

CHAPTER VI

SUMMARY AND CONCLUSION

6.0.0 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 any body 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 education 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.

6.1.0 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 education 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 education institutions was about 400 and from 2007 to 2013 (6 year) the growth of rate of secondary teacher education institutions was increased up to 350% in India. It shows the real quantitative expansion of secondary teacher education institutes in the country. But it is quite difficult to say about the qualitative development of the teacher education 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 education institutes.

Now most of the people working for teacher education are concerned for the quality of teacher education system. So, many teacher education 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.

6.2.0 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 tradition 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. As mentioned earlier in chapter one in figure 1.1 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.

6.3.0 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 education 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 education 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.

In rural and urban areas teacher educators working in different government colleges/institutions get salary as per government norms. But in the self financed college/institution the salary of teacher educators varies from institution to institution depending on management/trust handling it which also affects job satisfaction of teacher educators. Colleges are located in both rural and urban areas. So it is essential to study the job satisfaction of teacher educators working at different areas as there is a common trend of migration of teacher educators to urban areas from rural areas. It is also needed to know whether the teacher educators working in rural/urban are satisfied with their job or whether the area of working is a factor that determines the job satisfaction of teacher educators.

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 education 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 education 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 education 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.

6.4.0 STATEMENT OF THE PROBLEM

A STUDY OF JOB SATISFACTION OF TEACHER EDUCATORS IN SECONDARY TEACHER EDUCATION INSTITUTES IN GUJARAT

6.5.0 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 secondary teacher educators with respect to their personal variables viz. sex, area of working (rural/ urban), age, working in the secondary teacher education institutes in Gujarat.

4. 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.
5. To study the relative importance of personal variables affecting the Job Satisfaction of teacher educators working in the secondary teacher education institutes in Gujarat.
6. To study the relative importance of professional variables affecting the Job Satisfaction of teacher educators working in the secondary teacher education institutes in Gujarat.

6.6.0 HYPOTHESES

Following are the null hypotheses 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 male and female teacher educators working in secondary teacher education institution.
2. There will be no significant difference between the mean job satisfaction score of the rural and urban teacher educators working in secondary teacher education institution.
3. There will be no significant difference between the mean job satisfaction score of the teacher educators working in private and public secondary teacher education institution.
4. There will be no significant difference between the mean job satisfaction score of young and older teacher educators working in secondary teacher education institutions.
5. There will be no significant difference between the mean job satisfaction score of secondary teacher educators with more and less teaching experience.
6. There will be no significant difference between the mean job satisfaction score of secondary teacher educators with more and less qualification.

6.7.0 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 academic year 2009-10.

Personal variables: It refers to the variables affecting teacher educators job satisfaction related to sex, area of working (rural/ urban), age, teaching experience and educational qualifications.

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

6.8.0 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.

6.9.0 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 (213) secondary teacher education institutes, 37 institutions were selected on the basis of stratified random sampling technique. 184 teacher educators from these 37 institutions constituted as the sample of the present study.

6.10.0 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 Gujarati language.

Information Schedule: The information schedule developed by the researcher has 6 aspects. 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.

6.11.0 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 the 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 the

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.

6.12.0 DATA ANALIYSIS

The collected data was analyzed through the suitable technique as mentioned earlier in the table 3.2. 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.

6.13.0 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 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.

6.14.0 RECOMMENDATION FOR MANAGEMENT PRACTICE

The purpose of this section is to highlight several recommendations derived from the present study. The aim of these recommendations is to find ways to boost job satisfaction among teacher educators. The researcher would like to propose the following recommendations:

Management practitioners should treat job satisfaction as a key measure of the quality of life in institutions. Teacher educators spend a significant part of their lives at work place. Therefore, the topic of job satisfaction is relevant and important to institutions. Following suggestion can be immediately implicated in the teacher education institution by managing authorities.

1. Teacher educators working in private and public teacher education institution should be provided with the pay scale recommended by UGC. State Government should have a mechanism to monitor the implementation of equal type of salary structure in different institutes.
2. Working condition should be made conducive in the teacher education institutes for that proper facilities like proper infrastructure, library support and internet connection etc should be available to the teacher educators.
3. For individual development of the teacher educators the facilities like, research support, support for other works like, writing papers, attending seminars/ conferences etc. should be provided.
4. At the institution and university level, proper measures need to be taken to recognize teacher educators through different means to increase the level of recognition of the teacher educators.
5. Proper attention should be given to the more experienced and matured teacher educators in comparison to younger counter part as per their need to boost their job satisfaction.
6. The level of responsibility has to be taken into consideration when setting tasks for the staff though it was found very low and positively correlated with job satisfaction. This may help to increase the job satisfaction of secondary teacher educators.
7. Teacher educators' views need to be considered by the management as they are practically facing the challenges in the profession. This may help to increase the level of recognition and responsibility which in turn may help to increase the job satisfaction of secondary teacher educators.
8. It is the prime responsibility of teacher educators to impart future teachers with right kind of knowledge, skill and attitude which could be possible if teacher educators would be given more responsibility in teaching and learning. Hence, their involvement should be minimized in extra administrative work like

admission, campaigns and unnecessary visits to schools. Instead, they should be involved more in professional development works like, research, attending seminars, conferences and workshops. They may also encouraged to apply for research projects to nodal agencies like, UGC, ICSSR, DST etc. and to publish books, articles in journals etc. It may help them to develop individually and may lead to more job satisfaction.

9. The procedure of admission for a longer period of time may be good for the management but it is very stressful for the teacher educators to maintain balance between the regular work and the pending backlog work. Innovative procedures should be evolved by the university and the state government to complete the admission work within a limited period of time. This may lead to minimized frustration among teacher educators and it can help them to concentrate more on the teaching learning and research activities. It also may help to increase the job satisfaction among teacher educators working in secondary teacher education institutes.
10. It was observed in the present study that the favoritism, biasness and narrow politics also contribute for the low job satisfaction among teacher educators working in secondary teacher education institute. There is a need to have more open house discussion and the policy of transparency through different mechanisms in the teacher education institutions. This may lead to high job satisfaction among teacher educators.

6.15.0 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.

6.16.0 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. 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 education 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.

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. For example very low correlation of job satisfaction with working condition, level of individual development, level of responsibility and level of recognition was found

out. Unlikely the other variables like, age, teaching experience, geographical location of institutes were found related with the job satisfaction of the teacher educators. 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.

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.