



A STUDY ON JOB SATISFACTION OF TEACHER- EDUCATORS SURVEYING ON TEACHER EDUCATION INSTITUTES IN TRIPURA



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ABSTRACT:

Purpose- The purpose of the study is to assess job satisfaction of teacher- educators
Design/Methodology- 53 teacher educators have been selected using simple random sampling method..
By questionnaire method, data has been collected

*Finding-*It is found that teachers are highly satisfied towards different infrastructure of the
institutes in Tripura It is also found that demographic and socio economic factors are not playing
significant role for job satisfaction.

KEYWORDS: Job satisfaction, Teacher Educators, Teacher education institutes .

1. INTRODUCTION:

Education of teachers not only facilitates improvement of school education by preparing competent, committed and professionally well qualified teachers who can meet the demand of the system, but also functions as a bridge between schooling and higher education. It has to meet twin demands: (a) challenges of the education system including higher education, and (b) the ever-changing demands of the social system. The role of teacher education as a process of nation building is universally recognised. Its objective is man-making and producing enlightened citizens. But teacher education in India, because of its history and also due to various factors beyond its control, has by and large, been confined to school education only. Teacher educator job satisfaction level toward infrastructure is an important issue for academic atmosphere in the state. So in the present study attempt is made to find job satisfaction level of teacher educators.

2. LITERATURE REVIEW

Vyas (2002), Bhuyan and Choudhary (2003), Choudhury (2003), Sreenivasan (2007), Basu (2009), Sharma (2010), Mahmood and Haider (2011), Gupta, Pasrija and Bansal (2012) studied the job satisfaction of school teachers with reference to sex, marital status, location and educational qualifications. The goal was to survey the activity fulfillment of male and female wedded and unmarried educators with higher and least instructive capability. The discoveries showed that sex was not identified with occupation fulfillment and wedded educators had more positive towards employment fulfillment than the unmarried instructors. Additionally, instructive capabilities were not observed to be identified with employment fulfillment of instructors. Gupta and Jain (2003), Akhtar and Naqvi (2010) embraced an examination with the target of contrasting the activity fulfillment between

educators working in government and tuition based schools and to distinguish the components impacting instructors to take up nursery educating as a vocation. It was discovered that the greater part of the educators don't consider nursery school instructing as their vocation from the early school arrange and thus don't deliberately design and get ready for it. An assortment of elements, for example, compensation, security, physical conditions, advancement, acknowledgment and so forth were accounted for to impact work fulfillment. Shailaja (2003), Ali, Khan and Alam (2005) analyzed locus of control and employment contribution in connection to the activity fulfillment of the instructors. The real target of the examination was to set up the relationship among locus of control, work contribution and occupation fulfillment. The outcomes uncovered that locus of control as a summed up anticipation for inside or outside control of fortification was seriously identified with employment fulfillment. It indicated obviously that activity association affected employment fulfillment of educators and a critical relationship existed between occupation inclusion and employment fulfillment of instructors. Sharma and Bansal (2005), Kochar and Khetarpal (2006), Chamundeswari and Vasanthi (2009), Gupta and Sahu (2009) focussed on the word related pressure example and its connection with occupation fulfillment in working ladies having a place with two administration bunches teachers and bank agents. No huge contrast was found between word related pressure designs overall. Just a single stressor, obligation regarding people was found to fluctuate for the two gatherings. Then again, three out of twelve stressors for example low status, job struggle, absurd gathering and political weight were observed to be the indicator factors for employment fulfillment in the examination. Manikandan and Jayan (2006), Singh and Bhardwaj (2007) analyzed the impact of age on occupation fulfillment, work association, authoritative responsibility and emotional wellness of representatives. It was accounted for that distinctive age bunches did not vary essentially as for employment fulfillment and authoritative responsibility. Age was found to impact the activity fulfillment. Additionally, psychological well-being status was essentially affected yet age of the workers that is the age bunches demonstrated a higher mean score when contrasted with the lower gatherings.

3. OBJECTIVES OF THE STUDY

- To find the satisfaction level of teachers to their job in their respective institutions
- To assess impact of demographic and socio economic variables on job satisfaction level.

4. HYPOTHESES OF THE STUDY

Null hypotheses of study are given below

H01: There is no significant association between education qualification and job satisfaction level

H02: There is no significant association between gender and job satisfaction level

H03: There is no significant association between teaching experience and job satisfaction level

H04: There is no significant association between marital status and job satisfaction level

5. RESEARCH METHODOLOGY:

Study is on based on primary data. In order to meet the objectives framed above , a well structure questionnaire has been designed. Using simple random sampling method, 53 job educators have been selected. Statistical tools like mean ,SD, and chi-square test have been applied in order to derive logical conclusion. SPSS software has been used for data analysis.

6. ANALYSIS AND FINDINGS:

Analysis and findings of the study is discussed under the following paragraphs

6.1 Reliability of the tool

Table1: Reliability Statistics

Cronbach's Alpha	N of Items
.757	19

Source: Compiled from questionnaire

The reliability of the scale is calculated and coefficient of Cronbach's Alpha is found to be 0.757 for 19 items (or statements) considered for the study. A very high value of Cronbach's Alpha (0.757) is suggestive of very high degree of reliability of scale and it also shows that the items are highly correlated.

6.2 Measuring satisfaction level of the respondent

Table2: Scale Statistics

Mean	Variance	Std. Deviation	N of Items
74.5849	66.594	8.16049	19

Source: Compiled from questionnaire

The respondents had been asked to rate these statements according to their satisfaction level on a five point Likert Scale. A score of 1, 2, 3, 4 and 5 was given to each statement for the responses strongly disagree, disagree, neutral, agree and strongly agree, respectively. Then a total score for attitude has been found by adding the scores of all the statements related to attitude. Maximum score of highly satisfied score is 95 and minimum i.e. highly unsatisfied 19. Range is 76. In order to make five scale satisfaction of individual investor, range is divided by 5 and it is found 15.2. Adding 15.2 with 19, it is obtained the highly unfavourable range (19-34.2). Similarly adding 15.2 with subsequent value, next higher range is obtained. In the following table attitude score is interpreted

Table 3: Interpretation of satisfaction score

Scale value	Interpretation of scale value
19-34.2	Highly unsatisfied
34.2- 49.4	Unsatisfied
49.4-64.6	Neutral
64.6-79.8	Satisfied
79.8-95	Highly satisfied

Source: Compiled from questionnaire

From the table-2, it is observed that mean score is which falls under satisfied scale. Thus it can be concluded that average teachers are having satisfaction level regarding their school

Overall satisfaction of the entire respondent is calculated by adding their score in the likert scale. Then its value is interpreted using table 4. The overall level of satisfaction is presented in the table 5.

Table4: Overall satisfaction level

	Frequency	Percent
Highly dissatisfied	0	0
Dissatisfied	0	0
Neutral	7	13.2
Satisfied	31	58.5
Highly satisfied	15	28.3
Total	53	100.0

Source: Compiled from questionnaire

Table shows that maximum respondents are showing satisfaction regarding their job. No respondent is found to have highly dissatisfied.

6.3 Impact of demographic and social economic variables:

In this study four demographic variables have considered. They are Education qualification, Gender, marital status and teaching experience. Five levels of job satisfaction are taken like highly satisfied, satisfied neutral, dissatisfied and highly dissatisfied

Table 6:Chi-square test

Sl.No	Cross tab of attributes	Chi-square test Statistic	Df	P-value	Conclusion
1	Education qualification and Job satisfaction	2.995	4	.559	Insignificant
2	Marital status and Job satisfaction	.010	2	.995	Insignificant
3	Teaching experience and Job satisfaction	3.560	6	.736	Insignificant
4	Gender and job satisfaction	3.875	2	.432	Insignificant

Source: Compiled from questionnaire

From the above table, it is found that demographic and socio economic variables have no significant impact on job satisfaction at 5% level of significant as p value is higher than the level of significance.

7. CONCLUSION:

The study aim was to find the employees job satisfaction level. It is found that maximum employees are having high satisfaction level towards academic infrastructure. No one is found to have dissatisfaction towards their school environment. Demographic and socio economic variables are also not significant factors for job satisfaction level as per the findings.

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