A Study of Job Satisfaction of Teacher Educators Associated With Professional Variable

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Abstract

Now a day’s job satisfaction is a must on the part of every profession and teachers are the builders of nation and the responsibility of teacher educators who educate these teachers is much higher. Unless the teacher educators derive satisfaction in their jobs, they will not be effective both from the point of view of their growth and professional contribution in terms of future preparation of teachers. Thus, the researcher would try to seek the answers of these research questions in the process of this research work. How can job satisfaction of secondary teacher educators be measure? What is the level of job satisfaction of teacher educators working in different type of secondary teacher training institutes in Gujarat? Whether the job satisfaction of teacher educators differ with respect to their professional variables. The present study was in the line of job satisfaction of teacher educators associated with professional variable.

Introduction

The progress of any country is dependent on its educational system and the education system will be able to discharge its set functions only when accomplished by right kind of teaching staff. It is the teachers that translate all educational theories into practice making the students learn. The teachers therefore have the most powerful influence in any system of education. It can be understood, if one reads the observation of Kalam and Rajan (1998), “If you are a teacher in whatever capacity you have a very special role to play because more than anybody else you are shaping generations”. Teaching is the only field where we are handling the students who will become the citizens of next generation. Teachers are responsible to provide needed skills and positive attitude for the future citizens for which they are called as the nation builders. Education Commission (1964-66) as stated, “The destiny of India is now being shaped in her classrooms.” This, we believe is no mere rhetoric. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people. On the quality and number of persons coming out of our schools and colleges will depend our success in the great enterprise of national reconstruction the principal objective of which is to raise the standard of living of our people”. Hence, it is very crucial to prepare teachers for all levels of education and this sole responsibility is in the hands of teacher educators working in different teacher training institutes.

To prepare teachers dedicated towards their profession in teaching is really a tough job for teacher educator. And to sustain this they require quality like sincerity, honesty, team support and financial security. As generally said that teachers are the builders of nation, the responsibility of teacher educators who educate these teachers is much higher. Unless the teacher educators derive satisfaction in their jobs, they will not be effective both from the point of view of their growth and professional
contribution in terms of future preparation of teachers. This will only happen when teacher educators have high job satisfaction. The present study was in the line of job satisfaction of teacher educators and factors affecting it.

Teacher Education in India

In India as per Programme of Action, (1986) there were more than 1200 institutions for teacher education at primary level and more than 360 institutions for secondary level in India. There are about 1300 teacher education institutions for elementary education and more than 700 colleges of education/university departments preparing teachers for secondary and higher secondary schools as per National Council of Teacher Education (NCTE), 1998. As per NCTE (2007) list of recognized secondary teacher education institution there are 3429 secondary teacher training institutions in India, in 2013 number of institutions increased to 11993 as per list of recognized institutions in NCTE (2013). It is amazing to notice that from 1988 to 2007 (19 years) the growth of rate of secondary teacher training institutions was about 400 and from 2007 to 2013 (6 year) the growth of rate of secondary teacher training institutions was increased up to 350% in India. It shows the real quantitative expansion of secondary teacher training institutes in the country. But it is quite difficult to say about the qualitative development of the teacher training institutions which attracts the researcher to undertake a study on the teacher education and teacher educators and also to working on the quality of teacher education, in terms of job satisfaction of teachers working in the teacher education system.

During last ten years there has been a significant development in the teacher education scenario with many government and private run colleges coming up both in urban and rural areas. Of these it was observed by the researcher that there are some teacher education intuitions those are providing good salary packages whereas some are displaying a sorry state. Similarly, some institutes have a pleasant working environment while the others have poor working environment. So it is one of the concerns to study the job satisfaction of teacher educators working in different set up.

As the teachers have noble duty of teaching the students, the teacher is respected a lot in Indian society. Training institutions have been established to educate teachers. Proper procedure is adopted to select teachers, teachers are paid according to their qualifications and experience, and teachers unions to some extent have been protecting teacher’s rights from any irregularity in the system. Even the attitude of teachers towards the teaching profession has changed significantly. More teachers are being attracted to this profession in recent days; particularly there is a great rush for teacher educators. Considering this fact that teaching as a profession, the nature of work and variable associated with the teaching job, factors of job satisfaction and personnel variables of teacher’s draw a special attention from the researcher to have an insight into teacher’s job satisfaction working in teacher training institutes.

Now most of the people working for teacher education are concerned for the quality of teacher education system. So, many teacher training institutions are in queue to get accredited by NAAC. Apart from other criteria of NAAC, one of the criteria of quality is the academic environment in the institution which includes the job satisfaction of the teachers. When everybody is concerned about quality in the teacher education institutes it is assumed that there are conducive working environment in the
institutions to think openly for different challenges related to present and future. There are a number of factors involved in quality of life at workplace, and these factors can be grouped in three categories: individual factors, job factors, and organizational factors. The characteristics of these factors affect the individual involvement in the job, his sense of competence which leads to job satisfaction, and finally to job performance and productivity. Therefore it is assumed that if teachers have job satisfaction then the secondary needs are to be fulfilled which will tend the teachers to do productive activities in the institutes.

**Job of a Teacher Educator**

With paradigm shifts in higher education, from national to global education, from one-time education for a few to lifelong education for all, from teacher centered to learner centered education, from classroom education to digital learning and from traditioan classroom to virtual classrooms. These changes make new demands and pose fresh challenges to teacher education systems and practices. These changes finally impact the overall job of teacher educators.

UGC recommend that the workload of full time teacher educator should not be less than 40 hours a week for each semester in an academic year. It should be necessary for a teacher to be available for at least six and a half (6½) hours daily in the University/College. The bifurcation of 40 hours for the Undergraduate colleges and Universities shall be follows as, 14 hours of teaching, 12 hours for preparation of teaching, 6 hours for research, 2 hours for continuous and comprehensive evaluation, 2 hours for administrative work and 2 hours for Co-curricular/Extracurricular Activities and 02 hours extension activities.

It was suggested from time to time by different commission and NCTE to increase the time duration of regular B.Ed course from one year to two years this indicates that the one year is too small to integrate all the values of teacher education. It was very difficult for the teacher educator to do justice with the prescribed curriculum with the available time frame of 1 year. To complete his work with all respect he has to be on his toes throughout the year. It is clear that job as a teacher educator is a complex web of interrelated and independent components on each other. Hence, the present study in an attempt in this direction to study the job satisfaction of secondary teacher educators and the factors associated with it. The detailed study is presented as follow.

**Implications of the Review Of Related Literature**

From the review of related literature, researcher is able to draw a conclusion that to measure job satisfaction of teacher educator a new scale has to be developed keeping in mind the type of work in which they are evolved, their professional growth and personal growth along with demographical factors.

Studies conducted on job satisfaction were related to primary level, secondary level, and higher level, cooperate level and have used developed scale or already available tools to measure job satisfaction. Researcher observed that there standardized tools were used to measure job satisfaction are the Herzberg Two-Factor Model, the JDI, and the MSQ were used in most of the studies in job satisfaction area whether the study is conducted in India or at foreign level. And some of the studies put their effort
to make job satisfaction scale for their related studies. This shows a direction that already developed tools has to be analyses and modified according to the working system of the institution. So, the same scales used to measure job satisfactions in different areas were not very positive from one field to another. Same thing applies to different theories and accordingly number of Job Satisfaction Scale and related scale came into our mind. And to choose of the best efficient and effective scale which would measure the job satisfaction of teacher educators is a difficult task for the researcher. Thus, from the review of related literature researcher is able to draw a conclusion that to measure job satisfaction of teacher educator a new scale has to be developed.


Studies conducted on job satisfaction has different sample size ranging from 1600 in number to 100 in number, as in study conducted by Lavingia (1974) it was 1600 and in Khatal (2010) a sample of 100 teachers, in Thakkar (1977), Gupta (1980) and Abdul (1986), random sampling technique was used, in Sekar and Ranganathan (1988) stratified sampling technique was used, in Atreya (1989) the study was ex-post facto research wherein 600 teachers were selected from random sampling, in Reddy (1990) stratified random sampling technique was used, in Saxena (1990) sample was chosen through random sampling, in Rama (2000) sample was selected through probability sampling from secondary schools, in Priyadarshani (2004) sample consist was draw through random sampling, in Sharma (2005) sample was randomly selected, in Rajareegum (2011) sample of was selected by stratified random sampling technique, In review of related literature it was revealed that sample of the studies were randomly selected and in some further classified into random stratified sampling depending on the strata. This gives a clear scope for the researcher to select sample from the overall population and classify them according to the strata as implement for the present study.

Researchers from different regions conducted studies on the area of job satisfaction with various tools used were briefly described. In studies on job satisfaction used various tools for their studies. Lavingia (1974) used a rating scale to collect data, Thakkar (1977) in his study he used following tools: (i) Educational Opinion Inventory (by N.L. gage and Morris Weitman), (ii) Pupil Inventory (by F. J. McDonald and N.L. gage, translated and adapted by A. S. Patel), (iii) Teacher Efficiency Inventory (by A. S. patel), (iv) Survival Scale constructed by the investigator, and (v) Job Satisfaction Scale constructed by the investigator. Dixit (1986) collected the data with the help of a Likert-type scale devised by the
investigator. In Saxena (1990) tools used were such as General Information Performa, a Job satisfaction Opinionnaire, and an Interview Schedule. In Agarwal (1991) tools used was a job satisfaction Test (Gupta and Srivastava) as a tool. Also Rama (2000) used as Job satisfaction scale tool. Kaneez (2002) tool was a standardized test scale. The tool covers intrinsic aspects, salary service conditions and promotion, physical facilities, Institutional plan and policies, satisfaction with authorities, social status and family welfare, rapport with students and relationship with co-workers. The tool was translated in different languages. In Priyadarshini (2004) three tools were used for measuring Occupational Stress, Job Satisfaction and SES has been constructed by the investigator. In Ghali (2005) tools were Teacher Effectiveness scale, Job Satisfaction Scale, and Biodata Sheet Scale were used for data collection. In Sharma (2005) the tools used were ‘Job Satisfaction’ Questionnaire (English) by Kumar and Mutha, and a check-list was prepared according to seventh five year plan national sport policy. In Saveri (2009) the tools used were job satisfaction scale (T.C. Ayshabi and Naseema). In Patnaik & Sharma (2009) the tool used was teacher job satisfaction questionnaire (Parmod Kumar & D.N. Mutha). In Sumangala V.K. & Ushadevi (2009) the tools used were role conflict scale, job satisfaction Inventory, scale of attitude towards teaching profession and teaching success rating scale. In Khatla (2010) the following psychological test were used, teaching aptitude developed by Jai Prakash and Srivastava (1973), job satisfaction tool developed by Kumar & Mutha (1976b) and marital adjustment. In Atreya (1989) the tools used were a new test for study of Values by Galani, the teachers’ Job satisfaction Questionnaire of Kumar and the Teachers Effectiveness scale adapted from, by Kumar and Mutha. In Rajareegum (2011) the tool used were Job Satisfaction Inventory (JSI) constructed and standardized by Jayalakshami Indiresan (1973). In Kaur (2011) tools used were: (i) General Mental Ability scale, (ii) Socio Economic Status Scale, (iii) Life Satisfaction Scale, (iv) Professional Characteristics Questionaire, (v) Organizational Climate scale, (vi) Leadership Behaviour Scale, and (vi) Job Satisfaction Scale. In Charles (1977) the tool used to measure job satisfaction was Herzberg Model. In Fansher and Buxton (1984) tool used was The Job Descriptive Index.

Various variable are identified related to job satisfaction in Reddy (1990) are attitude towards teaching, job involvement, type of university, sex, faculty, age, marital status, caste, type of family, size of family, nearness of work place to native place, general status of health, effectiveness as a teacher, effectiveness as a researcher, teaching work-load, administrative work-load, research output. Also in Sekar and Ranganathan (1988) variables identified as salary, nature of work, personnel policies, personal achievements in the profession, relationship with superiors, subordinates and colleagues, job security, recognition, appreciation, and working conditions. Specific tools for measuring teacher educators were not identified in reviewed studies. Researcher also identifies similar personal and professional variables related to Job satisfaction.

The tools used for job satisfaction in various studies were standardized tool or already developed scales. The Teacher Job- satisfaction Questionnaire (TJQ) was very specific to assess the job satisfaction of a teacher at the secondary level. Researcher was not able to find any specific tools for measuring job satisfaction for secondary teacher educators. As others developed their tools and standardized it. Research adopted the same policy to develop job satisfaction scale and other related scale for
secondary teacher educators as required for the study and standardized it. Also pilot study was conducted to do needful modification.

The study conducted by Gupta (1980) applied product moment coefficient of correlation, multiple coefficient of correlation, regression analysis, f- test and t-test for data analysis. To analyze the data in Sekar and Ranganathan (1988) mean, SD, and chi-square were used. To treat the data in Singh (1988) Product-moment correlation and analysis of covariance were used. In Agarwal (1991) mean, SD, ‘t’ test, and bserial correlation were calculated for the analysis and interpretation data and in Kaneez (2002) t- test and Chi- square was used. In Ghali (2005) mean, Standard Deviation and f- values statistic were used. In Sharma (2005) statistical technique chi-square was used for the analysis of data. In Trehan (2005) statistical techniques like Factor analysis, Chi-square, correlation and t - test were used to analyze the data. In Choudhary (2011) Percentage, t- test and the Pearson’s Correlation were used. In Atreya (1989) t- test, partial correlation and multiple correlations were used for data analysis. In Reddy (1990) t- test and multiple regressions were used to analyze the data analysis of variance. In Rajareegum (2011) descriptive analysis and Differential analysis were used to analyze the data. In Kaur (2011) statistical technique used were Mean, Standard Deviation, Chi-Square, Z-value and factor analysis were used. Data analysis adopted in various studied was as per the objective and research question. For testing hypothesis t- test and f - value was suitable for the present study. Further for correlation in the above studies product moment coefficient of correlation was used. Research also feels that to find correlation product moment coefficient of correlation was most effective.

Also the above mentioned studies in review of related literature were not consistent on personal and demographical factors. Studies related to job satisfaction of secondary teacher educators are in one or two number that also in other states as mention above the critical review of studies related to Job Satisfaction in India. So researcher is interested to conduct the present study to study the job satisfaction of secondary teacher educators. From the above observations researcher felt a strong need to study job satisfaction of secondary teacher educators. Therefore this rationalizes the basis for the present study.

**Rationale**

The teacher occupies a pivotal place in the system of education. The quality of the citizens of a nation depends upon the quality of their education. The quality of education depends upon the quality of teacher. The teacher is the backbone of the educational system, maker of the mankind and the architect of the society. Therefore, the Education Commission (1964-66) recommended that a sound programme of professional education of teachers is essential for the qualitative improvement of education of teachers. Investment in teacher education can yield very rich dividends because the financial requirements are small when measured against the resulting improvements in the education of millions.

As Teacher training institutions determine the level of quality of teacher education in our country. If these institutions function at a high level of efficacy the multiple effects would reach every school in the country. In case, it is not so, the quality of education and the performance of teachers in Indian schools would be not of the desired level. One teacher reshapes the life of thousands of student’s during a career
of thirty to forty years. Any lacunae in the preparation of these individuals in training institutions would cost the country very dearly over a very long period of time. The state and the community must realize the necessity of imparting primacy to teacher training institutions in assisting them to discharge their functions efficiently. They must not be confined to merely the training of certain individuals but become the cornerstone to reshape the society and future of the country. And this will work well when teacher educators who provide training to teachers are satisfied with their job. So researcher would like to know whether they are satisfied with their job or not.

Total quality of the organisation depends on the human resources working in the organisation. In teaching profession, teacher educators are one of the major human resources that prepare teachers for different stages of education. It is assumed if they are satisfied with their jobs they can give their best for the better development of their future generation. So it is essential for teachers to have job satisfaction. The present study is an attempt to measure job satisfaction.

Secondary stage is the stage of education, which helps adolescents to become matured members of the complex modern society. It enables the individual to enter the real life as knowledgeable, active-minded and sociable individual. To improve the quality of secondary education, it is essential to improve the quality of secondary school teachers. How can one improve the quality of secondary education? Of course it’s by providing quality education by secondary teacher educators to student teachers. And it is only possible when secondary teacher educators are satisfied with their present job i.e. have job satisfaction. Once the reasons and areas of high job satisfaction and low job satisfaction are identified, teacher education institutes can be provided with guidelines for the high job satisfaction of teacher educators and hence the quality of secondary teacher training institutes can be sustained and/or upgraded.

Educational quality of any country depends on the quality of teacher educators working in teacher education institutions. It’s observed that the developed countries have best established education system. It includes having good infrastructure, different professional programs, expertise in different discipline and availability of facilities in the institution. And the whole process need time to develop quality and a right kind of environment to achieve quality. In the present study as number of teacher training institutions are increasing at a fast pace we need to see how far the teacher educators are dedicated towards their profession. Weather they are satisfied with the management of institution in providing facilities for creating enabling environment for professional development of students and faculty members.

With changing scenario, responsibility of teacher educator increases to a large extent and to prepare teacher with proper understanding and resolving their challenges are really a tough job for teacher educator. From the review of related literature, researcher could not identify any inferences as the studies related to job satisfaction are scattered from primary education to higher education, hospitals to management without giving any clear cut direction. This attracts the researcher to study the job satisfaction of teacher educators working in secondary teacher training institutions with different variables such as pay, job security, educational opportunity, individual growth, healthy environment, advancement, authority, co-workers, recognition, and responsibility etc. An attempt is made in the present study to find the relationship of different personal and social variables of teacher educators with their job satisfaction.
With this rationale, an attempt is made to put the research questions in the mind of the researcher related to the proposed study.

**Research Questions**

In the process of formulating the present study and studying the related literature the following research questions come in the mind of the researcher. The researcher will try to seek the answers of these research questions in the process of this research work.

1. How can job satisfaction of secondary teacher educators be measured?
2. What is the level of job satisfaction of teacher educators working in different types of secondary teacher training institutes in Gujarat?
3. Whether the job satisfaction of teacher educators differ with respect to their professional variables.
4. What factors affect job satisfaction of secondary teacher educators?

**Statement of the Problem**

**A STUDY OF JOB SATISFACTION OF TEACHER EDUCATORS ASSOCIATED WITH PROFESSIONAL VARIABLE**

**Objectives of the Study**

1. To develop a job satisfaction scale for teacher educators and to standardize it.
2. To measure the job satisfaction of secondary teacher educators working in the secondary teacher education institutes in Gujarat.
3. To study the Job Satisfaction of teacher educators with respect to their professional variables viz. teaching experience and educational qualifications, working conditions, level of individual development, level of responsibility, level of recognition working in the secondary teacher education institutes in Gujarat.
4. To study the relative importance of professional variables affecting the Job Satisfaction of teacher educators working in the secondary teacher education institutes in Gujarat.

**Hypothesis**

Following are the null hypothesis of the present study and those were tested at 0.01 level of significance.

1. There will be no significant difference between the mean job satisfaction score of secondary teacher educators with more and less teaching experience.
2. There will be no significant difference between the mean job satisfaction score of secondary teacher educators with more and less qualification.

**Explanation of the Terms**

The explanation of term clarifies the way for which they are used in the present study. The terms used for the study are clarified as under:

**Secondary teacher education institutes:** It refers to pre-service teacher education institutes having one year full-time recognized B.Ed. programmes in face-to-face mode for preparing teachers for secondary and higher secondary schools.
**Teacher educators:** Teachers teaching full time in secondary teacher education institutes. Teachers teaching in the secondary teacher education institutes for the current academic year.

**Professional variables:** It refers to the variables affecting teacher educators job satisfaction related pay scale, job security, recognition, service length, individual development, responsibility.

**Operational Definition of the Terms**

The operational term clarifies the purpose for which they are used in the present study. The terms used for the study are clarified as under:

**Job Satisfaction:** It is the score secured by the teacher educator in the job satisfaction scale prepared by the researcher.

**Scale to measure Working Conditions:** It is the score secured by the teacher educator in the level of Working Conditions Scale prepared by the researcher.

**Scale to measure Individual Development:** It is the score secured by the teacher educator in the level of individual development scale prepared by the researcher.

**Scale to measure Responsibility:** It is the score secured by the teacher educator in the level of responsibility scale prepared by the researcher.

**Scale to measure Recognition:** It is the score secured by the teacher educator in the level of recognition scale prepared by the researcher.

**Population And Sample Of The Study**

The population of the present study comprise of all the teacher educators working in secondary teacher education institution in Gujarat. From the two hundred twelve (212) secondary teacher education institutes, 37 institutions were selected on the basis of stratified random sampling technique. 184 teachers educators from these 37 institutions constituted as the sample of the present study.

**Tools of the Study**

The researcher developed following tools for the present study.

**Job Satisfaction Scale:** A Likert type five point summative rating scale of job satisfaction was constructed by the researcher. The Job satisfaction scale was in the form of an open-ended questionnaire. This scale is five point scale range from unhappy to extremely happy and these points highlight the five levels of satisfaction. Common instructions were given by the researcher to the sample population before filling the form. For an example, is s/he feels the working in present jobs, s/he would tick mark in the space provided under any one of the five levels of the satisfaction. Likewise one has to tick mark other eighty (80) items. Two versions of scales were used for data collection one in English language and other one in Guajarati language.
Information Schedule: The information schedule developed by the researcher has 6 aspects. There were 6 aspects in information schedule. Aspects covered were related to age, gender, educational qualification, teaching experience and area.

Scale to measure Working Conditions: A scale was prepared by the researcher to measure the level of working conditions of teacher educators. This scale measures the level of working conditions responded by teacher educators related to how a respondent feels about his/her working conditions in the institution with respect to twenty (20) items. Aspects that it covered were related to teaching, students, administration, teacher development, colleagues, infrastructure and overall working conditions.

Scale to measure Individual Development: A scale was prepared by the researcher to measure the level of individual development among teacher educators. This scale measures the level of individual development responded by teacher educators related to how a respondent feels about his/her institution in working condition with respect to ten (10) items. The aspects covered were paper presentation, research work, visiting different places, participation in seminar/workshop, conducting seminar/workshop as resource person, professional invitation, discussions, acceptance of new ideas, action research, and confidence.

Scale to measure Responsibility: A scale was prepared by the researcher to find the level of responsibility of teacher educators. This scale measures the level of responsibility responded by teacher educators related to how a respondent feels about his/her responsibility in the institution with respect to ten (10) items. Aspects included in (10) items are related to responsibility and stress related with it covered workload, isolated working, routine work, information related to the task, fairly distributed work, according to the acceptance of views, confidence in you, related to available time and innovation.

Scale to measure Recognition: A scale was prepared by the researcher to measure the level of recognition of the teacher educators. This scale measures the level of recognition and related to how a respondent feels about his/her institution in recognition with respect to ten (10) items. Aspects that it covered were credit of work done, appreciation by staff, students and principal, supported by staff, good in teaching, personal achievement, student’s achievement, research publication and promotion.

Data Collection

Data were collected from the sample teacher educators with the help of Job Satisfaction Scale, Information Schedule, and other mentioned scale by the researcher. All the tools were combined together in a form of booklet. These booklets are distributed by the researcher to the teacher educators either by personally visiting the institutions or by mail/courier. Each tool in the booklet is self instructed and have information regarding how to fill the form. Once the data was duly filled by the teacher educators booklets are collected on the spot by researcher or by the help of any volunteer among the teacher educators. At some of the places where researcher was not able to visit personally booklets were sent through the mail/courier at principals/head of the institution address and later follow up by telephonic
communication. And once they fill the booklet these booklets are collected and send back to the researcher residential address by the volunteer teacher educator. So, the data were collected by the researcher going personally or by sending mail to the randomly selected institution from the random stratified sampling technique. It is assumed that teacher educators were filled the booklets with best accuracy to the best of their level.

Data Analysis

The collected data was analyzed through the suitable technique like percentile, average, Cronbach’s Alpha, Group statistics like, mean, Standard deviation (SD), Standard error of mean (SEM), t-test, Correlation, Frequency and Intensity Index.

Major Findings of the Study

The major findings of the study are as follows.

1. The job satisfaction of secondary teacher educators working in Gujarat was found to be highly moderate with mean score of 295.5 out of 400 with low deviation. The distribution of the group was found to be symmetric and platykurtic.
2. Top ten factors in the order from higher to lower that contribute for higher job satisfaction of secondary teacher educators were willingness to choose the teaching profession, doing best to satisfy learners, commitment to teaching work, having good teaching skills, taking help from colleagues, determination to be in teaching profession, accepting feedback for improving teaching, recognizing research and extension work, team work with faculty members and self determination for work.
3. Bottom ten factors in the order from lower to higher that contribute for lower job satisfaction of secondary teacher educators were admission process of students which continue for a very longer period of time, lack of fund for research and extension, poor language competency of students, works other than teaching, poor pay scale, less job security, workplace favouritism, non helping attitude of colleagues, indecisiveness towards new ideas, and not giving responsibility for other works other than teaching.
4. The job satisfaction of more experienced secondary teacher educators was found to be significantly more than the job satisfaction of less experienced secondary teacher educators.
5. The job satisfaction of secondary teacher educators working in Gujarat was found to be independent of their educational qualification (more and less).
6. Very low and positive correlation was found between the job satisfaction of secondary teacher educators and their professional variables viz. working condition, individual development, level of responsibility, and level of recognition.
7. Major personal variables those ranks from highest to lowest were educational qualification, teaching experience, area of working, age, marital status, sex/gender respectively responsible for higher job satisfaction of secondary teacher educators.
8. Major professional variables those ranks from highest to lowest were level of individual development, service length, job security, rewarding system, working conditions, pay scale, and level of responsibility, respectively responsible for higher job satisfaction of secondary teacher educators.
Discussion on the Major Findings

The discussion on the major findings related to job satisfaction of teacher educators working in secondary teacher education institutions is done as follow.

Job Satisfaction of Secondary Teacher Educators

The findings related to the job satisfaction of secondary teacher educators it was found that the job satisfaction of secondary teacher educators working in Gujarat was found to be highly moderate with a mean score of 295.5 out of 400 with low deviation. The distribution of the group was found to be symmetric and platykurtic. The group was not found to be normal and the deviation was found due to few extreme scores. Further analyzing the individual items, it was found that there are few items with deviation among teacher educators like, item number 45, ‘I am comfortable with operating system of OHP/ LCD’; item number 51, ‘My salary is in line with my experience and training for the position’; item number 52, ‘I am well paid according to UGC guidelines’ and item number 70, ‘In my institution we never fill teacher appraisal form’. Few of the items were confirmed when researcher had an oral conversation with respondents as they told that they were not getting salary according to the UGC norms and the salary of teacher educators was as low as 4000 rupees per month in some of the institutions. Respondents also conveyed that management don’t feel that there is any need for OHP/ LCD in the institution and they never filled teacher appraisal form and if required oral feedback is taken by the management from the teaching staff. Anyway along with the discussed factors the job satisfaction of secondary teacher educators working in Gujarat was found to be highly moderate which were found supported by studies conducted by Naik (1990) and Reddy (1990), the levels of job satisfaction of teaching assistants is higher i.e., teaching assistants are highly satisfied with their jobs. In the present study the teacher educators working in secondary teacher education institutes in Gujarat are moderately satisfied with their jobs. It is not enough and there is a need to take few steps in the directions discussed above to have very high job satisfaction among the secondary teacher educators as they took this profession as a challenge to fulfill the need of future generation. As higher job satisfactions may leads to the more productive work in the field of teacher education.

The reasons for the satisfied with their jobs were many factors in multiple contexts that would be the main reason for moderately satisfied and not highly satisfied. These reasons may be the non-conducive working environment of the teacher educators in which they were working, lack of support provided by the colleagues or form the management side.

Items leads to dissatisfaction present some of the major sources of dissatisfaction for the present teacher educators working in the state of Gujarat. An important source of being dissatisfied is comparatively low salaries of the teacher educators, especially, those working in the private teachers training institutions. There is a strong need for the competent education authorities to take strong steps to improve the status of teacher education in Gujarat in terms of controlling the salary of teacher educators working in both private and public teacher education institutions which in turn may help to increase the overall job satisfaction of teacher educator working in secondary teacher training institutions.
Job Satisfaction of Secondary Teacher Educators with respect to their Professional Variables

Findings related to job satisfaction of secondary teacher educators with respect to their professional variables are discussed as follow.

The job satisfaction of more experienced secondary teacher educators was found to be significantly more than the job satisfaction of less experienced secondary teacher educators. This finding of the present study was found contradicting with the study conducted by Gupta (1980), where no significant difference was reported related to experience of secondary teacher educators. Though the study by Gupta is quite old, researcher feels that experience may be a factor that may be related with the job satisfaction of secondary teacher educator and that may be rechecked in the present day context by the future researchers.

The job satisfaction of secondary teacher educators working in Gujarat was found to be independent of their qualification. Similar finding was also reported in the study conducted by Mary and Raj (2005) related to the Job Satisfaction of Government School Teachers in Pondicherry Region. One of the major findings of the study was that there was no significant difference found in job-satisfaction of school teachers in term of the level of their qualification.

Very low and positive correlation was found between the job satisfaction of secondary teacher educators and their professional variables viz. working condition, individual development, level of responsibility, and level of recognition. In the studies conducted by Salancik and Pteffer (1977), Lawler (1973), Herzberg’s (1973), reported in the theory of job satisfaction that job satisfaction is dependent on working condition, individual development, level of Responsibility, and level of recognition. The findings of these studies contradict the finding of the present study. Though the job satisfaction of teacher educators is moderately high, it may be true that they may not be getting conducive working condition with less level of responsibility and hence low level of recognition mostly in the private teacher training institutions that may be affecting their individual development. It was also reflected the similar findings of the present study while listing the bottom ten factors that contribute for the job satisfaction were dissatisfaction in working conditions, job security, management support, involvement in other activities and security.

Relative Importance of Professional Variables Affecting the Job Satisfaction of Teacher Educators

From the seven major professional variables, level of individual development was ranked highest and service length, job security, level of recognition, level of working conditions, pay scale, and level of responsibility were ranked 2-7 respectively that affect the job satisfaction of teacher educators working in the secondary teacher education institutes in Gujarat. The only variables i.e. service length or the experience was found related with the job satisfaction in the previous findings of the present study. The level of individual development which was ranked highest and other variables like, level of recognition, level of working conditions and level of responsibility were found with very less correlation with job satisfaction in the previous findings. From this it is very clear that these are the factors in ranking that
contribute for the job satisfaction of the teacher educators because these are the theoretical considered factors to be a teacher educator and hence they consider these factors as very important for their job satisfaction.

**Recommendations for Further Researches**

Recommendations are made in this section for researchers who are interested in the area of job satisfaction. Based on the findings, discussion, and conclusions of this study, the following areas of research are recommended for future study:

1. Comparison of private and public institutional using a national sample to determine the level of job satisfaction of these teacher educators and their impact on related variables could be done.
2. Studies may be done on variables relation to job satisfaction, teaching attitude and motivation using a different sample of teacher educators.
3. Studies may be conducted regarding the impact of job satisfaction on teaching attitude and motivation.
4. Case studies on the teacher educators who are highly satisfied and highly dissatisfied in their job may be done.
5. Studies may be conducted regarding the impact of the leadership style of principal and the management on the job satisfaction of teacher educators.

**Conclusion**

It can be concluded by the researcher that all the research questions raised in the present study have been addressed and hopefully the present research has been able to provide some insights into job satisfaction of teacher educators working in the secondary teacher education institutes in Gujarat. The findings of the present study may help in developing a sound theory on the concept of job satisfaction.

Through the present study, considering the job satisfaction of the secondary teacher educators and relating it with the professional variables of the secondary teacher educators, an estimation of the status of teacher education could be done in different type of teacher training institutions in the state of Gujarat.

Job satisfaction of secondary teacher educators working in Gujarat was found to be high moderate with a small deviation. Roughly, it shows a high moderate scenario of teacher education in the state. Gujarat being a growing state in terms of knowledge, technological development and industrial development, need a very strong fleet of high quality teachers for its education system and hence there is a need for high quality teacher education system that would help to prepare good teachers for the schools. Good quality teacher educators need to have high job satisfaction which is not there among the teacher educators working in the teacher training institutes in the state. Hence there is a perceived need felt through the findings of the present study that there is need to be taken by the state government and the agencies working in the area of teacher education to enhance the status of teacher education in the state which may help to increase the job satisfaction of the secondary teacher educators.

Finally researcher would conclude that all the research questions raised in the present study have been addressed and hopefully the present research has been able to provide some insights into job satisfaction of teacher educators working in the secondary...
teacher education institutes in Gujarat. Now, let us hope for a better teacher education programme in the state of Gujarat where the job satisfaction of the teacher educators could be maximum by maximizing the strengths of the system, minimizing the weakness of the system those were surfaced during the present investigation to grab the immense opportunity of providing the quality school education in the state which may help in counteracting the threats posed at the school education.

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