



A Comparative Study of Job Satisfaction Among Teacher Educators in Different Types of Secondary Teachers' Training Institution in West Bengal

KEYWORDS

job satisfaction, teacher-educators, types of teacher-training institution

Tushar Kanti GhoshResearch Scholar, Institute of Science Education Dept.
The University of Burdwan, Burdwan, W. Bengal**Dr. U.K. Panda**

Principal, S.T.T. College, Purulia, W. Bengal

ABSTRACT *Job satisfaction (JS) is a popular phenomenon at all in organizational science and organizational behavior. The present study attempts to examine the level of teacher-educators' JS in relation to different types of B Ed teaching institutions. It was found that the teacher-educators of Govt. and Govt-aided colleges are more satisfied regarding their job than the teacher-educators of Self-financing colleges.*

Introduction

Teacher is the most vital single factor of influence in the education system. Regarding the quality of education is concerned teacher is the most important factor. The educational process is governed by the extent of his responsibility and initiative. A well-equipped teacher is supreme in the process of education.

The Secondary Education Commission (1952-53) has pointed out that "Every teacher and educationist of experience knows that even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right methods of teaching and right kind of teachers'

Teaching is a dynamic process. It unfolds the arena of knowledge and it helps to travel the untraveled world. Teacher is an important factor in this process, which makes the process effective.

According to the Education Commission (1964 – 66), 'A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measures against the resulting improvements in the education of millions.'

Job Satisfaction

Job satisfaction (JS) is a popular phenomenon at all in organizational science and organizational behaviour. It has drawn interests among scholars in the field. Over last sixty years many studies have been done on this particular topic and thousands of articles have been published (Zembylas & Pananastasiou, 2006). But most of the studies have been done in the developed countries. But a few studies have been undertaken in the developing countries.

JS got its importance since the second half of the 20th. Century with the appearance of Maslow's theory(1956). JS is increasingly becoming important in the workplace. JS is the favorableness or unfavourableness with which employees view their work (Bruneberg, 1976). Employers now recognize that the "happier" their employees are, the better will be their attitudes towards the work, the higher their motivation and the better will be their performance. Teacher-educators' JS is important as it has a direct impact on students' achievement and their future career" (Pitkoff, 1993). A teacher-educator who is unsatisfied with his/her job tends to be unmotivated and more likely to escape from his/her responsibilities. According to Blum and Nayer (1968), JS is the result of various attitudes possessed by an employee. Ronan (1970) views 'satisfactions are expressed opinion concerning the job, the organization and variables related to job context'. Kochher (1978) defined job satisfaction as 'the whole matrix of job

factors that make a person 'like' his work situation and be 'willing' to head for it without distaste at the beginning of his work day'.

JS among Teacher-educators in West Bengal

In teachers' training institutions JS among the teacher-educators is an important factor. Attempts to improve the performance in teacher training institutions will never succeed if teacher-educators' JS is ignored. This implies that motivated and satisfied teacher-educators are most likely to affect the trainees in teacher training institutions. Otherwise that may have negative impacts on student-teachers' performance. Educational leaders and administrators/managers have to pay special attention to their motivation and JS.

There are three types of teacher training institutions in West Bengal, viz Government, Government Aided/ Sponsored and Self-financing. In every type of teacher training institutions the teacher-educators are in the focal point. As teachers are the backbone of every nation, therefore, they must be trained in a proper way. In this regard those who grooming up them must play a crucial role. If they are not satisfied in their job, quality of teaching must be hampered.

In educational context of West Bengal there found a few research work which dealt with the issue of JS among the teacher-educators at different level.

Problem Statement

The problem thus formulated has been stated asComparative study of job Satisfaction among the teacher-educators in different types of secondary teachers' training institutions in West Bengal.

Purpose of the Study

This study is principally aimed at examining the level of teacher-educators' JS. It determines whether teacher-educators differ significantly in their JS in relation to different types of institutions (viz. Govt., Govt-Aided and Self-financing institutions) and educational qualification.

Research Design and Methodology**Population**

All teacher-educators who are serving different types of teachers' training institutions (Govt., Govt-Aided and Self-financing institutions) in West Bengal form the population of the study.

Sample

A sample of 30 teacher-educators (five each from Govt., Govt-Aided and Self-financing institutions) in Hooghly, Burdwan, Bankura and Purulia Districts in West Bengal, has been selected randomly.

The detail of the sample has been given in Table no.1.1

Table No.1: Details of Sample

Type	Name of the Institution with code in ()	District	No. of Teacher educators
Government	Institute of Education (PG) for Women, Chandannagar, (G 1)	Hooghly	5
	Govt. Training College, Hooghly(G 2)	Hooghly	5
Government Aided	Nikhil Banga Sikshak Sikshan Mahavidyalaya, Bishnupur (GA 1)	Bankura	5
	Sponsored Teachers' Training College, Purulia (GA 2)	Purulia	5
Self- Financing	Athena B. Ed. College, Sona-mukhi (SF 1)	Bankura	5
	Galsi R.N. College of Education, Galsi, (SF 2)	Burdwan	5

Total 30

Sampling

In this study the researcher used "accidental or opportunity sampling" (Cohen et al. 2000) in which the respondents are selected who are found nearby.

Tool: Job satisfaction Scale for Teacher Educators, developed by the researcher have been used in the study.

Description of the Tool

A 45-item, distributed over six dimensions, in a 5-point (i.e. Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree) Likert-type scale have been developed with the following dimensions-

1. Financial Dimension – 6 Nos (13.33% of the total)
2. Other Benefits Dimension - 6 nos (13.33% of the total)
3. Emotional Dimension – 10 nos (22.22% of the total)
4. Professional Dimension – 15 nos (33.33% of the total)
5. Social Dimension – 3 nos (6.67% of the total)
6. Infrastructural Dimension – 5 nos (11.11% of the total)

Out of this 45 items 10 items (item no.

6,11,12,33,35,36,37,38,41,42) were negative in nature.

Data Collection

After administration of the tool data were collected through scoring as per scoring key and subjected to analysis through descriptive method.

Data Analysis

Table No.2: Result of analysis of data

Pair of comparison	N	Mean	SD	't' value
Govt	10	173.0	17.41	0.11
Govt. aided	10	172.2	15.82	
Govt.	10	173.0	17.41	3.6*
Self Finance	10	138.2	25.17	
Govt. aided	10	172.2	15.82	3.62*
Self finance	10	138.2	25.17	

*significant at 0.01 level

Interpretation of findings

Mean score of 5 teacher-educators of Institute of Education (PG) for Women is 174, and that of Hooghly Government Training College is 172. The composite mean of these two

Govt. Teachers' training College is 173. The mean scores of two Govt –aided teachers' training colleges are 179.6 and 164.8.Composite mean value of these two Govt.-aided Teachers' training institute is 172.2. The mean value two Self-financing teachers' training colleges are 138.8 and 137.6. The composite mean value of these two colleges are 138.8. From these scores it is clear that the mean scores of Govt. and Govt.-aided B. Ed colleges are high than self-financing teacher's training colleges. Therefore it is clear that the teacher-educators of Govt. and Govt.-aided colleges are much better than their self-financing counter part. It can also be interpreted that the teacher-educators of Govt. and Govt.-aided colleges are more satisfied regarding their job than the teacher-educators of Self-financing colleges.

It was also observed that, the 't' value ($t=3.6$) for Govt. versus Self-financing colleges found significant at .01 level. This implies that the teacher-educators of Govt. colleges had shown more satisfied in respect of their job than that of their self-financing counterparts.

The 't' value for Govt. versus Govt.-aided institute is 0.11 which is not significant at .05 level. This implies that the job satisfaction level at more or less equal degree.

This is due to that salary structure and other benefits, the working environment, job security, work load, relationship with other colleagues and the authority.

Conclusion

This study is done on very small sample. So, if one can complete it in larger sample than most probably the finding will be more accurate and relevant. From the above study it can be concluded that the level of JS of Govt. and Govt.-aided teacher training institutions are better than self-financing teacher training institutions. The bad working environment, insufficient infrastructure, poor salary structure, job insecurity, minimum guaranty of increment and narrow provision for promotion etc. are increasing tension and anxiety among the teacher-educators of self-financing colleges. Naturally, low JS score in these teachers' training institutions is founded in such situation. As a result, these stress and strain are hampering the teaching capability. The teachers are also not working wholeheartedly. They are all the time in search of secured job. Experienced teacher-educators with bright career are rare in such teachers' training colleges. These factors are affecting the students of those self-financing colleges. The student-teachers of such institutes, therefore, are not performing according to their potentiality. Hence, the responsibility should be taken by the college authority as well as concerned universities and the govt. authority relating this matter seriously.

REFERENCE

- Bennell, P. & Akyeampong, K. (2007). Teacher Motivation in Sub-Saharan Africa and South Asia. DFID Department of International Development, 71. | Borg, W. R. & Gall, M. D (1989). Educational Research. New York & London: Longman. | Creswell, J.W. (1994). Research Design: Qualitative and Quantitative Approaches. California: Sage Publications. | Chopra, R. K. (1986). Institutional Climate and Teacher Job satisfaction. Indian Educational Review, Vol. XXI, No. 2, 33-45 | Crossman, A. and Harris, P. (2006). Job satisfaction of secondary school teachers. Educational Management and Leadership, Vol. 34 No. 1, 29-46. | Dershimer, G. M. (2002). Teaching and Teacher Education. Elsevier Science Ltd. 635-636. | Dinham, S. and Scott, C. (2000). Moving into the third outer domain of teacher satisfaction. Journal of Educational administration, 38, No. 4, 379- 396. | Herzberg, F. Mausner, B. & Snyderman, B. (1959). Motivation to Work. New York: John Wiley& Sons. | Hoppock, R. (1957). Occupational Information. USA: McGraw-Hill. | Khan, A. (1995). Job Satisfaction: Definitions and Theories. Journal of Indian Education, Vol. XXI, 1 May 1995, 22-28. | Kocchar, S. K. (1991). Secondary School Administration, Sterling Publishers, N. Delhi. | Latham, A. (1998). Teacher satisfaction. Association of Supervision and Curriculum development, 82-83. | Maslow, A. H. (1987). Motivation and Personality. New York: HarperCollins Publishers. 100 | Rasku , A., & Kinnunen, U. (2003). Job Conditions and Wellness among Finnish Upper Secondary School Teachers. Psychology and Health, 18 No. 4, 441-456. | Spector, P. E. (1998). Measurement of human service staff satisfaction: development of the job satisfaction survey. American Journal of Community Psychology, 13, No. 6, 693-713. | Vroom, V. H. (1995). Work and Motivation. San Francisco: Jossey - Bass Inc. | Zembylas, M. & Papanastasiou, E. (2006). Sources of job satisfaction and dissatisfaction in Cyprus. British Association for International and Comparative Education. Vol. 36, No. 2, 229-247. |