



## Job Satisfaction of B.Ed. Teacher Educators

### KEYWORDS

Job Satisfaction, Teacher, Educators

**Dr. K.S. Dedun**

Associate professor, College of Education Daramali, Sabarkantha, Gujarat(IND)

**ABSTRACT** Job satisfaction is a must on the part of every profession, especially among the teaching profession. As generally known that "Teachers are branded as builders of nation, where as teacher educators, who educate these teachers have much more importance for their role to play". If teacher educators not are satisfied in their job, they cannot teach effectively and will not be able to give proper training to the individuals, who are to be prepared professionally for teaching profession. Dissatisfied teacher educators become a nuclear of problems in the whole system of education, unless the teacher educators are helped to derive satisfaction in their jobs, the work they do will not be effective both from the point of view of their own personal growth and professional contribution in terms of future preparation of teachers. Understanding the job satisfaction is undoubtedly a vital phenomenon for B.Ed. college as it is for any other organization. Therefore, it becomes very much necessary to study the level of job satisfaction among B.Ed. teacher educators in relation to their personality factors and other personal demographic variables.

### Introduction :

A high quality teaching staff is the corner-stone of a successful educational system. Daily interaction between teachers and students is at the centre of the educational process; attracting and retaining high quality teachers is, thus, a primary necessity for education in India. One step in developing a high quality faculty is understanding the factors associated with teaching quality and retention. One of these factors is job satisfaction, which has been studied widely by organizational researchers and has been linked to organizational commitment as well as to organizational performance (Ostroff, 1992 and Mathieu, 1991).

Often times it is not merely satisfaction with the job but with the career in general that is important. Satisfaction with teaching as a career is an important policy issue since it is associated with teacher effectiveness which ultimately affects student achievement (Ashton and Webb, 1986); Carnegie Task Force on Teaching, 1986). Because faculty are both the largest cost and the largest human capital resource of a school system, understanding factors that contribute to teacher satisfaction (or dissatisfaction) is essential to improving the information base needed to support a successful educational system.

### Statement of the Problem:

"A Study on Job Satisfaction of B.Ed. Teacher Educators."

### Objectives of the Study:

1. To study the job satisfaction of B.Ed. teacher educators belonging to different age groups (<35 years, 35- 50 years, 50+ years)
2. To study the job satisfaction of male and female B.Ed. teacher educators.

### Hypotheses of the Study:

1. There is no significant difference between job satisfac-

tion of B.Ed. teacher educators belonging to different age groups (<35 years, 35-50 years, 50+ years)

2. There is no significant difference between job satisfaction of male and female B.Ed. teacher educators.

### Method of the Study :

Descriptive method is found to be more suitable for this type of research work. Therefore the researcher has followed descriptive method for the present study.

### Tool Used:

Job Satisfaction Scale by Amar Singh and T. R. Sharma (1999)

### Sample

To collect the required data for present study 60 B.Ed. teacher educators were selected based on random sampling technique.

### Statistical Technique Used:

The Differential analysis technique was used for analyzing the data as per the objectives of the study stated earlier.

### Data Analysis :

From the results of the above table-4.6 it is seen that, \* The teacher educators belonging to <35 years and 35- 50 years of age group ( $t=-2.3844$ ,  $p<0.05$ ); <35 years and

50+ years of age group ( $t=-3.0988$ ,  $p<0.05$ ) differs significant with respect to job satisfaction and its dimensions i.e., job abstract ( $t=-2.7320$ ,  $p<0.05$ ).

Psycho social ( $t=-2.5796$ ,  $p<0.05$ ), and community growth ( $t=-3.0370$ ,  $p<0.05$ ) at 5% level of significance. It means that, the teacher educators belong to 50+ years age group of have higher job satisfaction as compared to teachers belonging to <35 years and 35-50 years of age group.

### Table

Pair Wise Comparison of Age Groups of (<35 Years, 35-50 Years, 50+ Years) Teacher Educators with Respect to Job Satisfaction and its Dimensions by t-Test

Variable	Group	n	Mean	SD	t-value	p-Value	signi.
Job satisfaction	<35 years	34	70.88	8.17	-2.38	<0.05	S
	35-50 years	16	76.62	7.41			
	<35 years	34	70.88	8.17	-3.0988	<0.05	S
	50+ years	10	79.90	7.76			
	35-50 years	16	76.62	7.41	-1.0766	>0.05	NS
	50+ years	10	79.90	7.76			

Job abstract							
	<35 years	34	12.73	1.78	-2.73	<0.05	S
	35-50 years	16	14.31	2.15			
	<35 years	34	12.73	1.78	-2.91	<0.05	S
	50+ years	10	14.60	1.77			
	35-50 years	16	14.31	2.15	-0.35	>0.05	NS
	50+ years	10	14.60	1.77			
Psycho social							
	<35 years	34	19.26	3.08	-2.16	<0.05	S
	35-50 years	16	21.31	3.17			
	<35 years	34	19.26	3.08	-2.57	<0.05	S
	50+ years	10	22.20	3.42			
	35-50 years	16	21.31	3.17	-0.67	>0.05	NS
	50+ years	10	22.20	3.42			
Community growth							
	<35 years	34	13.76	1.37	-2.02	<0.05	S
	35-50 years	16	14.75	2.01			
	<35 years	34	13.76	1.37	-3.03	<0.05	S
	50+ years	10	15.60	2.50			
	35-50 years	16	14.75	2.01	-0.95	>0.05	NS
	50+ years	10	15.60	2.50			

### Conclusions:

The B.Ed. teacher educators belonging to 50+ years of age group have higher job satisfaction and its dimensions compared to 35-50 years of age group teacher educators. This is because aged teachers have highly experience and they are motivated towards teaching and get lot of experience because of teaching. Educational Implications.

On the basis of the findings a few recommendations have been offered. The study reveals that teachers working in

aided and unaided B.Ed. colleges do not have significant job satisfaction. The study also speaks that teacher educators belonging to 50+ years of age working in Government aided schools and unaided schools do not have equal job satisfaction. Therefore, here some more studies have to be conducted to find out the different factors that may influence job satisfaction of teacher educators.

### REFERENCE

- Amarsingh (1985). Correlates of Job Satisfaction Among Different Professionals, Fourth Survey of Research in Education. Pp. 1069-1070. | Ausekar, P. (1996) Job Satisfaction Among Teacher Working in Government and Private Secondary Schools. The Progress of Education. LXXI (3) Best, J.J.W. and Khan, J. V. (1999) Research in Education (Seventh Edition), New Delhi: Prentice Hall of Indian Private Ltd. | Bozkurt, I. (2008) A Field Study on Job Satisfaction Effecting Internal Factors in Education Sector. Dogus University Journal. 9, (1) Pp. 1-18. | Brayfield, A. H. (1957) Interrelationship Amongst Measures of Job Satisfaction and General Satisfaction.