



RELEVANCE OF JOB SATISFACTION AMONG THE TEACHER EDUCATORS IN TELANGANA

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ABSTRACT :

This research work is the part of the Ph.D work. Where the job satisfaction of the teacher educator is analyzed at different levels. The research is an empirical study taken up in the selected B.Ed colleges of Telangana State. In the present days the job satisfaction among the employees is found very less either in government institutions or private institutions. This study focus on the relevance of job satisfaction among the teacher educators in the B.Ed colleges.



KEYWORDS : *job satisfaction , teacher educator, private institutions.*

INTRODUCTION

It is worthwhile to point out that a profession is a social phenomenon a complex kind of social phenomenon at that. But an important characteristic of any social phenomenon is dimension of meaning. Consequently, it must be understood rather than be straight- forwardly observed. Inter alia, a profession, therefore, owes its existence to perception by its members of their membership and additionally, to its recognition as a profession by the rest of the community. In this sense, while speaking of a group of people as forming a profession, we speak about how they see themselves and are seen by others.

Singh also mentioned certain characteristics of a profession besides the above, they are:

- It is a body of specialized knowledge based on theory which is the basis of the work of the group.
- Entry into it requires a process of fairly long formal training in educationally communicable techniques.
- It has a procedure for certifying or validation of membership of the profession.
- It has a set of standards of performance, intellectual practical and ethical. This code of conduct is defined and enforced by its members themselves.
- Working increasingly towards altruistic objective, it calls for a lifelong commitment on the part of its members, sustained by social and economic norms.
- It has a tendency towards self-organization, with a body of members formulating the professional thinking, controlling norms and advice in all professional matters. This also implies a broad range of autonomy for both the individual practitioners and for the occupational group as a whole.

JOB SATISFACTION

One of the biggest preludes to the study of job satisfaction was the Hawthorne studies. These studies (1924-1933), primarily credited to Elton Mayo of the Harvard Business School, sought to find the

effects of various conditions (most notably illumination) on workers' productivity. These studies ultimately showed that novel changes in work conditions temporarily increase productivity (called the Hawthorne Effect). It was later found that this increase resulted, not from the new conditions, but from the knowledge of being observed. This finding provided strong evidence that people work for purposes other than pay, which paved the way for researchers to investigate other factors in job satisfaction.

Broadly speaking, job satisfaction is an individual's overall attitude toward his/her job. It is an end state of feelings and consists of an employee's cognitive, affective, and evaluative reactions to his/her job.

Locke gives a comprehensive definition of job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Job satisfaction is a result of employees' perception of how well their job provides those things which are viewed as important. It is generally recognized in the organizational behavior field that job satisfaction is the most important and frequently studied attitude.

There are three important dimensions to job satisfaction. First, job satisfaction is an emotional response to a job situation. As such, it cannot be seen; it can only be inferred. Second, job satisfaction is often determined by how well outcomes meet or exceed expectations. For example, if organizational participants feel that they are working much harder than others in the department but are receiving fewer rewards, they will probably have a negative attitude toward the work, the boss, and or co-workers. They will be dissatisfied. On the other hand, if they feel they are being treated very well and are being paid equitably, they are likely to have a positive attitude toward the job. They will be job-satisfied. Third, job satisfaction represents several related attitudes. Smith, Kendall, and Huling have suggested that there are five job dimensions that represent the most important characteristics of a job about which people have affective responses. These are:

1. The work itself – the extent to which the job provides the individual with interesting tasks, opportunities for learning, and the chance to accept responsibility.
2. Pay the amount of financial remuneration that is received and the degree to which this is viewed as equitable remuneration that is received and the degree to which this is viewed as equitable via a vies others in the organization.
3. Promotion opportunities – the chances for advancement in the hierarchy
4. Supervision- the abilities of the superior to provide technical assistance and behavioral support
5. Co-workers the degree to which fellow workers is technically proficient and socially supportive.

Job Satisfaction is the favourableness or unfavourableness with which employees view their work (Bruneberg, 1976). It signifies the amount of agreement between one's expectations of the job and the rewards to the job provides. Job satisfaction is concerned with a person or a group in the organization. Job Satisfaction can be applicable more to parts of an individual's job. If each person is highly satisfied with his job then only it will be considered as group job satisfaction.

The Indian Education Commission (1964-66) also states that 'nothing is more important than providing teachers' best professional preparation and creating satisfactory conditions of work in which they carefully can be effective.' Sand Frankiewicz (1979) found a positive relationship between job satisfaction and effective teacher behaviour. In the light of the above the theoretical framework of teacher job satisfaction may be considered as one of the important factors, which can enhance teaching competency.

Job Satisfaction can be an important indicator of how employees feel about their jobs and a predictor of work behaviours such as organizational citizenship, absenteeism, and turnover. Further, job satisfaction can partially mediate the relationship of personality variables and deviant work behaviours.

One common research finding is that job satisfaction is correlated with life satisfaction. This correlation is reciprocal, meaning people who are satisfied with life tend to be satisfied with their job and people who are satisfied with their job tend to be satisfied with life. However, some research has found that job satisfaction is not significantly related to life satisfaction when other variables such as non-work satisfaction and core self-evaluations are taken into account.

With regard to job performance, employee personality may be more important than job satisfaction. The link between job satisfaction and performance is thought to be a spurious relationship; instead, both satisfaction and performance are the result of personality.

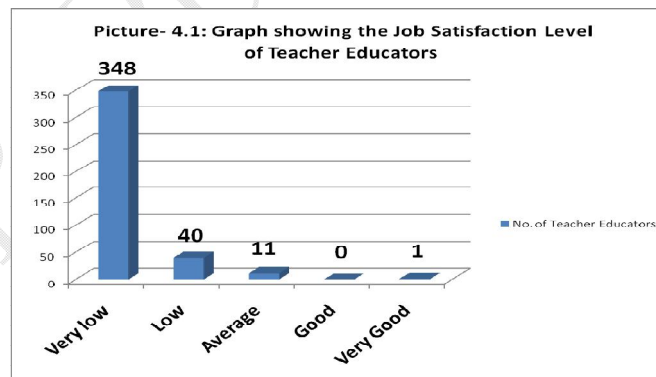
The impact of job dissatisfaction goes far beyond the previously mentioned consequences. For instance, Mowday (1984) suggested that the negative effects of job turnover on organizations may include: increased costs to recruit, select, and train new employees; demoralization of remaining employees; negative public relations; disruption of day-to-day activities; and decreased organizational opportunities to pursue growth strategies. In order to curb the negative consequences associated with job dissatisfaction, a thorough understanding is required as to which factors lead to job satisfaction and which create job dissatisfaction (Davis & Newstrom, 1989; Mowday, 1984; Berm, 1989).

As stated earlier, the chief concern of this investigation was to investigate the job satisfaction and mental Health of Teacher Educators in Telangana Region. Accordingly, a questionnaire was prepared to elicit appropriate information related to the problem on hand. The responses of the same was analyzed and interpreted as follows:

Objective-1: "To find out the Job satisfaction of Teacher Educators"

Table 1 showing the Job Satisfaction level of Teacher Educators

Raw Scores	No. of Teacher Educators (%)	Level of Job Satisfaction
64-138	348 (87%)	Very Low
139-154	40 (10%)	Low
155-173	11(2.75%)	Average
174-190	0 (0%)	Good
191-240	01 (0.25%)	Very Good
Total	400 (100%)	



From the table 1 it can be observed that maximum number of Teacher Educators 348 (87%) reported to have a very low degree of Job satisfaction, followed by 40 (10%) belongs to low degree. On the other hand, 11 (2.75%) have average degree of job satisfaction. Surprisingly, none of the respondents do fall under Good category. However, one Teacher Educator indicated a Very good degree of job satisfaction.

Therefore, it can be concluded that maximum number of Teacher Educators (87%) belongs to a Very low degree of job satisfaction.

Table 4.1(a) showing the descriptive statistics of Job Satisfaction level of Teacher Educators

Sample/Valid (N)	-400
Mean	114.43
Std Error of mean	1
Median	114
Mode	110
Std Deviation	20.003
Variance	400.135
Range	133
Minimum	64
Maximum	197
Sum	45772

From Table 4.1(a) it can be observed that the Mean value of Job Satisfaction of Teacher Educators is 114.43. This shows very low degree of job satisfaction among Teacher Educators. It falls below the 10th percentile. Raw scores up to 138 fall under the category of very low degree of job satisfaction. The Median value is 114 and mode 110 also belongs to the category of very low degree of job satisfaction. Minimum job satisfaction score secured is 64 whereas, maximum is 197. Therefore, the range 133 shows a wide gap between the minimum and the maximum scores. On the whole, the job satisfaction level of Teacher Educators is very low.

Hypothesis-1: "There is no significant difference between the job satisfaction of Male teacher Educators and Female Teacher Educators "

Table 4.2: Table showing the significant difference between the job satisfaction of Male Teacher Educators and Female Teacher Educators

S. No	Gender	N	Mean	Standard Deviation	t-value	Level of Significance
1	Male	281	111.65	19.69	1.85	NS*
2	Female	119	111.55	20.53		

From the table 2 it can be observed that the Mean and Standard Deviation of Male Teacher Educators job satisfaction are 111.65 and 19.69 respectively. Similarly, the same for female Teacher Educators are 111.55 and 20.53 respectively. The calculated t-value 1.85 is not significant at 0.05 level. Hence, the null hypothesis is accepted and it is concluded that there is no significant difference between male teacher educators and female teacher educators in their job satisfaction.

Hypothesis 2: "There is no significant difference in Job satisfaction of teacher educators with reference to their age"

Table 3 showing job satisfaction of teacher educators with reference to their age.

S. No	Age	Sum of Squares	df	Mean	F	Level of Significance
1	Between Groups	2893.37	3	964.45	2.436	NS *
2	Within Groups	156760.7	396	395.86		
Total		159654	399			

NS* Not significant at 0.05 level

The calculated F-value 2.436 is less than the table value for (3,396) degrees of freedom 2.60 at 0.05 level of significance.

Hence, the null hypothesis is accepted and it is concluded that there is no significant difference in Job satisfaction of teacher educators with reference to their age.

Hypothesis 3: "There is no significant difference in Job satisfaction of Teacher Educators with reference to their marital status"

Table 4 showing the significance of difference in Job satisfaction of teacher educators with reference to their marital status

S. No	Marital status	N	Mean	Standard Deviation	t-value	Level of Significance
01	Married	330	113.96	20.11	1.04	NS*
02	Unmarried	70	116.64	19.47		

NS* Not significant at 0.05 level

From the table 4.4 it can be observed that the Mean and Standard deviation of married teacher educators job satisfaction scores are 113.96 and 20.11 respectively. Similarly, for unmarried Teacher Educators they are 116.64 and 19.47. The calculated t-value 1.04 is not significant at 0.05 levels.

Hence, the null hypothesis is accepted and it is concluded that there is no significant difference in Job satisfaction of teacher educators with reference to their marital status.

Hypothesis 4: "There is no significant difference in Job satisfaction of teacher educators with reference to their Experience"

Table 5: showing job satisfaction of teacher educators with reference to their Experience.

S. No	Age	Sum of Squares	df	Mean Squares	F	Level of Significance
1	Between Groups	19.713	3	6.571	0.016	NS *
2	Within Groups	159634.3	396	403.117		
Total		159654	399			

NS* Not significant at 0.05 level

The calculated F-value .016 is less than the table value for (3,396) degrees of freedom 2.60 at 0.05 level of significance.

Hence, the null hypothesis is accepted and it is concluded that there is no significant difference in Job satisfaction of teacher educators with reference to their experience. Sundararajan, Ashrafulla, A.M. (1990), Thaker (1996), confirms the same idea as reported by this investigation.

Hypothesis5:“There is no significant difference in Job satisfaction of Government teacher educators and private teacher educators “

Table 6 showing the significant difference in Job satisfaction of Government teacher educators and private Teacher Educators.

S. No	Management	N	Mean	Standard Deviation	t-value	Level of significance
01	Government	05	110.4	24.36	0.37	NS*
02	Private	395	114.48	19.96		

NS* Not significant at 0.05 level

From the table 4.6 it can be observed that the Mean and Standard deviation of Government teacher educator’s job satisfaction are 110.4 and 24.36 respectively. Similarly for private teacher educators are 114.48 and 19.96. The calculated t-value 0.37 is not significant at 0.05 level of significance.

Hence, the null hypothesis is accepted and it is concluded that there is no significant difference in Job satisfaction of Government teacher educators and Private teacher educators.

Hypothesis 6:“There is no significant difference in Job satisfaction of teacher educators with reference to their Location”

Table 7 showing job satisfaction of teacher educators with reference to their Location.

S. No	Location	Sum of Squares	df	Mean squares	F	Level of Significance
01	Between Groups	6855.860	2	3427.930	8.906	0.01
02	Within Groups	152798.2	397	384.882		
Total		159654.0	399			

The calculated F-value 8.906 is more than the table value for (2,397) degrees of freedom 4.60 at 0.01 level of significance.

Hence, the null hypothesis is rejected and it is concluded that there is a significant difference in Job satisfaction of teacher educators with reference to their location.

Therefore, to find out the significance of difference between different locations, teacher Educators multiple comparisons LSD was applied. The results are presented in the following tables.

Table 8 showing multiple comparisons in job satisfaction with reference to location LSD

Dependent Variable	(1) LOCATION	(J) LOCATION	Mean Difference (I-J)	Std. Error	Sig
JOB SATISFACTION	Urban	Rural	-8.334*	2.072	.000
		Sub-Urban	-8.458*	3.408	.013
	Rural	Sub-Urban	-.125	3.385	.971

From Table 8 it can be observed that there exists significant difference between urban and rural teacher educators Job Satisfaction at 0.01 levels. Further, the mean difference -8.334 indicates that the rural teacher educators Job Satisfaction is better than that of the Urban Teacher Educators.

Similarly, there is a significant difference between urban and sub-urban Teacher Educators Job satisfaction at 0.001 levels. Further, the mean difference -8.458 indicates that the sub-urban Teacher Educators Job satisfaction is better than that of the urban Teacher Educators.

Further, it can be observed that there is no significant difference between rural and sub-urban Teacher Educators Job satisfaction at 0.05 levels.

MAJOR FINDINGS OF THE PRESENT STUDY ARE AS FOLLOWS:

1. Maximum number of Teacher Educators 348 (87%) reported to have a very low degree of Job satisfaction, followed by 40 (10%) belongs to low degree. On the other hand, 11 (2.75%) have average degree of job satisfaction. Surprisingly, none of the respondents do fall under Good category. However, one Teacher Educator belonged to a Very good degree of job satisfaction.
2. There is no significant difference between male teacher educators and female teacher educators in their job satisfaction. This result corroborates the findings of Lavinga (1974); Muthaiah (1981); Meera Dixit (1984).
3. There is no significant difference in Job satisfaction of teacher educators with reference to their age. This investigation supports the findings of Virachari, S (1987), Bhandarkar (1980), Gupta (1980), Girens Rebay (1988).
4. There is no significant difference in Job satisfaction of teacher educators with reference to their marital status. The works of Sekar, G. and Ranganathan (1988) Raj, P. and Mary, R. S. (2005) supports the same idea.
5. There is no significant difference in Job satisfaction of teacher educators with reference to their experience. Sundarajan, S and Ashrafulla, A M (1990) Thaker (1996) confirms the same idea as reported by this investigation.
6. There is no significant difference in Job satisfaction of Government teacher educators and Private teacher educators

CONCLUSIONS

Based on the data analysis and findings of the study the following are the major conclusions:

1. Maximum percentage of Teacher Educators (89%) are having a very low degree of Job satisfaction.
2. The Teacher Educators does not differ in their Job Satisfaction level with reference to their age, marital status and teaching experience. Lavinga (1974) Muthaiah (1981) and Meera Dixit (1984). Vijaya Lakshmi (2005) also reflects the same trend.
3. There is a significant difference in Job Satisfaction of Teacher Educators with reference to their location. The rural Teacher Educators are having better job satisfaction followed by the sub-urban Teacher Educators. The urban Teacher Educators are having lowest Job Satisfaction among these groups.
4. Maximum number of Teacher Educators 268 (67%) belong to the category of very poor degree of Mental Health. Therefore, it is concluded that a majority of Teacher Educators belong to the category of very

poor degree of mental health. Butt, Graham & Lance, Ann (2005); Brajesh Kumar Sharma, Dr Sabita Prava Patnaik (2010); Bindu, C.M (2007) reflected the same tone.

LBP PUBLICATION