 is evident that married teacher educators mean scores on Job Satisfaction Scale (JSS) is 297.8 and unmarried teacher educators mean score is 292.1 And the SDs for the same groups benign 24.1 and 21.1 respectively. The t-value is found to be 1.35, which is not significant even at 0.05 levels. Hence, there is no significant difference between married and unmarried teacher educators on the job satisfaction.

The same table reveals the M.A / M.Com. / M.Sc Qualification teacher educators mean scores on Job Satisfaction Scale (JSS) is 297.1 and M.Phil/Ph.D. Qualification teacher educators mean score is 295.2 and the SDs for the same groups being 23.9 and 17.1 respectively. The t-value is found to be 0.24, which is not significant even at 0.05 levels. Hence, there is no significant difference between M.A/M.Com/M.Sc and M.Phil/Ph.D. Qualification teacher educators on the job satisfaction.

V. CONCLUSIONS AND DISCUSSION

The study results revealed that gender have shown significant influence on Job Satisfaction of teacher educators. However, the study found that age, marital status, academic qualifications has no influence on the job satisfaction of teacher educators working in teacher education institutions.

The female teacher educators are more satisfied in their job than male teacher educators. The majority of female teacher educators salary is secondary income for their family, whereas the male teacher educators salary may not be sufficient for maintaining his family and dependents. So that male teacher educators may have dissatisfaction with their jobs.

The conclusions drawn from the present study reveals certain important implications which are meaningful for the teacher educators, and the educational administrators and policy makers.

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