

A COMPARATIVE STUDY OF JOB SATISFACTION AMONG
TEACHER EDUCATORS IN DIFFERENT TYPES OF SECONDARY
TEACHERS' TRAINING INSTITUTIONS



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Short Profile

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ABSTRACT:

The purpose of the present study was to compare the level of job satisfaction among teacher educators in different types of secondary teachers' training institutions in Mysore. A survey-based descriptive research design was used. The study was carried on teacher educators working in education colleges in Mysore University. About 165 survey questionnaires were distributed in 2011. Multiple follow ups yielded 134 statistically usable questionnaires. One way ANOVA was used to confirm the research hypotheses. Findings of this study revealed that there is no significant difference between teachers from government and private institutions with reference to their job satisfaction in Mysore. The focus of the study was teachers working at education colleges in Mysore University only. Standard measure was used to measure job satisfaction. Since respondents were from education colleges in Mysore University only so the findings cannot be generalized to faculty members of education colleges in India.

KEYWORDS

job satisfaction, teacher educators, teacher, institution, Mysore.

1. INTRODUCTION

'How satisfied with your job?' is a common question asked or heard in our daily lives. Many researchers have tried to develop several types of job satisfaction scales to answer this question. On the other hand a scale is needed to improve the job satisfaction of employees in an organization. In education, it has been seen crucial to analyze the variables which influence the teachers' job satisfaction.

The culture of an institution includes shared values and beliefs, working conditions and predictions about expectations (Schein, 1996). In education, one of the significant factors influencing the performance of teachers is the motivation levels of them. The task of motivating teachers should be firstly realized by educational administrators.

Job satisfaction is the degree to which people like (satisfaction) or dislike (dissatisfaction) their jobs (Spector, 2006). In other words, job satisfaction is defined as an emotional response to individual's task similar to the social and physical conditions of the workplace. Another definition of job satisfaction and job dissatisfaction is that job satisfaction is a pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating one's job values while job dissatisfaction is the un-pleasurable emotional state resulting from the appraisal of one's job as frustrating or blocking the attainment of one's values.

Research findings have indicated that many personal characteristics affect job satisfaction in different and complex ways, these personal characteristics including gender, age, marital status, and working experience, to name a few (Koustelios, 2001). A wide range of research exists related to job satisfaction along with its causes and consequences in various settings (mostly profit oriented), however much of this research has been conducted in the west with even less evidence available from non-western nations (Maghrabi, 1999). Several studies have also concentrated on workers within the industrial sector to the neglect of workers in higher education (Oshagbemi&Hickson, 2003). Even less evidence is available related to job satisfaction in higher education for non-western nations. Research focusing on job satisfaction in higher educational organizations has indicated that, on the whole, academics are generally satisfied with their work. Findings indicate that academics want work tasks that correspond to their personal interests and allow them considerable autonomy in task selection and decision-making; they want a sense of achievement, facilitated by feedback from supervisors; they want clarity as to what is expected of them and harmony among the various people they work with; and they want salaries awarded equitably and at a level that meets their expenses; and they want promotions to be awarded fairly (Kelly, 1989). The job aspects that are most frequently perceived as responsible for low satisfaction are pay, university administration policy, availability of resources, and working conditions (Kelly, 1989).

Dissatisfaction amongst workers is undesirable and dangerous in any profession, but it is suicidal if it occurs in the teaching profession (Sharma and Jyoti, 2009). As Johnes and Taylor (1990) state, the goals of higher education are to provide in-depth knowledge, seek academic development, educate students, as well as to coordinate national development demands (cited in Chen, Yang, Shiau). None of these goals can be accomplished efficiently if low satisfaction or dissatisfaction exists amongst academics. The job satisfaction of academics, their commitment, and their retention are crucial to effective academic institutions (Saner & Eyupoglu, 2012). Academics find themselves in a profession that is highly stressful. The requirements of career completion, excessive course loads that tend to hinder research and insufficient payment are all factors that may cause financial and physiological discomfort for individuals (Koyuncu, 2001). Unless they maintain positive attitudes towards their profession they will inevitably fail in their professional career (Sirin, 2009).

Dubrin (1992) stated that job satisfaction has positive relation with loyalty, low turnover and good mental health. Furthermore, Jewell (1990) introduced the facet concept of job satisfaction. According to Jewell (1990), job satisfaction is employee satisfaction consists of many aspects in their works, which can be measured totally or partly. The facets of job satisfaction according to Spector (2002) are as follows: Pay, Promotion, Fringe Benefit, Supervision, Co-worker, Operating Conditions, and Nature of the Work, Communication and Reward.

A teacher's level of job satisfaction is an important matter for many reasons. First job satisfaction influences the quality of teaching and students' progress in educational settings. Second, job satisfaction of teachers is an important factor teaching stability. Finally, job satisfaction is crucial for to the quality of life, psychological health, self-actualization of teachers (Michaelowa, 2007).

Job satisfaction is the structure that is used widely in organizational behavior. Interest to the structure of job satisfaction to the extent that comes from its relationship to other organizational outcomes such as work absenteeism, organizational commitment, leave work and staff performance (Moorman, 1997). A number of Industrial and Organizational psychologists are interested in this point that job dissatisfaction may be associated with health and welfare of employees. This claim can actually be related to the fact that job dissatisfaction may be a cause for serious diseases and even death (Greenberg, 1990).

Since higher education has a determining role in economic, social and cultural development, and is responsible to rear professional, committed, efficient, creative and motivated experts, it seems essential to pay considerable attention to faculty members' job satisfaction. Satisfaction is an interfering variable between human needs and behavior, and is considered as the basic and effective factor of organizational behavior. As such, true understanding of employees' satisfaction in each organization, especially educational organizations which produce human resources and flourish talents, is necessary.

2. METHOD

2.1 Purpose of the study

The purpose of the present study is to compare the level of job satisfaction among teacher educators in different types of secondary teachers' training institutions in Mysore.

2.2 Hypotheses

For the purpose of the study, the following research hypothesis is directed:

H0: There is no significant difference between teachers with reference to their job satisfaction in different types of institutions

2.3 Sample and sampling design

Statistical range of population for this research consists of all faculty members from all colleges of education, affiliated to the University of Mysore in Mysore.

In this research, Stratified Random Sampling Method was used. Sample size was calculated according to the table provided by Morgan and Corgis. Regarding the statistical range in Mysore (India) which is 343, number of samples is 186.

2.4 Measures used:

In this research the following tool was used:

2.4.1 Job Satisfaction Scale

This scale developed by Singh and Sharma (1999) has been used for measuring job satisfaction. The scale incorporating 30 items of both, intrinsic and extrinsic of the job. (1) Job intrinsic statements (factors lying in the job itself.i.e.job concrete and job abstract factors) (2) job Extrinsic statements (factors lying outside the job i.e. Psycho-social, Economic and Community/ National growth). The scale has both positive and negative statements. The positive statements carry a weightage of 4, 3, 2, 1, and 0 and the negative one a weightage of 0,1, 2, 3 and 4.The total score gives a quick measure of satisfaction/dissatisfaction of a worker towards his/her job. In this study the Cronbach's alpha was found to be 0.84.

2.5 Procedure

The researcher selected the required number of colleges of education as per the sample, to collect the necessary data. The researcher visited and administered the questionnaires personally to faculty members of these colleges. Further, clarifications were given for the questions and doubts raised by them. The responses of the faculty members on the tool were scored as specified in the tool.

2.6 Data Analysis

The data was analyzed with the help of computer software SPSS (Statistical Package for Social Sciences). The data analysis here is presented in different tables. In analysis of data, ANOVA one way was used.

3. RESULTS

The results of the analysis on the study are presented as follows:

Table 3.1
Mean Scores and Standard Deviation with Respect to Job Satisfaction (India- Mysore) of Teachers from Government and Private Institution

Type of institute	N	Mean	S.D	F valve	P value
Government	16	70.81	10.25	2.559	.081 (NS)
Private aided	57	77.32	11.31		
Private unaided	61	77.31	10.42		
Total	134	76.54	10.91		

Note: NS-Not significant at 0.05 level.

The mean job satisfaction scores of teachers working in government, private aided and private unaided schools are found to be 70.81, 77.32 and 77.31 respectively. When one-way ANOVA was applied to verify the significance of difference between means, ANOVA revealed a non-significant difference with F value of 2.559 and significance of 0.081. In other words type of institute did not have any significant influence over teachers' job satisfaction. In this context, the null hypothesis that there is no significant difference among the categories (different types of institutions) of teachers with reference to their job satisfaction is accepted.

4. DISCUSSION

The purpose of this investigation was to compare level of job satisfaction among teacher educators in different types of secondary teachers' training institutions in Mysore.

Vander Westhuizen and Smit (2001) report that there is a tendency worldwide towards job dissatisfaction in education. In a study of Black female teachers, (Du Toit & Strasheim, 1994), job satisfaction was observed to be a function of pupils' behavior, job security, relationships with colleagues and pupils, and teaching as a task.

Findings of this study revealed that there is no significant difference between teachers from government and private institutions with reference to their job satisfaction in Mysore. The result of this study supports the finding of (Kipkebut, 2010). The finding of this study is contracts with the findings of (Shrivastava & Purang, 2009; Kipkebut, 2010; Sharma, 1994) who found a difference between job satisfactions of employees working in public versus private institutions.

5. CONCLUSION

The main objective of this paper was to compare the level of job satisfaction among teacher educators in different types of secondary teachers' training institutions in Mysore. For collecting data, one standard measure of job satisfaction scale developed by Singh and Sharma (1999) was used to confirming the research hypothesis and for analyzing the obtained data; the statistical method of one-way ANOVA was used. From the above results we can conclude that no significant differences were found between teachers from government and private institutions with reference to their job satisfaction.

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