



TEACHER EDUCATORS' JOB SATISFACTION AND INTEREST IN TEACHING

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Abstract

The Teacher Educators have an important role in the field of education and have remarkable impact on the minds of the students. The study has been conducted to investigate the levels of job satisfaction and Interest in Teaching of Teacher Educators'. It also examines the relationship between the job satisfaction and Interest in Teaching of the Teacher Educators. The study was made on a random sample of 450 Teacher Educators in Pudukkottai, Thanjavur and Thiruvarur District. The tools used in the study were the job satisfaction scale and Interest in teaching scale constructed by the investigator. The study reveals the fact that the level of job satisfaction and Interest in Teaching at moderate levels. Further, it is noted that there is negligible correlation between job satisfaction and Interest in Teaching among Teacher Educators.

Keywords: *Teacher Educator, Job Satisfaction and Occupational Stress*



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Introduction

Teaching is considered to be one of the noblest professions. A profession is an occupation or job that needs special knowledge. Teaching is a complex and demanding profession. To sustain Teacher Educators need to maintain personal commitment to the job. Job satisfaction is in regard to one's feelings or state – of – mind regarding the nature of their work. Job satisfaction can be influenced by a variety of factors, e.g, the quality for one's relationship with their supervisor, the quality of the physical environment in which they work, degree of fulfillment in their work, etc. Job satisfaction describes how contented an individual is with his or her job. One of the surest deteriorating conditions in an organization is low job satisfaction. Although high job satisfaction is the hall mark of a well-managed organization, it cannot be urged into existence or even bought. Job satisfaction is the measurement of the program being made to build a better human climate in an organization. Job satisfaction describes how contented an individual is with his or her job. It is relatively recent term since in previous centuries the jobs available to a particular person were often

predetermined by the occupation of that person's parent. There are a variety of factors that influence a person's level of job satisfaction; some of these factors include the level of pay and benefits, the perceived fairness of the promotion system within a company, the equality of working conditions, leadership and relationships, and the job itself. The happier people are within their job, the more satisfied they are said to be. Job satisfaction is not the same as motivation, although it is clearly linked. Job design aims to enhance job satisfaction and performance; methods include job rotation, job enlargement, and job enrichment. Other influences on satisfaction include the management style and culture, employee involvement and autonomous work groups. Job satisfaction is a very important attribute which is frequently measured by organization.

Interest in Teaching

A number of factors are necessary, for being successful person in teaching Profession. The success is mainly depends on interest in teaching. It is required to be assessed in the case of trainees seeking admission. Various studies reveal that a student who is deeply interest in teaching is more receptive to and more absorbent of the training given. Educational interest is defined as one's own patterns of preference. Likes and dislikes, prefrontal in any manner wisely or unwisely by self or by any other source for a give education area or subject in the past many research studies were undertaken. According to John Dewey, genuine interest means "that a person has identified himself with or has found himself in a certain course of action.

Some of the related studies conducted in the field of research are given below

Bogler and Nir (2012) analyzed the "causality of teacher empowerment with extrinsic and intrinsic job satisfaction from teaching." The purpose of the study was to investigate whether a correlation appeared between teacher empowerment, their perceived notion of school support, and the teacher's intrinsic and extrinsic job satisfaction. The research design was performed via a path analysis procedure in order to determine cause and effect. The participants involved were 2,565 teachers from 153 Israeli elementary schools. Bogler and Nir's research concluded that self-efficacy was the main motivator of teachers pertaining to job satisfaction, while some of the variables such as earned status and respect were also important attributes to teachers. Herranen, et al. (2015) had conducted a study to Measure Elementary Teachers' Interest in Teaching Chemistry. As expected, the results indicated a positive correlation between the elementary teachers' interest measured with ICTI and the use of for example inquiry-related methods: creative problem solving and laboratory work. The

ICTI may be used, for example, to evaluate and develop in-service and pre-service teacher training.

Objective of the study

1. To study the level of Job satisfaction of Teacher educators.
2. To study the level of Interest in Teaching of Teacher educators.
3. To study the significance of the difference with respect to Job satisfaction, if any between
 - a. Male and Female teacher educators
 - b. Age - Below 30 years / 30- 40 years/ 40 years and above Teacher educators
 - c. Joint and Nuclear family teacher educators
 - d. Monthly Income - Rs. 10000 and below / Rs.10,001 -Rs.20,000/ Rs.20,001 and above Teacher educators
4. To study the significance of the difference with respect to Interest in Teaching, if any between
 - a. Male and Female teacher educators
 - b. Age - Below 30 years / 30- 40 years/ 40 years and above Teacher educators
 - c. Joint and Nuclear family teacher educators
 - d. Monthly Income - Rs. 10000 and below / Rs. 10,001 -Rs.20,000/Rs.20, 001 and above Teacher educators
5. To study the significant relationship, if any, between Job satisfaction and Interest in Teaching of the total sample and its sub-samples.

Hypotheses of the study

1. The level of Job satisfaction of the teacher educators is high.
2. The level of Interest in Teaching of the teacher educators is high.
3. There is no significant difference with respect to Job satisfaction, between
 - a. Male and Female teacher educators
 - b. Age - Below 30 years / 30- 40 years/ 40 years and above Teacher educators
 - c. Joint and Nuclear family teacher educators
 - d. Monthly Income - Rs. 10000 and Below / Rs.10,001 -Rs.20,000/Rs.20, 001 and above Teacher educators
4. There is no significant difference with respect to Interest in Teaching, between
 - a. Male and Female teacher educators
 - b. Age - Below 30 years / 30- 40 years/ 40 years and above Teacher educators
 - c. Joint and Nuclear family teacher educators

- d. Monthly Income - Rs. 10000 and below / Rs.10,001 -Rs.20,000/ Rs.20, 001 and above Teacher educators
- 5. There is no significant relationship, if any, between Job satisfaction and Interest in Teaching of the total sample and its sub-samples.

Methodology

In the present study the investigator adopted the normative survey method. The normative survey method describes and interprets what exists at present. The investigator collected data from the Teacher Educators working in colleges of education of Pudukkottai, Thanjavur and Thiruvarur districts of Tamilnadu State, consisting of 450 samples. The sample was selected by using simple random sampling technique. The sample forms a representative sample of the entire population. Job satisfaction and Interest in teaching tool was constructed and standardized by the investigators (2015). For the analysis of the data, the following statistical techniques had been used.

Descriptive analysis

Measures of central tendency (Mean) and Measures of variability (standard deviation)

Table – 1: Analysis and Interpretation of Data in Job Satisfaction of Teacher Educators

Sl.No.	Variable	Sample	N	Mean	S.D.	CR Value	LS
1	Entire Sample		450	122.63	31.64		
2	Gender	Male	189	127.03	32.08	2.512	Significant
		Female	261	119.44	30.98		
3	Age	Below 30 years	73	128.56	27.07	1.563	Not Significant
		30-40 years	310	121.66	33.56		
		40 years and above	67	120.66	26.22		
4	Type of Family	Nuclear family	183	127.01	30.34	2.469	Significant
		Joint family	267	119.63	32.21		
5	Monthly Income	Rs. 10000 and Below	139	127.71	29.13	0.782	Not Significant
		Rs. 10,001- Rs. 20,000	258	118.57	32.86		
		Rs. 10000 and Below	139	127.71	29.13		
		Rs. 20,001 and above	53	131.38	27.34		
		Rs. 10,001- Rs. 20,000	258	118.57	32.86		
		Rs. 20,001 and above	53	131.38	27.34	2.858	Significant

From the Table 1 the following statistical information derived. The 't' value is found to be 2.512 which is significant at the 0.05 level. Therefore, the null hypothesis is rejected. It is concluded that there is a significant difference between the mean Job satisfaction scores of male and female teacher educators working in the colleges of education. Male teacher educators have higher Job satisfaction than the female teacher educators working in colleges of education. So, the null hypothesis is rejected. The details of the calculation are given in the Table 1. The 'F' value is found to be 1.563, which is not significant at the 0.05 level. Therefore, the null hypothesis is accepted. It is concluded that there is no significant difference among the mean Job satisfaction scores of the teacher educators aged below 30 years /30-40 years/40 years and above working in the colleges of education. The details of the calculation are given in the Table 1. The 't' value is found to be 2.469, which is significant at the 0.05 level. Therefore, the null hypothesis is rejected. It is concluded that there is a significant difference between the mean Job satisfaction scores of nuclear family and joint family teacher educators working in the colleges of education. Therefore, the null hypothesis is rejected. The details of the calculation are given in the Table 1. The 't' value is found to be 2.849, which is significant at the 0.05 level. Therefore, the null hypothesis is rejected. It is concluded that there is a significant difference between the mean Job satisfaction scores of the teacher educators whose income falls in the range of Rs. 10000 and below and Rs. 10,001 – Rs. 20,000 income working in the colleges of education. So, the null hypothesis is rejected. Also from the result of 't' value is found to be 0.782, which is not significant at the 0.05 level. Therefore, the null hypothesis is accepted. It is concluded that there is no significant difference between the mean Job satisfaction scores of the teacher educators whose income falls in the range of Rs. 10000 and below and Rs. 20,001 and above income working in the colleges of education. Result shows that the 't' value is found to be 2.858, which is significant at the 0.05 level. Therefore, the null hypothesis is rejected. It is concluded that there is a significant difference between the mean Job satisfaction scores of the teacher educators whose income falls in the range of Rs. 10,001-Rs. 20,000 and Rs. 20,001 and above income working in the colleges of education. So, the null hypothesis is rejected.

Table – 2: Analysis and Interpretation of Data in Interest in Teaching

Sl.No.	Variable	Sample	N	Mean	S.D.	CR Value	LS
1	Entire Sample		450	14.38	3.26		
2	Gender	Male	189	14.21	3.37	0.978	Not Significant
		Female	261	14.51	3.17		
		Below 30 years	73	13.63	3.37	1.798	Not Significant
		30-40 years	310	14.41	3.25		
		Below 30 years	73	13.63	3.37		
3	Age	40 years and above	67	15.07	3.04	2.666	Significant
		30-40 years	310	14.41	3.25		
		40 years and above	67	15.07	3.04	1.595	Not Significant
4	Type of Family	Nuclear family	183	14.48	3.33	0.516	Not Significant
		Joint family	267	14.32	3.21		
		Rs. 10000 and Below	139	14.27	3.05		
		Rs.10,001-Rs. 20,000	258	14.41	3.37	0.413	Not Significant
		Rs. 10000 and Below	139	14.27	3.05		
5	Monthly Income	Rs. 20,001 and above	53	15.09	2.88	1.645	Not Significant
		Rs.10,001-Rs. 20,000	258	14.41	3.37		
		Rs. 20,001 and above	53	15.09	2.88	1.436	Not Significant

The details of the calculation are given in the Table 2. The 't' value is found to be 0.978, which is not significant at the 0.05 level. It is concluded that there is no significant difference between the mean Interest in teaching scores of male and female teacher educators working in the colleges of education. The details of the calculation are given in the Table 2. The 't' value is found to be 1.798, which is not significant at the 0.05 level. It is concluded that there is no significant difference between the mean Interest in teaching scores of the teacher educators working in the colleges of education aged below 30 years and 30-40 years. Hence, the null hypothesis is accepted. Also from the result of 't' value is found to be 2.666, which is significant at the 0.05 level. It is concluded that there is a significant difference between the mean Interest in teaching scores of the teacher educators working in the colleges of education aged below 30 years and 40 years and above. Also from the result of 't' value is found to be 1.595, which is not significant at the 0.05 level. It is concluded that there is no significant difference between the mean Interest in teaching scores of the teacher educators working in the colleges of education aged 30-40 years and 40 years and above. The details of

the calculation are given in the Table 2. The 't' value is found to be 0.516, which is not significant at the 0.05 level. It is concluded that there is no significant difference between the mean Interest in teaching scores of nuclear family and joint family teacher educators working in the colleges of education. The details of the calculation are given in the Table 2. The 't' value is found to be 0.413, which is not significant at the 0.05 level. It is concluded that there is no significant difference between the mean Interests in Teaching scores of the teacher educators whose income falls in the range of Rs. 10000 and below and Rs. 10,001 – Rs. 20,000 income working in the colleges of education. So, the null hypothesis is accepted. Also from the result of 't' value is found to be 1.645, which is not significant at the 0.05 level. It is concluded that there is no significant difference between the mean Interest in teaching scores of the teacher educators whose income falls in the range of Rs. 10000 and below and Rs. 20,001 and above income working in the colleges of education. Result shows that the 't' value is found to be 1.436, which is not significant at the 0.05 level. It is concluded that there is no significant difference between the mean Interest in Teaching scores of the teacher educators whose income falls in the range of Rs. 10,001-Rs. 20,000 and Rs. 20,001 and above income working in the colleges of education.

Table -3: Co-Efficient Of Correlation between Job Satisfaction of Teacher Educators and Their Interest in Teaching With Regard To Sub-Samples

Variable	Groups	N	r value	Significant at 0.05 level
Entire	Total	450	0.025	NS
Gender	Male	189	0.159	S
	Female	261	0.143	S
Age	Below 30 years	73	0.102	S
	30-40 years	310	0.109	S
	40 years and above	67	0.099	S
Type of Family	Nuclear family	183	0.198	S
	Joint family	267	0.168	S
Monthly Income	Rs. 10000 and Below	139	0.279	S
	Rs. 10,001 – Rs. 20,000	258	0.158	S
	Rs. 20,001 and above	53	0.266	S

Table Value.098 at 0.05 level. S – Significant - NS - Not Significant

It is also evident from the table 3 that there is a positive and not significant relationship found between the Job satisfaction of teacher educators and their Interest in teaching. The above table also indicates that there is a positive and significant relationship between Job satisfaction of teacher educators and their interest in teaching with respect to Gender (Male / Female) Age (Below 30 years/ 30-40 years/ 40 years and above) Type of Family (Nuclear family/Joint family) Monthly Income (Rs. 10000 and below / Rs. 10,001-Rs. 20,000/ Rs. 20,001 and above) are significantly correlated.

Conclusion

Teacher educators' role is a vital concept of our education. Their job satisfaction and Interest in Teaching is one of the factors which determine their efficiency. The Teacher Educators are having moderate level of Job satisfaction and Interest in Teaching. Result shows that there is a positive and not significant relationship found between the Job satisfaction of teacher educators and their Interest in teaching. Teacher educator's job satisfaction and Teaching interest must be improved through various training related to modern teaching strategies, skill improvement programs, creating feasible infrastructure and Instructional facilities.

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