CHAPTER VI

SUMMARY AND CONCLUSIONS

6.1 Summary

Education of teachers is of utmost importance to make teaching an effective process. Teacher educator prepares the teacher for their job and makes them competent. No education reconstruction can take place, effectively, without an adequate preparation of teachers. Adequate preparation of teachers depends upon the satisfaction of teacher educators in the job. Every profession has got certain aspects conducive for job satisfaction and teaching profession is not an exception. Unless and until a teacher derives satisfaction from job performance, he can neither initiate desirable outcomes to cater to the needs of society nor be able to live up to the social exceptions.

According to Blum and Naylor (1968) job satisfaction is the result of various attitudes possessed by an employee. In a narrow sense, their attitudes are related to the job and are concerned with specific factors as wages, supervision, steadiness of employment, conditions of work, opportunities for advancement, recognition of ability and fair, prompt settlement of grievances, fair treatment by employer and other similar items.

Along with physical facilities like good infrastructure, good library and laboratory facilities, status and recognition, gender, age and experience and their qualifications also contribute to their job satisfaction. Their professional attitude and personal involvement in the job also affect their job satisfaction. Teacher effectiveness, self-concept, home climate and personality characteristics also play a major role in influencing the job satisfaction of teacher educators.

Halpin and Creft (1966) analogously stated that personality is the individual characteristic that influences job satisfaction or teacher effectiveness in the profession. Teacher effectiveness has a significant impact on the behaviour of the members of the organisation and consequently on the achievement of the organisation.
The Teacher Educators play an important role in any system of Education. No system of Education can ever rise higher than the level of the quality of its Teaching Profession. It is widely believed that creation of satisfactory working conditions would go a long way in increasing the efficiency of the persons involved in the process of Education. Hence, every country in the world has realized the need for improving the Teacher Educator’s status, salaries, service conditions etc., and provides facilities for the pursuit of higher knowledge so that they can perform their duties more effectively. The Government of India and the State Governments are doing their best in this regard though there is much more to be done.

6.1.1 Statement of the Problem

The present study is to investigate the Job Satisfaction and Teaching Effectiveness of Teacher Educators working in B.Ed colleges and D.Ed colleges and also to know the relationship between the Job Satisfaction and Teacher Effectiveness. It also aims at finding out the relation between Job Satisfaction of Teacher Educators with the various psycho-sociological variables viz., Self-concept, Job Involvement, Home Environment and Personality characteristics. Similarly in the case of Teaching Effectiveness also.

6.1.2 Title of the Problem

The title of the present study is, “JOB SATISFACTION AND TEACHING EFFECTIVENESS OF TEACHER EDUCATORS”.

6.1.3 Need for the Study

Teacher Education today is an integral part of any educational system. Teaching, being both a skill and an art, was found amenable to transmission in the early years of the 19th century. Mass literacy goals as well as the emergence of technology transformed the very character of teacher training and its philosophy. The National Policy on Education, 1986, reflects precisely this change in its concept and practice. No wonder then that Teacher Education has emerged as an important area of educational research.
The number of Teacher Educators is increasing in this state and fresh postgraduates are entering the system. The majority of the private institutions entered the Teacher Education field. There is a need to study the satisfactory level of the Teacher Educators in this new situation. In general the opinion is that the teachers are not satisfied with their job because it is a low paid job and their involvement is also too low at their job but in the level of higher education, it is not a valid statement.

Teacher Educator is going to play a major role in shaping the mind of the society because teacher is the mind of the society. These Teacher Educators are a minority group in the education system. They require strong commitment to influence the system of education. So there is a need to study the Teacher Educator to make him comfortable in the system to contribute something to the system.

Teacher Educators have a key role to play in improvement of Education. Therefore, it is important that their best efforts be devoted to it. Since there is so much flexibility in the work they are required to do, and the manner in which they can do it, the contribution they make to the field depends, in part, on their involvement in their work and the satisfaction they derive from it. Hence, the investigator selected Job Satisfaction and Teaching Effectiveness of Teacher Educators working in B.Ed colleges and D.Ed colleges with respect to different variables.

6.1.4 Scope of the Study

The main objective of this study is to examine the relationship between Job Satisfaction and Teaching Effectiveness Scores of Teacher Educators belonging to different Sexes, Qualifications, Types of Management, Religions, Castes etc.

The study is also intended to test the impact of Job Involvement, self-concepts, Home Environment, Personality factors and Socio-demographic variables on Job Satisfaction and Teaching Effectiveness of Teacher Educators. The study is restricted to Teacher Educators working in B.Ed Colleges and D.Ed colleges under the jurisdiction of Sri Venkateswara University (In Chittoor, Nellore and Kadapa districts) of Andhra Pradesh State only.
6.1.5 Objectives of the Study

The major objectives of the present study are:

1. To assess the general level of Job Satisfaction of Teacher Educators in their profession.

2. To find out the influence of Teaching Effectiveness of Teacher Educators on their level of Job Satisfaction.

3. To find out the influence of Self-concept, Job Involvement and Home Environment of the teacher educators on their level of Job Satisfaction.

4. To find out the impact of socio-demographic variables on Job Satisfaction of Teacher Educators.

5. To identify the influence of Personality factors on the Job Satisfaction of Teacher Educators in their profession.

6. To make a comparative study of the personality profiles of the Satisfied and Dissatisfied Teacher Educators.

7. To estimate the level of Teaching effectiveness of the Teacher Educators.

8. To find out the influence of self-concept, Job Involvement and Home Environment of Teacher Educators on their Teaching Effectiveness.

9. To examine the influence of different social and demographic variables of Teacher Educators in their Teaching Effectiveness.

10. To find out the influence of different Personality factors of the Teacher Educators with high and low levels of Teaching Effectiveness.

11. To develop multiple regression equations to predict Job Satisfaction and Teaching Effectiveness of the Teacher Educators.
6.1.6 Hypothesis of the study

In the light of the above objectives, the following major null hypotheses have been set up for the purpose of this study.

1. The Teacher Educators, in general, would not have high level of Job Satisfaction.

2. Teaching Effectiveness of Teacher Educators would not have significant influence on their job satisfaction.

3. Self-concept, Job Involvement and Home Environment of Teacher Educators would not have significant influence on their Job Satisfaction.

4. Socio-demographic variables would not influence the level of Job Satisfaction of Teacher Educators (Each variable discussed separately).

5. Personality factors of the Teacher Educators would not have significant bearing on their level of Job Satisfaction.

6. There would not be any significant difference between the personality profiles of Satisfied and Dissatisfied Teacher Educators.

7. The Teacher Educators, in general, would not have high level of Teaching Effectiveness in their profession.

8. Self-concept, Job Involvement and Home Environment would not have any significant influence on the Teaching Effectiveness of Teacher Educators.

9. Socio-demographic variables would not influence the level of Teaching Effectiveness of Teacher Educators.

10. There would not be any significant difference between the Personality profiles of Teacher Educators with high and low levels of Teaching Effectiveness.
11. It would not be possible to develop the regression equations to predict Job Satisfaction of Teacher Educators with the help of independent variables of the present investigation.

12. It would not be possible to develop the regression equations to predict Teaching Effectiveness of Teacher Educators with the help of independent variables of the present investigation.

6.1.7 Variables Studied

Since this problem envisages the investigation of the Job Satisfaction and Teaching effectiveness of the teacher educators in relation to the variables such as self-concept, job involvement, home environment scale, personality characteristics, and some socio-demographic variables viz., locality, management, gender, experience, age, qualifications, size of the family, etc., a brief description of the variables employed in the study is presented below.

**Dependent variables:** The two dependent variables included in this study are job satisfaction and teaching effectiveness.

**Independent variables:** The independent variables are broadly grouped under three categories as given below:

i) Psycho-sociological variables
   a) Self-concept
   b) Job Involvement
   c) Home Environment

ii) Personality Characteristics

iii) Socio-demographic variables
   a) Locality
   b) Category of the Institution
   c) Management of the Institution
   d) Gender
6.1.8 Tools Used in the Study

i) Job Satisfaction Scale – developed and standardized by the investigator.


vii) Personal Data Sheet to measure the socio-demographic variables prepared by the investigator.

The Validity and Reliability of the above tools are established.

6.1.9 Sample

The Sample for the investigation consisted of 600 Teacher Educators working in Colleges of Education/IASEs/DIETs of Sri Venkateswara University of Andhra Pradesh out of whom 496 are from Colleges of Education and IASEs and 104 are from D.Ed colleges.
6.1.10 Collection of Data

The investigator personally visited all the colleges of education having both B.Ed and D.Ed course included in the sample. A good rapport was established with the teacher educators as explained earlier. They were explained the purpose and importance of the study as a matter of motivation.

The teacher educators were given a copy of all the instruments viz., Job Satisfaction Scale, Teaching Effectiveness Scale, Self-concept Scale, Job Involvement Inventory, Home Environment scale, 16 PF questionnaire and personal data sheet and were requested them to respond to all parts of the booklet of instruments and to all items without leaving any part or any item. Though all the above instruments were self-administrating, they were explained clearly each of them. Sufficient time was given to them to respond to the items.

6.1.11 Scoring and Analysis

The Job Satisfaction Scale was a 5-point scale by the weightages of 5, 4, 3, 2 and 1 in the case of positive statements and 1, 2, 3, 4 and 5 in the case of negative statements for the continuum of Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. The total score and the individual 9 factor scores are counted and marked on the top right corner of the first page of the questionnaire.

The Teaching Effectiveness Scale, Job Involvement Inventory, Self-concept Scale, Home Environment Inventory and 16 PF questionnaire and the scoring key prepared by the concerned authors were used.

The Socio-demographic Scale (Personal data sheet) was given the numerical values for each variable to suit the computer analysis.

The data is analysed with various perspectives based on the objectives of the study and hypotheses formulated for the study. Tables and graphs are used wherever necessary for presenting the data.
6.1.12 Statistical techniques employed

The statistical techniques used and the purpose for which they were used, are given below:

<table>
<thead>
<tr>
<th>S.No</th>
<th>Name of the Statistical Technique Used</th>
<th>Purpose for which they were used</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>'t' test or Critical Ratio</td>
<td>To test the significant difference between means pertaining to job satisfaction / teaching effectiveness scores to different independent variables.</td>
</tr>
<tr>
<td>2.</td>
<td>'F' test or ANOVA</td>
<td>To test the significant difference of means of more than two groups of teacher educators pertaining to job satisfaction / teaching effectiveness scores to different independent variables.</td>
</tr>
<tr>
<td>3.</td>
<td>Multiple Regression Analysis</td>
<td>To find out which of the selected independent / demographic variables has influence and what regression equation satisfies Job satisfaction Scores / Teaching Effectiveness scores. And to find out whether it was possible to estimate the Job satisfaction of Teacher Educators.</td>
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</tbody>
</table>

6.2 Major Findings

The Statistical treatment of the data reveals the following major findings of the study.

i. The Mean value of Job Satisfaction Scores for the whole group (N=600) is 259.65 and median is 260.50. The values of skewness and kurtosis are 0.023 and -0.663 respectively. These values of skewness and kurtosis are nearer to the normal value, that is, 0.00 and 3.00. Hence the frequency distribution of Job Satisfaction scores is very close to the normal distribution. The maximum score that one can obtain on Job Satisfaction inventory is 375 (75X5) and neutral value is 225 (75X3). The mean value of Job Satisfaction is greater than the neutral value and hence, the Teacher Educators have better Job Satisfaction.
**ii.** The Job Satisfaction factors viz., Head of the institution, Physical facilities, Fringe benefits, Academic plans, Colleagues, Social Status, Rapport with the Students, Intrinsic aspect of the job and issues of the system are above their respective neutral points and also significant at or above 0.05 level of significance. Hence, it is concluded that a majority of the teacher educators had satisfaction with different Job factors contributing to the Satisfaction.

**iii.** The level of Teaching Effectiveness had significant influence on the overall Job Satisfaction and different Job Satisfaction factors. It is found that Teaching Effectiveness was one of the significant influencing factors of the Job Satisfaction of Teacher Educators.

**iv.** The Self-concept areas viz., Health and sex appropriateness, abilities, self-confidence, self-acceptance, worthiness, present, past and future and beliefs and convictions have a significant influence on the Job Satisfaction of Teacher Educators.

**v.** The level of Job Involvement was significantly influencing the level of Job Satisfaction of the Teacher Educators at 0.01 level of significance.

**vi.** Home Environment has significant influence on the Job Satisfaction of the Teacher Educators at 0.01 level of significance.

**vii.** It was found that among the 13 socio-demographic variables, the variables viz., (i) Management, (ii) Age and (iii) Marital Status, do have significant influence at or above 0.05 level on the overall Job Satisfaction of Teacher Educators.

**viii.** Out of the 16 Personality Factors only one factor i.e. factor-Q2 (Dependency vs self-sufficiency) had a significant influence on the overall Job Satisfaction of the Teacher Educators. The remaining factors do not show any significant influence.
There appeared to be no significant difference between the personality profiles of satisfied and dissatisfied Teacher Educators.

The Mean value of Teaching Effectiveness Scores for the whole group (N=600) is 403.98 and median is 407.00. The values of skewness and kurtosis are -0.362 and -0.308 respectively. These values of skewness and kurtosis are nearer to the normal value, that is, 0.00 and 3.00. Hence the frequency distribution of Teaching Effectiveness scores is very close to the normal distribution. The maximum score that one can obtain on Teaching Effectiveness Scale is 600 (60X10) and neutral value is 300 (60X5). The mean value of Teaching Effectiveness is greater than the neutral value and hence, the Teacher Educators have better Teaching Effectiveness.

The Teaching Effectiveness factors viz., preparation and planning for teaching, classroom management, knowledge of the subject matter, Teacher characteristics and Interpersonal relations are above their respective neutral points and also significant at or above 0.05 level of significant. Hence, it is concluded that a majority of the teacher educators were effective with different factors contributing to teaching.

Self-concept, Job Involvement and Home Environment of the Teacher Educators has showed no significant influence on their level of Teaching Effectiveness.

It was found that among the 13 socio-demographic variables, the variables viz., (i) Type of Institution, (ii) Age and (iii) Experience do have significant influence at or above 0.05 level on the overall Teaching Effectiveness of Teacher Educators.

Out of the 16 Personality Factors only three factors i.e. C (Emotional - Mature), G (Casual - Conscientious) and Q3 (Uncontrolled - Self-
controlled) had a significant influence on the overall Teaching Effectiveness of the Teacher Educators. The remaining factors do not show any significant influence.

xv. There was no significant difference between the personality profiles of Teacher Educators with how and low levels of Teaching Effectiveness.

xvi. Among the 41 independent variables in the present investigation only 7 variables are contributing to the prediction of Job Satisfaction scores of the Teacher Educators. They are (i) SC5 (Worthiness), (ii) SC3 (Self-confidence), (iii) SC4 (Self-acceptance), (iv) Age, (v) SC10 (Emotional), (vi) Teaching Effectiveness and (vii) SC7 (Beliefs and convictions). All these factors put together could explain 40.6\% of variance in the dependent variable viz., Job Satisfaction. The regression equation at the end of the 7th step is:

\[
JS = 112.99 + 0.380(SH) + 0.122(SE) + 0.132(SF) - 0.426(A) - 0.667(SW) + 0.033(TE) + 0.097(SS-1)
\]

xvii. Among the 40 independent variables in the present investigation only 3 variables are contributing to the prediction of Teaching Effectiveness scores of the Teacher Educators. They are (i) PF3 (Emotional maturity - instability), (ii) SC10 (Emotional), and (iii) SC7 (Beliefs and convictions). All these factors put together could explain only 3.8\% of variance in the dependent variable viz., Teaching Effectiveness. The regression equation at the end of the 3rd step is:

\[
TE = 369.486 - 3.192(PFC) + 1.640(SW) + 2.825(SS1)
\]

6.3 Conclusions

From the above findings the following conclusions are drawn.
The frequency distribution of Job Satisfaction Scores of Teacher Educators working in B.Ed and D.Ed colleges is nearer to the Normal Distribution.

On the Whole the Teacher Educators are better satisfied with their job.

The Job Satisfaction factors have shown a great influence on the level of Job Satisfaction among the Teacher Educators.

Teaching Effectiveness has showed a significant influence on the overall Job Satisfaction of the Teacher Educators. It is concluded that as the level of Teaching Effectiveness increases, the level of Job Satisfaction also increase. Hence, Teaching Effectiveness and Job Satisfaction of Teacher Educators are positively correlated.

Out of ten Self-concept areas, SEVEN viz., Health and sex appropriateness, abilities, self-confidence, self-acceptance, worthiness, present, past and future and beliefs and convictions, have a significant influence on the Job Satisfaction of Teacher Educators. It is seen that as the level of Self-concept increased, the level of Job Satisfaction becomes higher.

It is concluded that the average involved group of Teacher Educators exhibited higher level of Job Satisfaction compared to the Low and High involved groups. Therefore, Job involvement is one of the significant influencing factors of Job Satisfaction of the Teacher Educators.

Home Environment of the Teacher Educators showed a significant influence on their level of Job Satisfaction. It is seen that the Poor Home Environment Group of Teacher Educators exhibited higher Job Satisfaction than the Average and Good Home Environment Groups.

The Socio-demographic variables viz., (i) Management, (ii) Age and (iii) Marital Status do have a significant influence on the overall Job Satisfaction of Teacher Educators.
It is concluded that teacher educators working in Minority institutions expressed higher level of Job Satisfaction compared to the Government and Private Management institutions.

It was observed and concluded that the Young teacher educators possessed higher level of Job Satisfaction than the middle aged and the old aged. Therefore, in the study it is clear that as the age increases the level of Job Satisfaction decreases.

The unmarried teacher educators expressed higher level of Job Satisfaction than did their married counterparts.

All the 16 personality factors do not exhibit any significant influence on the Job Satisfaction of the Teacher Educators except on the factor – Qz (Dependency vs Self-sufficiency). It is concluded that the middle scored group expressed higher Job Satisfaction compared to the Low scoring and High scoring groups.

The frequency distribution of Teaching Effectiveness Scores of Teacher Educators working in B.Ed and D.Ed colleges is nearer to the Normal Distribution.

On the Whole, the Teacher Educators have better Teaching Effectiveness in the Profession.

The Teaching effectiveness factors have shown a great influence on the level of Teaching Effectiveness among the Teacher Educators.

The independent variables viz., Self-concept, Job Involvement and Home Environment of the Teacher Educators showed no significant influence on their level of Teaching Effectiveness.

The socio-demographic variables, (i) Type of Institution, (ii) Age and (iii) Experience, only influence the overall Teaching Effectiveness of Teacher Educators.
xv. Only three personality factors, i.e. factor-C (Emotional - Mature), factor-G (Casual - Conscientious) and factor-Q3 (Uncontrolled – Self-controlled), had a significant influence on the overall Teaching Effectiveness of the Teacher Educators.

xvi. The Socio-demographic variables and personality factors do not have much influence on the overall Job Satisfaction and Teaching Effectiveness of the Teacher Educators.

xvii. Out of the 41 independent variables of the present study the first and the foremost independent variable for predicting Job Satisfaction is – Self-concept 5 (i.e. worthiness) and for Teaching Effectiveness it is – Personality Factor-3 (i.e. Emotional maturity – instability).

xviii. The best equation to predict Job Satisfaction of Teacher Educators is:

\[
JS = 112.99 + 0.380(SH) + 0.122(SE) +0.132(SF) -0.426(A) -0.667(SW) +0.033(TE) +0.097(SS1)
\]

xix. The best equation to predict Teaching Effectiveness of Teacher Educator, is:

\[
TE = 369.486 - 3.192(PFC) + 1.640(SW) + 2.825(SSI)
\]

6.4 Educational Implications and Recommendations

The teacher occupies a very important place in the society. He brings about the transfer of intellectual tradition from one generation to the next. At the same time, he maintains the level of technological skill and keeps the light of civilization burning bright. He not only guides the individual, but also shows the whole nation the right direction. The ‘teachers’ have a great influence on the behaviour and personality development of the ‘taught’. They, therefore, are rightly entrusted with the supreme and sacred task of caring for the children and guiding them.

It is sad to note that the teaching profession is losing its charm day-by-day. All the tributes of ‘nation builder’, ‘king maker’, ‘noble soul’, ‘saintly savior’ and the like, which are paid to the person of the teacher, have become nothing more...
than high-sounding words that mean almost nothing. The teaching profession, in the minds of many today, has come to signify 'the sorrowest of all trades' and the fruits reaped from it neither mental satisfaction nor material contentment but only disgust misery. The profession, now-a-days does not attract intelligent and talented men and women. Many who join this profession treat it as their second choice.

Job Satisfaction of an individual is most important for better outcomes of any profession. For progress in the career of any individual, Job Satisfaction plays an important role. Job Satisfaction will also depend on the degree of involvement in the day-to-day work of the job. On the basis of the results of the study, the following educational implications and recommendations are made.

It is clear from findings that some of the areas of self-concepts have significant influence on the job satisfaction of Teacher Educators. It is necessary to provide the adequate training for developing the self-concepts like Self-acceptance, Worthiness, Self-concepts in general.

It is also found that Teaching Effectiveness, Job Involvement and Home Environment have a significant influence on the Job Satisfaction of the Teacher Educators. Necessary training may be provided to the teacher educators for more Job Involvement and better methods to acquire Teaching Effectiveness. In service training programmes, workshops seminars etc. may be planned for increasing the Job satisfaction of Teacher Educators.

We often hear that teachers are born but not made. Though it is a tribute to gifted and dedicated teachers, we should note that the number of such persons is limited. The success of any educational system depends mostly upon the teachers who implement them. He shapes the destiny of future citizens. It is he who lays the foundation for a happy and prosperous nation. He deserves reward, respect, reverence, recognition, honour and homage.
A satisfied and happy Teacher Educator is very likely to exert himself, work with enthusiasm and deliver the goods more efficiently and thereby, make his pupils efficient, satisfied, enthusiastic and happy. Likewise, a dissatisfied Teacher Educator is likely to make his pupils also dissatisfied in several respects. Hence the government and management of the private colleges should take up all possible steps to reduce the dissatisfaction vertically and control horizontally.

6.5 Suggestions for Further Research

i. This investigation is limited to Teacher Educators working in the three districts of Andhra Pradesh (i.e. Nellore, Chittoor and Kadapa) only. A more intensive study including the teacher educators working in other districts and other States may be taken up.

ii. IT may be conducted on other categories of teacher educators working in Pandit training colleges, University Departments etc.,

iii. The Present study is limited only to 600 teacher educators. But a study conducted on a larger group of teacher educators, will throw more light on different issues related to Job Satisfaction and Teaching Effectiveness and Job Involvement.

iv. This study may also be conducted on different sectors of teachers i.e. teachers working in various schools and colleges with different designations.

v. Many independent variables are included in the study. But there are some more variables such as vocational interests, stress factors, aptitudes, adjustment variables, burnout factors etc., which are not included in this study. Many such variables may be included in the further studies.

vi. No attempt was made in this study to assess the needs of the teachers. Hence, a study relating attitude, job satisfaction, job involvement and occupational stress factors to the needs of the teachers may shed light on Maslow's (1943) need satisfaction theory.
vii. Many of the teacher educators were not satisfied in their attitude towards their profession because of the lack of facilities. A study on the available facilities and the immediate requirements of schools may help the government plan and provide adequate budget for that purpose.

viii. In measuring the personality of the teachers, at least two forms of 16 PF should be used to obtain more suitable results. But, in the present study, only one form was employed because of the use of several other data gathering instruments. The future researchers may use at least two forms of 16 PF and the results may be compared.

ix. Studies on Job Satisfaction and Teaching Effectiveness in relation to Occupational Stress may be conducted.

x. This is a Presage study where in survey method is employed. Presage-Process-Product studies in the areas of Job Satisfaction and Teaching Effectiveness may be conducted.