

STUDY OF JOB SATISFACTION OF TEACHER EDUCATORS OF DISTRICT FAZILKA

Prof Vipul Kumar Narang

Professor

Kenway College of Education, Abohar

Abstract

The present study aims to find out the job satisfaction of the teacher educators at district Fazilka (Punjab). A total of 100 teacher educators were selected using random sampling technique. The data was obtained through Job satisfaction scale by Singh and Sharma (1986). The findings showed that there is insignificant difference in job satisfaction of teacher educators in relation to their gender. However partly significant difference in job satisfaction of teacher educators in relation to their locale. Thus, it is important to overcome the problem in order to give maximum job satisfaction to teachers.

Key Words: Job Satisfaction, Teacher Educators

INTRODUCTION

Teachers are undoubtedly the most important group of professionals for our nation's future. Therefore it is disturbing to find that many of today's teachers are dissatisfied with their jobs. A teacher's job is to help student to expand horizons of their awareness and to facilitate them into taking responsibility for their own actions, behaviour, attitude and learning. The teacher's role has changed in recent years. There has been a shift of emphasis from instructional techniques to developing learning techniques. Teacher's role is to increase student motivation and develop the skills or strategies that make a student more competent and to structure the learning environment so that students are able to take responsibility of their own learning. The teachers henceforth, need to keep themselves updated along with understanding of the urgency of motivating themselves so that they can successfully discharge their responsibilities.

Work occupies an important place in the life of an individual and nobody is ever fully satisfied with the work he does. Though satisfaction or dissatisfaction with the work in hand is a personal matter, to a great extent, yet it exerts a strong influence upon the efficiency of the worker and with persistent dissatisfaction with his job, the worker loses faith in him as well in the job. Teacher is an integral component of the society, and is conditioned by the ethos and culture of the society in which he lives. The constitutional goals, the directive principles of the state policy, the socio economic problems, the growth of knowledge, the emerging expectations and the changes operating in education, etc. influences the teacher to a large extent in building up of his efficiency. The job of teaching profession is as important as the other profession rather it is considered more valuable and honest profession. A teacher, who is happy with the job, plays a pivotal role in the uplift of society. A teacher, who is dissatisfied, can become irritable and may create tensions which can have negative influence on the student learning process.

JOB SATISFACTION

Job Satisfaction is a combination of two words 'job' and 'Satisfaction'. The word 'job' refers to collection of task and responsibilities, which as a whole is regarded as the established assignment to individual employees. The word 'job' also includes occupational activity performed by an individual in return for a monetary reward. Group of homogeneous tasks related by similarity of functions when performed by an employee in an exchange for pay. From a wider perspective, a job is synonymous with a

role and includes the physical and social aspects of a work environment, often individual identify with self with their job role and derive motivation from its uniqueness and usefulness.

Job satisfaction has always been a flash point of discussion among the researchers and scholars since long. This critical issue has gained enthusiastic attention of researchers all around the world after the beginning of industrialization, but now it is applied to each and every organization. The education system has also been changed into an organization. In the field of education measuring the job satisfaction of teachers has become a prime focus of attention for researchers to make it a dynamic and efficient one. The job satisfaction of teachers particularly at secondary level is very vital. The value of secondary education is undeniable; it is very important to provide teachers with the utmost facilities so that they must be satisfied with the status of their job. The highlighted topic is a very serious issue due to the importance of secondary education which is central stage of the whole pyramid of education system in the world. A better performance from a teacher can only be expected if they are satisfied with their jobs.

TEACHER'S JOB SATISFACTION

Job satisfaction consists of the total body of feelings about the nature of job promotion, nature of supervisor etc that an individual has about his job. If the sum of influence of these factors gives rise to feelings of satisfaction, the individual has job satisfaction.

The teacher plays a central role in the learning process of the pupil. Without good teacher it is not possible to improve education. In the schools and colleges job satisfaction in teachers is essential for the purpose of effective teaching is the result of job satisfaction. The teacher who is unable to motivate his pupils to attain learning remains dissatisfied with his work. Mahmood, Nudrat and Asdaque (2011) in their study concluded that generally teachers were less satisfied with advancement, compensation, supervision human-relation, and working conditions. Female teachers were more satisfied than their male counterparts. There was no significant difference between urban and rural teacher's job satisfactory. Atta, Aziz, Sallhuddin and Hassan (2012) recommended that appointment of teachers at elementary school level must be made on regular basis, because regular teachers are more satisfied as compare to contractual. Iqbal and Akhtar (2013) concluded that female teachers were more satisfied with work and supervision aspects of work as compared with males. Age and experience has no effect on job satisfaction. Arts and science teachers both were equally satisfied Bholane and Suryawanshi (2015) measured the level of job satisfaction of university teachers in Maharashtra state. Cross - sectional research design was used in the present study. The researcher included 274 university teachers in the sample by using proportionate stratified random sampling technique. The results of the study found that majority of the university teachers have moderate level of job satisfaction. Kapri (2017) found that majority of teachers of self-financed teacher education colleges were found at average and at below average level of job satisfaction. A significant difference was found between the male and the female teachers of self-financed teacher education colleges with respect to their job satisfaction. 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.

SIGNIFICANCE OF THE STUDY

Successful and effective teachers are not only known to their pupils but they should also have favorable attitude and state of mental satisfaction towards the profession. This favorable attitude and mental satisfaction towards one's profession is known as job satisfaction.

As we generally observe, job satisfaction is relate with the psychology of the individual. Everyone should be satisfied from the job or work, he/she is doing, otherwise individual could not draw out his best. In case of teachers, it is more essential to be satisfied as teachers have to create nation builders; those are more effective, intelligent and creative to make the society better and progressive. This study is an evaluative attempt to discover the nature of job satisfaction of education college teachers.

OBJECTIVES OF THE STUDY

1. To study the job satisfaction of teacher educators in relation to their gender.
2. To study the job satisfaction of teacher educators in relation to their locale.

HYPOTHESES OF THE STUDY

1. There exists no significant difference in job satisfaction of teacher educators in relation to their gender.
2. There exists no significant difference in job satisfaction of teacher educators in relation to their locale.

SAMPLE

For the present study sample consisted of 100 teacher educators from different education colleges of district Fazilka.

TOOL USED

Job satisfaction scale by Singh and Sharma (1986) was used.

RESULTS

Hypothesis-I

“There exists no significant difference in job satisfaction of teacher educators in relation to their gender.”

Table 1 given below provides the summery of statistical calculation for obtaining t-ratio with regards to job satisfaction of teacher educators in relation to their gender.

Table 1

Showing t- ratio of job satisfaction of teacher educators in relation to their gender

Group	N	Mean	SD	SE _D	df	t - ratio	Level of significance at 0.05 & 0.01
Male	50	73.32	11.63	2.43	98	.28	Not Significant
Female	50	72.64	12.64				

Table 1 indicates that calculated t-ratio (.28) is not significant at 0.05(1.96) and 0.01(2.56) level of significance. Therefore, from the table it may be concluded that there is no significant difference of job

satisfaction of teacher educators in relation to their gender. Hence, our first hypothesis that there exists no significant difference in job satisfaction of teacher educators in relation to their gender is accepted.

Hypothesis-II

“ There exists no significant difference in job satisfaction of teacher educators in relation to their locale.”

Table 2 given below provides the summary of statistical calculation for obtaining t-ratio with regards to job satisfaction of teacher educators in relation to their locale.

Table – 2
Showing t- ratio of job satisfaction of teacher educators in relation to their locale

Sr.No	Group	N	Mean	SD	SE _D	df	t - ratio	Level of significance at 0.05 & 0.01
1.	Rural	50	75.38	12.05	2.38	98	2.01	Significant at 0.05 Level but not significant at 0.01Level
2.	Urban	50	70.58	11.75				

Table 2 indicates that calculated t-ratio (2.01) is significant at 0.05(1.96) and not significant at 0.01(2.56) level of significance. Therefore, from the table it may be concluded that there is partly significant difference in job satisfaction of teacher educators in relation to their locale. Hence, our second hypothesis that there exists no significant difference in job satisfaction of teacher educators in relation to their locale is partly accepted.

FINDINGS

After making all kinds of efforts for present investigation the investigator has achieved this target. Thus the investigator has found some major finding which has given below.

1. There exists no significant difference in job satisfaction of teacher educators in relation to their gender.
2. There exists partly significant difference in job satisfaction of teacher educators in relation to their locale.

EDUCATION IMPLICATIONS

For having more job satisfaction the work load should be less on teachers, misbehavior of the students and poor colleague relationship are the factors of dissatisfaction which should be stopped. Good pay scale, promotional opportunities for more job satisfaction of the teachers should be done. The institutional head should be cooperative, impartial and problem solving with the teachers for increasing job satisfaction. The teacher should have freely friendly nature, able to express their views, not having hesitation to talk with others. The teachers should take interest in life and felt productive and creative.

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