



JOB SATISFACTION OF TEACHER EDUCATORS AND INTEREST IN TEACHING

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ABSTRACT

The present study was aimed to find out the relationship between job satisfaction and interest in teaching of teacher educators. Survey method was used. A stratified random sample of 300 teacher educators was chosen from Salem, Namakkal, Erode and Dharmapuri districts. Data was analyzed by r-value. Results found that the level of job satisfaction of teacher educators is just moderate. In terms of strength of job satisfaction, the male teacher educators are distinctly higher than their counterparts in overall job satisfaction as well as in five of the domains - job environment, job involvement, job performance, job advancement and interpersonal relationship. Finding also showed that the intricate relationship existing between job satisfaction and interest in teaching is highly explicit with significant positive correlation between job satisfaction and interest in teaching.

KEYWORDS : Job Satisfaction, Interest in Teaching, Teacher Educators.

INTRODUCTION

Teachers are respectable professionals all over the world; whereas in our country teachers are treated honorable in all places. They serve as models for the younger generation to imitate curiosity in learning, simplicity in living, humility in interacting and communicating with others, especially with the aged and the learned people. That is, the core values of the community are best translated into action only by the teachers. It is a proven fact that the teachers' 'instructional performance' is a crucial factor in students' learning and academic achievement. The factors such as attitude, subject mastery, teaching methodology, personal characteristics, classroom environment, general mental ability, personality, and relations with students are stated to influence the teachers' job performance (Annierah, Maulana, Usop et al., 2013). It is understood, therefore, that work performance is a highly productive, individual tuning to the younger generation to practice the life values in life situations to perpetuate the community culture for a happy and peaceful living.

Thus it is explicit that the work satisfaction of the teachers is of paramount importance to keep up their level of productivity high in all facets of the responsibility. Every teacher is accountable to the responsibilities vested on him. Imparting effective teaching, maintaining stress free classroom, building cooperation and collaboration among students, working for all round development of personalities, paying individual attention, practicing impartiality, promoting equality, and developing social and emotional competencies, etc are some of the major duties and responsibilities of every teacher. Unless the teachers are satisfied in fulfilling their responsibilities, they may not have Job Satisfaction. A disgusted or a worried teacher will not find fulfillment in his job satisfaction. The teacher who worked with involvement, dedication, and sacrifice, when got disappointed in executing the job to his heart's desire, because of the environmental blocks, the teacher could find the job miserable. A teacher having such experiences cannot

do anything good for the development of the students or for the good of the community (Barbreaux, et al., 1997; Hanebuth, 2008; MacIntosh and Doherty, 2010). Therefore, to enable a teacher function sincerely and effectively, job satisfaction is crucial.

BACKGROUND

As job satisfaction is stated to be a widely researched area, there is rarely any personal oriented factor as well as any environmental oriented one is left uninvestigated with one's job satisfaction. There are several studies of late, focusing on estimating the relationship between person oriented factors and job satisfaction. Among these the often focused individual variable is self efficacy. A teacher who is confidence of his efficiency in teaching will always look for opportunities to demonstrate his efficacy in dealing with the subjects of study. The institution where he is working may not be favorable in offering benefits or compensations for a job being rendered. In spite of incurring such losses as less pay/irregular payments, inadequate infrastructure, indifferent attitude on the part of the management, a teacher of good self efficacy may stick with the institution and work heart and soul for the betterment of the students only because of the following one or two or all the internal reasons, which are the domains of self efficacy:

- Interest
- Higher level professional skills
- Optimism
- Beliefs (such as, satisfaction with work, service orientation and love of humanity).

It is made explicit in the findings brought out by Evans, M. Lymn (2017); Turkoglu, M Emin, et al. (2017); Vonder, Embse, Mathaniel, et al. (2016); Selasin, Hadi, et al. (2016).

As self-efficacy, there are certain other psychological factors to show significant relationship with job satisfaction, as self esteem, attitude, sentiments, motivation, emotional state, etc. In fact, in doing any job, psychological intensity is so dominant in its impact that all other factors simply lose their significance in altering the working of the job. The noteworthy feature in all the above stated of psychological variables is that the 'core factor' structuring each one of them is **interest**. It is a crucial component, hidden deeply in many of the psychological factors, influencing the behaviour of individuals in different phases of life situations. The focus of the study job satisfaction is also an emotional state formed of elements of cognitive, affective, and psychomotor domains as in the case of emotional intelligence, self esteem, attitude, motivation, professional commitment, etc. This is the reason why the role of stated psychological factors in altering the dependent variable Job satisfaction is attributed to their prominent constituent - **interest**. The findings reported by the following studies uphold of the views of the researchers - Singh, B. and Kumar, A. (2016); Kasim, Sulaiman, Ibrahim, et al. (2016); Sirin, Ahmet, et al. (2015); Sorensen, T.J. and Mckim, A.J. (2014); Slugoski (2008); Armstrong (2006); Robbins (2004); Schneider (2003); Harter (2002).

Apart from the individual oriented factors, the environmental ones are also found to influence job satisfaction. On this category, the most prominent one is Organizational climate followed by work environment, professional engagement, organizational socialization, organizational commitment, leadership style, professional growth orientation, etc. In the case of the environmental factors referred above, what one may find is the presence of the core factor 'teachers' professional aspiration oriented environment'. Here again the basis for one's professional aspiration is **interest**. It is a common understanding that in many of the countries where provisions are there for job mobility, the teachers' remaining in the teaching profession for more than a decade is only because of the following reasons:

- ✓ Job of teaching is satisfying.
- ✓ Social recognition
- ✓ Interest in child psychology
- ✓ Possibility for professional growth
- ✓ Stress free professional environment
- ✓ Pleasing, accommodative and competent leadership

- ✓ Good socializing environment
- ✓ Suitable environment to practice individual responsibility and creativity, etc.

Similarly, the reasons attributed for large percentage of attrition among teachers (inspite of good salary, perks, hospitality, etc.) are:

- Unhealthy competition among teachers
- Unwanted job stress
- Students 'indiscipline
- Favoritism
- Lack of recognition
- No opportunity for professional growth
- Lack of transparency in administration
- Lack of coordination, and
- Poor academic climate

At the back of all these reasons one can find a strong interest and inclination towards 'teaching based, profession related contented life pattern'. It may be pointed out, therefore, that in the institutional environment based job satisfaction also we can assert the **play of interest** in deciding the level of teachers' job satisfaction. The following are the researches reporting the findings in support of the factor **interest in teaching** in forming one's Job Satisfaction: Bilayalov, Darkhan (2018); Hinic, Darko, et al. (2017); You, Sukkyung, et al. (2017); Razabitourk and Yousefi, M (2017); Alghamdi and Hamiad, H. (2016); Johnson and Zachary, C (2016); Abdullah, N, et al. (2016); Amos, Patricia, M, et al (2015); Singu, Hilmi, et al. (2014); and Chakraborty (2004).

On the basis of such research findings the Researcher has inducted **interest in teaching** as an independent variable of teacher educators' job satisfaction in the present research.

OBJECTIVES

- To study the level of job satisfaction of teacher educators.
- To find out the significant difference in job satisfaction of teacher educators with respect to gender.
- To find out the significant relationship between job satisfaction and interest in teaching of teacher educators.

HYPOTHESES

1. There is no significant difference in job satisfaction of teacher educators in terms of gender.
2. There is no significant relationship between job satisfaction and interest in teaching of teacher educators.

METHOD & SAMPLE

Survey method was employed for the present study. A stratified random sample of 300 teacher educators was selected from Salem, Namakkal, Erode and Dharmapuri districts.

TOOLS

- Job Satisfaction Inventory (JSI) developed and standardized by the Researcher.
- Teachers' Interest in Teaching Scale (TITS) by C. Sherine Vinoca Snehaltha and S. Mani (2017).

ANALYSIS OF DATA

Table 1: Level of Job Satisfaction of Teacher Educators

Dimensions of Job Satisfaction	N	Low		Moderate		High	
		N	%	N	%	N	%
Job Environment	300	88	29.33	115	38.33*	97	32.33
Job Involvement	300	112	37.33*	89	29.66	99	33.0
Job Performance	300	94	31.33	108	36.0*	98	32.66
Job Advancement	300	111	37.0*	101	33.66	88	29.33
Job Responsibility	300	86	28.66	119	39.66*	95	31.66
Interpersonal Relationship	300	79	26.33	97	32.33	124	41.33*
Overall Job Satisfaction	300	88	29.33	115	38.33*	97	32.33

Table 2: Job Satisfaction of Teacher Educators based on Gender

Dimension	Gender	N	Mean	SD	t-value	'p' value
Job Environment	Male	115	19.35	1.26	19.79	0.00**
	Female	185	16.46	1.21		
Job Involvement	Male	115	18.97	1.19	17.70	0.00**
	Female	185	16.57	1.11		
Job Performance	Male	115	17.59	1.32	15.93	0.00**
	Female	185	15.23	1.20		
Job Advancement	Male	115	14.23	0.95	2.50	0.01*
	Female	185	13.95	0.94		
Job Responsibility	Male	115	16.57	1.14	13.95	0.00**
	Female	185	18.51	1.19		
Interpersonal Relationship	Male	115	19.56	1.05	27.92	0.00**
	Female	185	16.24	0.97		
Overall Job Satisfaction	Male	115	106.27	5.65	14.92	0.00**
	Female	185	96.96	4.99		

**Significant at 0.01 level & *Significant at 0.05 level.

Table 3: Relationship between Job Satisfaction and Interest in Teaching of Teacher Educators

Dimension	Psychological Variable	N	'r' value	p-value
Job Environment	JR	300	0.14	0.02*
	MMO	300	0.07	0.23
	HFC	300	0.12	0.04*
	GR	300	0.23	0.00**
	OIT	300	0.15	0.01*
Job Involvement	JR	300	0.05	0.43
	MMO	300	0.10	0.08
	HFC	300	0.31	0.00**
	GR	300	0.29	0.00**
	OIT	300	0.35	0.00**

Job Performance	JR	300	0.04	0.48
	MMO	300	0.22	0.00**
	HFC	300	0.05	0.42
	GR	300	0.15	0.00**
	OIT	300	0.27	0.00**
Job Advancement	JR	300	0.21	0.00**
	MMO	300	0.17	0.00**
	HFC	300	0.10	0.09
	GR	300	0.14	0.02*
	OIT	300	0.14	0.02*
Job Responsibility	JR	300	0.12	0.04*
	MMO	300	0.22	0.00**
	HFC	300	0.19	0.00**
	GR	300	0.26	0.00**
	OIT	300	0.22	0.00**
Interpersonal Relationship	JR	300	0.04	0.48
	MMO	300	0.08	0.16
	HFC	300	0.03	0.57
	GR	300	0.03	0.62
	OIT	300	0.10	0.09
Overall Job Satisfaction	JR	300	0.12	0.04*
	MMO	300	0.15	0.01*
	HFC	300	0.27	0.00**
	GR	300	0.33	0.00**
	OIT	300	0.29	0.00**

**Significant at 0.01 level & *Significant at 0.05 level.

JR - Job Recognition

MMO - Man-Making Orientation

HFC - Heart-Filling Compensation

GR - Goal Realization

OIT - Overall Interest in Teaching

FINDINGS

- ✓ On testing the nature of Job Satisfaction and its dimensions of teacher educators in the western districts of Tamil Nadu, it reveals that they are **moderate** in their overall Job Satisfaction (38.33%) and its dimension Job environment (38.33%); Job performance (36%); and Job responsibility (39.66%); whereas they are found to be **below** in their Job advancement (37%) and Job involvement (37.33%); and shown to be **high** in Interpersonal Relationship (41.33%).
- ✓ On testing the significance of difference between male and female teacher educators in their job satisfaction and its dimensions, it is found that **male** teacher educators are found to be **significantly higher** in their overall Job satisfaction and its dimensions Job environment, Job involvement, Job performance, Job advancement and Interpersonal relationship than the **female** teacher educators. In the case of Job responsibility, **female** teacher educators are found to be **significantly higher** than their **male** counterparts.
- ✓ On testing the significance of correlation between the dependent variable job satisfaction and its dimensions, and the independent variable - interest in teaching and its dimensions, of teacher educators of Colleges of Education, it is found that there is **significant correlation** between overall Job satisfaction and the independent variable Interest in teaching and all its dimensions.

In the case of the Job environment - a dimension of Job satisfaction, the overall Interest in teaching and its dimensions Job recognition, Heart-filling compensation and Goal realization are found to be **significant correlates**.

In the case of the dimension Job Involvement, the overall Interest in teaching and its dimensions Man-making orientation, Heart-filling compensation and Goal realization are emerging as the **significant correlates**.

Overall Interest in teaching and its dimensions Heart-filling compensation and Goal realization are found to be the **significant correlates** of the dimension of Job satisfaction – Job performance.

Significant correlation was found between the Overall Interest in teaching as well as its dimensions Job recognition, Man-making orientation, and Goal realization, and the dimension Job advancement of Job satisfaction.

The Overall Interest in teaching as well as all its dimensions has come out as **significant correlates** of Job responsibility.

In the case of the dimension Interpersonal relationship, only one dimension of Interest in teaching - Man-making orientation emerged as the **significant correlate**.

DISCUSSION AND CONCLUSION

The present piece of research has brought out valid findings in respect of the level of job satisfaction and its dimensions, the significance of difference between male and female teacher educators in this aspect, and the relationship between Job satisfaction and Interest in teaching.

The Overall Job satisfaction is reported to be only moderate. It may be attributed to the present functioning of Colleges of Education after the introduction of two year B.Ed. degree course of study. The fall in the admission to the B.Ed. degree course leading to unwanted financial constraints in managing routine activities is the major reason for the morale of the management, the staff and finally the stakeholders falling from an admirable position to an ugly condition.

Moreover, the not so favorable level of Job satisfaction may also be due to the severe fall in Job satisfaction of teacher educators in respect of Job involvement and Job advancement. The level of Job involvement is likely to affect the student community negatively, as teacher educators would be lethargic or uninterested somehow, to execute their normal responsibilities pertaining to teaching, co-curricular activities, guidance in practice teaching of trainees, evaluation and maintenance of records of trainees, participation in extension activities, etc. The slackening on the part of the teacher educators will send a negative signal to the students about the importance of mastering the subjects, and developing the essential skills of teaching. More importantly, it will bring down the aspiration of the students to be resourceful and acquire the essential characteristics such as honesty, time consciousness, regularity, sacrifice, justice, and being a teacher of upright moral behavior.

On probing into the low status of job involvement, one could find that it is mainly because of what has negatively affected the teacher educators in the guise of lack of job advancement. One of the major criteria for teacher educators' job satisfaction is the realization that the institution is taking effort to empower them in all aspects ranging from increased professional qualification to enhanced professional competence. And the head of the institution, along with the management needs to plan for professional advancement of the staff by improving their material and human resources so as to achieve self sufficiency in all aspects in the long run; until then the authorities may make use of the outside talents to build the competence of teacher educators for the present and future institutional benefits. Otherwise, the absence of such programmes or efforts of this kind on the part of the institution will certainly make the teacher educators feel that they are neglected and their future is not secure. In due course, they cause them worry about their professional growth at the cost of their loss in interest, involvement, and motivation in their job execution. The Researchers presume that it got reflected in their overall level of Job satisfaction which is just charmless and 'moderate'.

Though Interpersonal relationship is the only attractive part in the unit of Job satisfaction at 'high' level marking, it is incapable of pulling up the level of overall Job satisfaction, because the other three facets of Job satisfaction - Job environment, Job performance, and Job responsibility keep themselves stuck at the middle position. Therefore, only by freeing the dead weight blocking the execution of the job in respect of Job involvement and Job advancement, and removing some of the major hurdles coming in the ways of Job environment, Job performance and Job responsibility, the overall Job satisfaction of teacher educators may be lifted up.

A similar trend is prevalent in comparing the strength of male and female teacher educators in the overall Job satisfaction and in respect of its facets. The male teacher educators are found to be significantly higher than their female counterparts in their overall Job satisfaction and in FIVE of the domains of Job satisfaction. The female teacher educators are higher than males only in their execution of Job responsibility. It may be attributed in their psychological makeup. The female teacher educators being conscious of their Job responsibility as a teacher may feel dejected over their inability to execute what they like or plan due to non-availability of material and human resources, may have made them disappointed and as such it may have got reflected in their responses to the different statements of job satisfaction scale. A little shirking of job responsibility on the part of male teacher educators could be the reasons for them to be unmindful of the quality of execution of their job, and may have developed self complacent with the happenings in different facets of job satisfaction. Therefore, the male teacher educators should be subjected to deeper psychological investigation necessary for taking psychological measures for correcting or modifying their mental and emotional aspects with regard to job oriented activities. For women teacher educators, the deeper probe into their felt problems in different facets of job satisfaction is to be taken to identify and remedy those professional blocks.

The correlative analysis indicates the presence of significant relationship between overall job satisfaction and overall interest in teaching and its dimensions – job recognition, Main-making orientation, Heart-filling compensation and Goal realization. It may be attributed to inherent nature of 'Interest in teaching' functioning as the core factor in all facets of job satisfaction as well as its contribution to overall job satisfaction of teacher educators. The reason for the failure of some of the facets of Interest in teaching serving as the correlates of some of the facets of job satisfaction will be attributed to the trivial experiences faced by the respondents in their institution. Hence it goes without saying that by strengthening teaching as well as professional competence in teacher educators we can instill interest mainly in teaching related activities which in due course will boost up their job satisfaction.

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