

CHAPTER V

DISCUSSION

5.0.0 INTRODUCTION

Analysis and interpretation of data was given in the previous chapter. On the basis of analysis and interpretation of the data major findings were drawn. The major findings were critically analyzed and discussed with reference to the previous available related literature to have a solid base for the development of theory.

The major findings of the study are as follows.

5.1.0 MAJOR FINDINGS OF THE STUDY

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 secondary teacher educators working in Gujarat was found to be independent of their gender.

5. The job satisfaction of secondary teacher educators working in rural teacher education institutes was found to be significantly more than those teacher educators working in urban teacher education institutes.
6. The job satisfaction of secondary teacher educators working in Gujarat was found to be independent of the type of institution (private/ public) they were working.
7. The job satisfaction of young secondary teacher educators was found to be significantly more than the job satisfaction of older secondary teacher educators.
8. 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.
9. The job satisfaction of secondary teacher educators working in Gujarat was found to be independent of their educational qualification (more and less).
10. 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.
11. 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.
12. 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.

5.2.0 DISCUSSION ON THE MAJOR FINDINGS OF THE STUDY

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

5.2.1 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 from 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 education institutions.

5.2.2 Job Satisfaction of Secondary Teacher Educators with Respect to their Personal Variables

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

There is no significant difference between the mean job satisfaction score of male and female teacher educators working in secondary teacher education institution. Similar findings were reported in the study conducted by Saxena (1990), Kaneez (2002) and Patel (2004), that job satisfaction of teacher educators is not dependent on their gender. This finding of the present study contradict with the studies, Female teaching assistants were more satisfied than male teaching assistants in Naik (1990), the level of job satisfaction of male college teachers was higher as compared to their female counterpart in Kaur (2011). Though the study by Naik was very old and gender may be a significant factor to affect the job satisfaction of secondary teacher educators at that time, the study conducted by Kaur is quite fresh, there is a need to recheck it in the present context.

There is a significant difference between the mean job satisfaction score of urban and rural teacher educators working in secondary teacher education institution and rural teacher educators are more satisfied than the urban teacher educators in their jobs. Reason for more satisfaction among rural teacher educators might be less pressure from the management, non demanding nature of students due to less exposure in the field and hence teacher educator may be enjoying their job without any challenges, whereas, on the other hand in urban areas situation is opposite to it. This finding of the present study was found contradicting with the study conducted by Klienfeld, Williamson and Diarmid (1986), where rural teachers in large numbers were dissatisfied with their work life, though this is a foreign study and also very old study.

There is no significant difference between the mean job satisfaction score of teacher educators working in public and private secondary teacher education institution. Similar findings were reported in the study conducted by Nair (1992), Madnwat, Bhardwaj and Kachhwa (2007) that job satisfaction of teacher educators is not dependent on their kinds of institutions in which they were working. But there is a notion that teacher educators those who are working in the public institution are more satisfied than those who are working in the private institutions. This might be depending on the nature of work and working environment in public and private institutions. Public institution has more flexibility than private institutions in terms of working conditions. Private teacher educators are doing their work as instructed and guided by the management. But these notions were discarded by this finding of the present study. Apart from the reasons stated for the teacher educators working in the private teacher education institutions and having low job satisfaction, there may be other factors that may lead to equal type of job satisfaction of teacher educators working in private and public institutions which may be considered as the challenges for the future researchers.

There is a significant difference between the mean job satisfaction score of secondary teacher educators with young and older age group and the job satisfaction of young group was found to be significantly higher than those of older group. It quite a situation of great concerned as it is assumed that older group of teacher educators should have more job satisfaction than their younger counter part as the studies conducted by Dixit (1986), Huberman (1986), Naik (1990), and Mary and Raj (2005), reported that the teacher educators with more age were more satisfied with their jobs as compared with their young counterparts. Even in the study by Huberman (1989), the high job satisfaction among older age group of teacher educators was reported as the 'stabilisation phase' of teaching, a phase when most or all the conditions leading to professional satisfaction are united. He also reported that an enduring commitment to the profession after being appointed with tenure; 'manageable' classes, and where one can maintain good relationships with pupils; good relationships with colleagues; a balance between home life/personal interests. This finding in the present is a deviation from the studies conducted in the past related to job satisfaction of teacher educators. This could be new trend of the present time as seen in other professions may be due to the higher motivation, job dedication among the young people. Again this is a point of

concern need the special attention of the future researchers interested to work in this area.

5.2.3 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 Pfeffer (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 education 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.

5.2.4 Relative Importance of Personal Variables affecting the Job Satisfaction of Teacher Educators

From the six major personal variables educational qualification was ranked highest and teaching experience, area of working, age, marital status, and gender were ranked 2-6 respectively that affect the job satisfaction of teacher educators working in the secondary teacher education institutes in Gujarat. Though the variables like area of working, age and gender were found related with the job satisfaction in the previous findings of the present study the educational qualification which was ranked highest was found not having any relationship 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 factors inherent or minimum required factors/ criteria of the teacher educators and they consider these as very important for their job satisfaction.

5.2.5 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.

5.3.0 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 personal and professional variables of the secondary teacher educators, an estimation of the status of teacher education could be done in different type of teacher education 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. 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.

From the other findings of the present study, it was found the variables these can enhance the job satisfaction of the secondary teacher educators along with the factors those affect job satisfaction of the secondary teacher educators negatively. There is a felt need to take some measures to manipulate these variables which can predict a high job satisfaction among secondary teacher educators. These measures could be taken by the state government and the affiliating bodies of teacher education.

The specific steps those could be taken by the state government and the NCTE are suggested by the researcher in the next chapter.