“The teacher must derive not only the capacity, but the desire, to observe natural phenomena. The teacher must understand and feel her position of observer: the activity must lie in the phenomenon”

- Maria Montessori
# CHAPTER - V

## SUMMARY, DISCUSSION AND CONCLUSION

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5.1 Summary

"An overview of content that provides a reader with the overarching theme, but does not expand on specific details. A Summary describes a larger work, and should include noticeably less content than the original work. Summaries can save a reader time because it prevents the reader from having to actually go through and filter the important from the unimportant".


The previous chapter had been presented with the analysis of the collected data and interpretations of the corresponding results. In the present chapter the summary of the whole research work and findings of the present study have been delineated and discussed in the light of past research findings on concerned variables. On the basis of the findings and discussion of the study it has been further attempted to offer some suggestions with regard to the study conducted.

Teacher education programmes are professional preparation of teachers. These programmes should provide a comprehensive coverage of professional knowledge, understanding, attitudes, interests, values and skills, and should have a strong functional orientation. In order to inculcate all the above mentioned qualities, the Teacher Educators are to play important roles. The quality of teacher education is very much dependent on the commitment of teacher educators. Only a teacher who is satisfied with his job is likely to provide satisfactory and quality education. A good organizational climate of any educational institutions can bring satisfaction in job of its teachers or vice-versa. Similarly good organizational climate of an educational institution may motivate a teacher to work in institutions of vice-versa. It is necessary
to recognize these socio-psychological factors those influence the perception of teacher educators of organizational climate and status of job satisfaction and their motivation to work. Recognizing the importance of the perception of organizational climate, their motivation to work, and job satisfaction of teacher educators in improving the quality of teacher education programme, this study was carried out with an objective to explore the status of teacher educators’ perception of organizational climate, their motivation to work and job satisfaction working in different government and self-financed secondary level teacher education institutions situated in the rural and urban areas of West Bengal. It was intended to explore the extend of relationship among the variables.

This research study compared the status of organizational climate of teacher education institutions as perceived by teacher educators, level of motivation to work and job satisfaction of male and female teacher educators working in government and self financed, urban and rural teacher education institutions. This study also explored the relationship between organizational climate and motivation to work; organizational climate and job satisfaction; and motivation to work and job satisfaction of teacher educators.

**Rationale of the Study:** An organization is a collection of groups consisting of a small number of people in which each makes a contribution to the organization’s goal or purpose. The groups carry out several activities which serve to achieve the goals of the organization. The organization co-ordinates group activities through a defined structure, based on the philosophy and goals which it purports to cater to. In different groups which generate their own norms of appreciative behavior extending to the amount and type of work to be performed, motivation to work, incentive system, personnel policies and inter group relations contribute to the organization as a system.
For an individual member, organization exists as a psychological entity and the quality and quantity of his work are related to his perception of the organization. The organizations should have patterns of work with co-operative-competitive mind set. The organizational climates of Teacher Education Institutions may be viewed with reference to perception of principals, teacher educators, teacher trainees, administrators and conditions of infrastructure. All these constitute the climate of teacher education institutions. The climate is responsible for the development of professionally competent, efficient and committed teachers. The organizational climate may ensure proper utilization of all type of resources - physical and human. The way the teacher educators conduct themselves individually as well as jointly has a direct bearing on the organizational climate of teacher education institutions. The teacher educators and the principals must share a relationship based on equality and mutual respect to create a better and positive organizational climate. The decision making must be on the basis of dialogue and discussion. There is a need to encourage an atmosphere that facilitates collaborative efforts among teacher educators.

Now-a-days, there is a general hearsay that the most of the teachers do not have satisfaction in their jobs and most of them have lack of motivation in their work. There seems to be growing discontentment on the part of the teacher educators towards their job. As a result of which standards of teacher education may not reach upto the mark as desire. It may be mentioned that there is ample chance in case of teacher educators who may likely to be discontent in their job inspite of different plan and programmes which have been implemented to raise the standard of teacher education. Teachers with dedication devotion and commitment are hence primarily required to run the education institutions. Therefore, requirement in terms of qualities of teacher educators at the secondary level teacher education institutions has been
given topmost priority. Presently the teacher educators with maximum qualification prefer to work in secondary level teacher education institutions. But the question remains whether they are sufficiently satisfied with their job of teaching and motivated to their work in the secondary level of teacher education institutions. Another question is that the organizational climate, motivation to work and job satisfaction are significantly related to each other. So that if condition of one variable be improving others will be changed accordingly. This situation persuaded the present researcher to take this problem of study.

**Statement of the Problem:** Therefore the problem was stated as “Organizational Climate of Teacher Education Institutions, Motivation to Work and Job Satisfaction of Teacher Educators: A Relationship Study”.

**Objectives of the Study:** The study is intended keeping in view the following objectives -

1. To study the status of organizational climate as perceived by the teacher educators in Teacher Education Institutions.
2. To study teacher educators’ level of motivation to work in the Teacher Education Institutions.
3. To study teacher educators’ level of job satisfaction in the Teacher Education Institutions.
4. To compare the organizational climate as perceived by teacher educators in teacher education institutions due to categorical variables like gender (male & female), type of management (govt. & self-financed) and locale (urban & rural).
5. To compare teachers’ motivation to work in the Teacher Education Institutions due to the categorical variables like gender (male & female), type of management (govt. & self-financed) and locale (urban & rural).
6. To compare teachers’ job satisfaction in the Teacher Education Institutions due to the categorical variables like gender (male & female), type of management (govt. & self-financed) and locale (urban & rural).

7. To study the relationship among organizational climate as perceived by teacher educators, motivation to work and job satisfaction of teacher educators in Teacher Education Institutions.

8. To develop a regression model keeping organizational climate as criterion variable and motivation to work and job satisfaction as predictor variables.

**Hypotheses of the Study:** Basing upon the objectives stated above, the following hypotheses have been formulated.

**H_01:** There would be no significant difference in the mean score of organizational climate as perceived by teacher educators in relation to gender (male and female) variation.

**H_02:** There would be no significant difference in the mean score of organizational climate as perceived by teacher educators in relation to type of management (government and self-financed) variation.

**H_03:** There would be no significant difference in the mean score of organizational climate as perceived by teacher educators in relation to locale (urban and rural) variation.

**H_04:** There would be no significant difference in the mean score of organizational climate as perceived by teacher educators in relation to gender (male & female) variation in government institutions.

**H_05:** There would be no significant difference in the mean score of organizational climate as perceived by teacher educators in relation to gender (male & female) variation in self-financed institutions.
H₀₆: There would be no significant difference in the mean score of organizational climate as perceived by teacher educators in relation to gender (male & female) variation in urban institutions.

H₀₇: There would be no significant difference in the mean score of organizational climate as perceived by teacher educators in relation to gender (male & female) variation in rural institutions.

H₀₈: There would be no significant difference in mean score of motivation to work of teacher educators in relation to gender (male & female) variation.

H₀₉: There would be no significant difference in mean score of motivation to work of teacher educators in relation to type of management (government and self financed) variation.

H₀₁₀: There would be no significant difference in mean score of motivation to work of teacher educators in relation to locale (urban and rural) variation.

H₀₁₁: There would be no significant difference in mean score of motivation to work of teacher educators in relation to gender (male & female) variation in government institutions.

H₀₁₂: There would be no significant difference in mean score of motivation to work of teacher educators in relation to gender (male & female) variation in self financed institutions.

H₀₁₃: There would be no significant difference in mean score of motivation to work of teacher educators in relation to gender (male & female) variation in urban institutions.
H₀₁₄: There would be no significant difference in mean score of motivation to work of teacher educators in relation to gender (male & female) variation in rural institutions.

H₀₁₅: There would be no significant difference in mean score of job satisfaction of teacher educators in relation to gender (male and female) variation.

H₀₁₆: There would be no significant difference in mean score of job satisfaction of teacher educators in relation to type of management (government and self financed) variation.

H₀₁₇: There would be no significant difference in mean score of job satisfaction of teacher educators in relation to locale (urban and rural) variation.

H₀₁₈: There would be no significant difference in mean score of job satisfaction of teacher educators in relation to gender (male & female) variation in government institutions.

H₀₁₉: There would be no significant difference in mean score of job satisfaction of teacher educators in relation to gender (male & female) variation in self financed institutions.

H₀₂₀: There would be no significant difference in mean score of job satisfaction of teacher educators in relation to gender (male & female) variation in urban institutions.

H₀₂₁: There would be no significant difference in mean score of satisfaction of teacher educators in relation to gender (male & female) variation in rural institutions.

H₀₂₂: There would be no significant relationship between organizational climate as perceived by teacher educators and teacher educators’ motivation to work.
**H023**: There would be no significant relationship between organizational climate as perceived by teacher educators and job satisfaction of the teacher educators.

**H024**: There would be no significant relationship between motivation to work and job satisfaction of teacher educators.

**Scope and Delimitation of the Study**: The study was confined to teacher education institutions of 12 districts (Malda, Uttar and Dakshin Dinajpur, Darjeeling, Cooch Behar, Jalpaiguri, Kolkata, Howrah, North & South 24 Paragana, Burdwaman and Murshidabad) of West Bengal in India considering its socio-cultural context. It was delimited to 16 institutions were Government (5) & Government aided (11) and 24 self-financed Teacher Education Institutions. The study was also delimited to 221 teacher educators of different streams, from the above mentioned Teacher Education Institutions.

**Operational Definitions of Important Terms: Organizational Climate** refers to the interpersonal relations in a living organization, member perception, member’s attitude and behavior. It is the collective perception of behavior in an institution. It is an outcome of interplay between a number of variables of the societal system and its individual members. It also refers to its internal environment perceived by its members. **Job Satisfaction** here refers to the perceived feelings of a teacher towards his job. It is a psychological feeling having both rational and emotional elements. It is affected by an array of variables like salary, promotion, age, experiences, needs, opportunities for advancement, congenial and conducive working conditions, degree of publication of teachers in goal setting and perception. **Motivation to Work** denotes the direction, aptitude and persistence of an individual’s behavior in understanding the task. It is influenced by variables like organizational structure,
monetary incentives, recognition, satisfaction of doing the work, freedom to plan one’s own work and friendly and helpful supervision. Teacher Education Institution here refers to the teacher education colleges for the secondary level, which provide B.Ed. course and are either govt./govt. aided or self financed college. Teacher Educators here refers to those teachers who teach at B.Ed. level and work in above mentioned Teacher Education Institutions. Gender here refers to the attitudes, feelings and behaviors that a given culture associates with a person’s biological sex. It refers to one’s sense of oneself as male and female. Type of Management here refers to the administration of an organization or the people who manage the organization. Here the management of teacher education institution is either government or self-financed. Locale here refers to geographic place at which there is an institution situated, a place or locality especially when viewed in relation to a particular event or characteristics. Generally two types of locale is there, urban and rural. Urban areas means those area where teacher education institutions situated in city or town locally administered by Municipality or Corporation. Rural area means those areas where teacher education institutions situated in village locally administered by Panchayat.

Significance of the study: The present study has significance in the following aspects-

- The study would help to understand the status of organizational climate as perceived by the teacher educators in Teacher Education Institutions (government/government aided and self-financed) of West Bengal at secondary level.
- The study would help to understand the level of motivation of work and job satisfaction of teacher educators Teacher Education Institutions (government/government aided and self-financed) of West Bengal.
The study would also help to understand the relationship among the organizational climate, motivation to work and job satisfaction of teacher educators in Teacher Education Institutions.

The study would also help to understand the dimensions of organizational climate as well as motivation to work where necessary interventions are required for its overall improvement of the status of the variables.

The study would help to understand the conditions of job satisfaction and would so the way of action by which the status of satisfaction be improved.

The study would help the authorities/government/management in taking significant measure to adopt for framing policy and action for the development of the teacher education programme and to help all the stakeholders in a beneficial way.

The study would open the eyes of researcher to concentrate their focus of research towards various aspects of teacher education programme.

**Methodology of the study:** Descriptive survey method was adopted for the study.

**Population:** The population of the study included teachers of all the secondary level of teacher education institutions of West Bengal.

**Sample:** The teachers were selected on the basis of simple random sampling due to Gender, locale and type of management. The study comprised of 221 (male = 126 & female = 95 and govt. = 99 & self-financed = 122) sample of teacher educators. The sample for investigation consists of teacher educators of West Bengal. The 40 institutions were situated in 12 districts of West Bengal.

**Variables of the study:** In this study, the investigator considered two types of variables. This two type of variable are given below:
Major Variables: Organizational Climate as a Dependent variable. Motivation to Work and Job Satisfaction as an Independent variables.

Categorical Variables: Gender (male & female), type of management (govt. & private) and locale (urban & rural).

Tools for the study:

(i) Organizational Climate Inventory (OCI) developed by Chattopadhyaya and Agarwal (2011).

(ii) Teacher’s Job Satisfaction Scale (TJSS) developed by Mudgil, Muber and Bhatia (2012).

(iii) Teacher Educator’s Motivation to Work Scale (TEMWS) to developed by the Researcher and Supervisor (2015).

5.2 Major Findings

The major findings of the study on organizational climate of teacher education institutions, motivation to work and job satisfaction of teacher educators have been presented below:

5.2.1 Status of Organizational Climate of Teacher Education Institutions

From the analysis of data on organizational climate, the following findings have been revealed. At the end of this reporting, all the findings have been presented in the subsequent diagram (Figure 5.2 a).

i) The teacher educators’ perceptions of the organizational climate of their own teacher education institutions followed normal trends.
ii) It was found that there was no significant difference in the organizational climate as perceived by teacher educators in relation to gender (male and female) variation.

iii) Significant difference was found in the organizational climate as perceived by teacher educators in relation to type of management (govt. and self financed) variation, the self financed institutions surpassing the government institutions.

iv) Locale (urban and rural) variation did not play significant role in the perception teacher educators towards organizational climate of their own teacher education institutions.

v) It was found that there was no significant difference in the organizational climate as perceived by teacher educators in relation to gender (male and female) variation in government and self financed teacher education institutions.

vi) It was also revealed that there was no significant difference in the organizational climate as perceived by teacher educators in relation to gender (male and female) variation in urban and rural teacher education institutions.
5.2.2 Status of Motivation to Work of Teacher Educators

From the analysis of data on motivation to work, the following findings have been revealed. At the end of this reporting, all the findings have been presented in the subsequent diagram (Figure 5.2 b).

i) It was revealed that the level of motivation to work of teacher educators are followed normal trends.

ii) It was found that there was a significant difference in motivation to work of teacher educators in relation to gender (male and female) variation. The female having more appreciation compared to their counter parts.
iii) Type of management (govt. and self financed) variation did not play a significant role in motivation to work of teacher educators.

iv) No significant difference was found in motivation to work of teacher educators working in urban and rural teacher education institutions.

v) There was no significant difference in motivation to work of male and female teacher educators in government and self financed teacher education institutions.

vi) There was no significant difference in motivation to work of male and female teacher educators in urban and rural teacher education institutions.

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**Figure 5.2 (b):** Findings on comparison of mean score of motivation to work of teacher educators _Male vs Female, Govt. vs Self-Financed, Urban vs Rural_
5.2.3 Status of Job Satisfaction of Teacher Educators

From the analysis of data on job satisfaction, the following findings have been revealed. At the end of this reporting, all the findings have been presented in the subsequent diagram (Figure 5.2 c).

i) It was found that the level of job satisfaction of teacher educators followed normal trends.

ii) No significant difference was found in job satisfaction of male and female teacher educators working in secondary level of teacher education institutions.

iii) There is no significant difference in job satisfaction of teacher educators working in government and self financed teacher education institutions.

iv) It was found that there was a significant difference in job satisfaction of teacher educators in relation to locale (urban and rural) variation. The urban teacher education institutions’ teacher educators having higher degree of job satisfaction than their counter parts.

v) Gender (male and female) variation did not play significant role in job satisfaction of teacher educators in government and self financed teacher education institutions.

vi) Gender (male and female) variation did not play significant role in job satisfaction of teacher educators in urban and rural teacher education institutions.
Figure 5.2 (c): Findings on comparison of mean score of job satisfaction of teacher educators _Male vs Female, Govt. vs Self-Financed, Urban vs Rural

5.2.4 Relationship among Organizational Climate, Motivation to Work and Job Satisfaction of Teacher Educators

From the analysis of data on organizational climate, motivations to work and job satisfaction, the following findings were observed which is presented below and subsequent diagram (Figure 5.2 d) is presented at end of the reporting.

i) It was found that there was no significant relationship between organizational climate and motivation to work of teacher educators working in secondary level of teacher education institutions.

ii) No significant relationship was also found between organizational climate and job satisfaction of teacher educators working in secondary level of teacher education institutions.
iii) Positive and significant relationship was found between motivation to work and job satisfaction of teacher educators working in secondary level of teacher education institutions.

**Figure 5.2 (d): Relationship among the Organizational Climate, Motivation to Work and Job Satisfaction**

### 5.3 Discussion

The present study was undertaken to explore the condition of organizational climate of teacher education institutions as perceived by teacher educators, motivation to work and job satisfaction of teacher educators with respect to categorical variables like gender, type of management and locale. It was also undertaken to examine the relationship among organizational climate of teacher education institutions, motivation to work and job satisfaction of teacher educators. In the light of the
findings of the study, variables wise discussion of the study has been provided in the next section.

5.3.1 Discussion on the findings related to Organizational Climate

The teacher educators’ perceptions of the organizational climate of their own teacher education institutions followed normal trends. In this context, it was thought obligatory to corroborate the present finding with the findings of other investigators on this particular variable. Roy (2015) in an M.Ed. thesis on Organizational climate as perceived by teacher educators observed perception level high 25%, average 48% and low 27%. Ladyong (2014) in her study in Thailand had the perception of organizational climate component wise, but when it was considered in its totality, the same category of perception was observed (high 25%, average 49% and low 26%). Mohanty (2009) studied the different types of organizational climate in terms of open and closed climates component wise. Total scores wise the level of perception of teachers amounted to 24% as high, 48% as average and 28% as low level. Basing on these results, the investigator was satisfied in observing the status of perception of organizational climate as high 25%, average 51% and low 24% which follows the national trend.

On testing the $H_0$, it was observed that the perception of male teacher educators were not significantly different from the female teacher educators on their organizational climate. The study of Mittal (1989), Babuet (1996), Brown (2001), and Huseyrgul (2008) also showed that no significant difference exist between male and female teachers in school, college, and university etc. The finding was in conformity with earlier studies conducted by Sahoo and Sahoo (2014) and Roy (2015) who found that gender wise no significant difference exist in the perception of organizational climate.
teacher education institutions. This result was obtained perhaps due to the fact that there was constancy of the factors of organizational climate related to infrastructural facilities and other psycho social elements. Therefore it was perceived equally in the same angel which respect to the mind set of male and female teacher educators.

However, the higher mean score on perception of organizational climate by female teacher educators in the present study might be supported by the findings of Mohapatra, who concluded that female teacher educators plan to join teaching profession as it was felt by them to be conducive to their socialization urge, work style and familiar role (Mohapatra, 1988), whereas the male teacher educators hesitate to join the teacher education institutions.

On testing the $H_02$, it was revealed that the teacher educators of self-financed institutions differed significantly from their counter parts of government managed institutions on their perception of organizational climate. As the self-financed institutions are now-a-days run on competition basis to attract more trainees they are to arrange satisfactory infrastructural facilities and all other psycho social aspects which made the serving teacher educators to perceive their organization in a good climatic condition. On the other hand, the government managed institutions have paucity of funds and strict rule and regulation and stress on promotional benefits, for this reasons the teacher educators perception regarding the organizational climate is low as compared to the self-financed institutions. The studies of Panda (1985), Ahuluwalia and Ahuluwalia (1990), Siddiqui (1994), Gupta (2009), Zahoor (2012), and Shukla & Pareta (2013) showed that significant differences existed between the teachers’ perception of organizational climate in the self-financed institutions and government managed institutions like school, college, university and many other organizations. The present study was also in conformity with the earlier studies by the
Tripathi (2010), Surapuramoth (2012), Akhilesh (2013) in teacher education institutions with respect to the difference in perception of organizational climate.

The result of testing the \( H_03 \) said that the teacher educators of rural area were not significantly different from the teacher educators of urban area with respect to the perception of organizational climate. The study was in conformity with earlier studies conducted by Roy (2005) and another study by Mittal (1989) in school also which showed that the perception of organizational climate do not differ significantly with respect to locale variation. The investigator could not include much reviews relating to the effect of locale variation on the perception of organizational climate due to scanty of researches available in public domain. On the basis of the findings the investigator considered the result is appropriate in the context of locale variation.

From this finding it can be concluded that the rural or urban settings/culture does not play important role in determining the perception of teacher educators on organizational climate significantly different due to locale variation. However, the differences of mean scores may be interpreted as the perception of organizational climate by the teacher educators of urban areas have been affected to some extent by the available environment in the teacher education institutions. Contrary to this, the rural based teacher education institutions are mostly of self-financed in nature where the organizational climate has been a matter of concern to attract teacher trainees. For which the rural teacher education institutions were of high standard with high rise buildings, sports grounds, and co-curricular activities and well furnished room as per demand of the present day technological world and specification of NCTE. This might have been caused for teacher educators’ better perception of organizational climate in teacher education institutions based in rural areas than urban areas.
Findings on testing $H_04$ showed that the male teacher educators were higher in their mean score than the female teacher educators with respect to the perception about organizational climate under government managed teacher education institutions but this difference was found to be not statistically significant. Same nature of findings ($H_05$) held in self-financed institution where male teacher educators scored better than female teacher educators though the difference was not statistically significant. This finding may lead to a decision that female teacher educators may face more difficulties in their work place as well as in service ambience than their counterparts which made their perception lower than the male teacher educators.

The findings on $H_06$ showed that male teacher educators of urban institutions had higher mean score than female teacher educators’ mean score with in the perception of organizational climate but this difference is not statistically significant. Equal observation was held in case of ($H_07$) rural teacher education institutions also. It may happen because female teacher educators may have to respond to more problems and complexities than male teachers in their work place along with overall service condition irrespective of the locality of the institutions.

5.3.2 Discussion on the findings related to Motivation to Work

The level of motivation to work of teacher educators has been found to be in normal trend. As motivation to work is related to the human factor, the result obtained can be considered to be highly appreciable because almost 24% of teacher educators had low motivation, 51% had average motivation and 25% had high motivation to work. Same trend was reported by Bose (2015) in case of school teachers’ motivation to teach. Basing upon this, the investigator considered the results obtained in this study to be appropriate.
Findings on testing of $H_08$ lead to the conclusion that the male teacher educators were significantly different from the female teacher educators with respect to their motivation to work. This finding was similar in nature with the findings of earlier studies undertaken in schools or under graduate college level by Bhattacharya and Mukherjee (2013), Gupta & Gehlawat (2013), Saeed and Muneer (2012), Al-Salameh (2012), Kumar, et al. (2008), Bishey (1996) and Akhilesh & Akhilesh (1991) who found also significant difference between male and female teachers in motivation to work. Only difference is that the present study was concerned with teacher education. The result of the study was confirmed to be appropriate in view of the teacher education institutions offering training to the prospective school teachers. An interesting finding related to the motivation to work was that the mean score of female teacher educators’ motivation to work was higher than male teacher educators. This result can be confirmed by observing the dimension wise differences in motivation to work scale (Table 4.5 xi). Female teacher educators scored higher than male teacher educators in all the six dimensions of motivation to work i.e. management and organizational factor, professional and academic development, teacher responsibility, engaging student, work performance, relationship with others and among the dimensions, teacher responsibility dimension contributed significantly higher score to make significant difference. It means that female teacher educators showed more responsibility than male towards discharging their duties.

From the testing of $H_09$ it was observed that the government institutions’ teacher educators were not statistically significantly different from the self-financed institutions’ teacher educators with respect to their motivation to work. Retention of this null hypothesis was substantiated by same nature of findings referring to the reviews of the studies of Balasubramanian & Meenakshisundaram (2001), Khan
(2001), Yemisi & Gehlawat (2013), Gupta (2013), Mohan & Mohana (2014) and Bose (2015) presented in this report. These all studies were conducted in either schools or degree colleges. The teacher educators of Government managed institution scored higher in motivation to work than self financed institution which may be due to high motivation possessed by them in engaging students, in executing duties with greater responsibility, engaging students in several activities and in maintaining good relationship with others.

The findings from testing $H_010$ showed that the urban teacher education institutions’ teacher educators were not significantly different from the rural teacher education institutions’ teacher educators with respect to their motivation to work. In the study of Mittal (1989), Balasubramanian & Meenakshisundaram (2001), Akuoko (2012), Dwumah (2012) & Baba (2012), Recepoglu (2013), and Mohan & Mohana (2014) also showed that no significant difference exist between male and female teachers in school, college, and university etc. So the nature of findings in case of teacher education institutions was as like as other educational institutions. But the work performance dimension of motivation to work contributed significantly higher to the motivation to work of urban teacher educators to achieve better (not significant) mean score than rural teacher educators.

Due to the result of testing of $H_011$ to $H_014$, the investigator was inclined to conclude that there existed no significant difference in the sub groups under several categorical variables taken in this study. The male and female exhibited nearly equal degree in motivation to work in teacher education institutions whether it was government and self-financed and urban and rural based. Such a result was experienced may be due to the fact that there were growth in number of teacher education institutions at private sector and enough job opportunities have been created for male and female teacher.
educators. All wanted to excel in their work by motivating themselves in order to ensure their job to be secured. Moreover due to implementation of RMSA, SSA rigorous activities were undertaken by the state government for quality education. The motivation to work displayed by the male and female teacher educators might have been due to their exposure to numerous training and orientation programme for qualitative improvement in elementary and secondary education sectors.

5.3.3 Discussion on the findings related to Job Satisfaction

It was found from the analysis that the level of job satisfaction of teacher educators followed normal trends. It was revealed that almost 24% of the sample exhibited High level of job satisfaction, 51% teacher educators displayed average level of job satisfaction, and 25% teacher educators exhibited low level of job satisfaction in teacher education institutions. The finding was in conformity with the earlier studies conducted by Basak (2015) who found 17% having high level of job satisfaction, 40% average and 43% low level of job satisfaction. Ghosh (2013) also observed high level of job satisfaction in school teacher education to the tune of 24%, average 54% and low 22% and Khatun (2015) observed job satisfaction of teachers working at elementary level and revealed 20% having high, 59% average and 21% low level of job satisfaction. On scrutiny of the findings of Ghosh (2013) and Khatun (2015), the investigator concluded the result to be appropriate for teacher educators in teacher education institutions.

The result of testing $H_0$15 led the present researcher to conclude that the male teacher educators were not significantly different from the female teacher educators with respect to their job satisfaction. This finding was in conformity with the earlier studies by Thakur (2014), Ghosh (2014), and Panda (2014) in teacher education institutions.
In their study, Platsidou & Diamonotaipailove (2009), Rai & Mary (2005), Brown (2001) and Zainuddian (2000) also did not observe significant differences in the job satisfaction of male and female teacher in schools, colleges etc. This study also confirmed that in case of teacher education institutions, gender had no significant role to play differences in job satisfaction. Referring to all the earlier studies the investigator was inclined to conclude that the result obtained in the study was appropriate in relation to the trend that was prevalent.

The findings of $H_0^{16}$ showed that the government institutions’ teacher educators were not significantly different from the self-financed institutions’ teacher educators with respect to their job satisfaction. Such a trend in this result would be visualized by the investigators in the context of facilities and incentives given by the authorities of self financed institutions to the teacher educators which turned out to be equal with the government managed institutions. From the research point of view, earlier researches conducted by Thakur (2014), Ghosh (2014), and Panda (2014) also showed result in conformity with the present study. Brown (2001) in school level study showed same results with the present study. Therefore, it was concluded that teacher educators of self financing teacher education institutions were also satisfied with their job along with their counter parts working in government managed teacher education institutions. Moreover commitment and accountability being two cardinal principles, are equally exercised in self financed teacher education institutions with that of government managed teacher education institutions. Though promotional and incremental benefit is restricted in self-financed teacher education institutions, the teacher educators of self-financed institution showed satisfactory scores which made them significantly equal in their job satisfaction. The present researcher thinks that it is a good sign for the teacher education programme running in West Bengal.
The $H_{017}$ revealed that the urban institutions’ teacher educators were significantly different from the rural institutions’ teacher educators with respect to their job satisfaction. The urban teacher educators are more job satisfied than rural teacher educators. This could happen due to the reason that the some rural institutions are situated in remote areas. The teacher educators who have been educated or are dwelling in urban setting migrated to rural areas for doing the job of teaching or they bear a lot of problem in travelling to reach their institution. It may cause some inconvenience in their job satisfaction which made them lagging in job satisfaction from their counterpart of urban teacher education institutions. This finding was not an exception as many studies consulted for review work had revealed significant differences in the level of job satisfaction of teacher educators working in teacher education institutions. Studies of Basak (2015), Latif (2011), Khaleque (2007), and Bhuyan & Choudhry (2003) are good examples to substantiate the result. Another studies by Khatun (2015), Iqbal (2013), Ali (2011), Malik & Chauhan (2010), and Barrett (1999) also showed that locale wise significant difference exist in schools, colleges, universities and other organizations.

The present researcher also tried to find out whether gender had any influence on job satisfaction of teacher educators in the in the institution of government managed ($H_{018}$), self–financed ($H_{019}$), urban ($H_{020}$) and also rural ($H_{021}$) institutions. Result on testing of all the hypotheses showed that male and female teacher educators of all types of institutions were significantly equal in their job satisfaction which led the conclusion that no gender discrimination were held in teacher education institutions in providing opportunities, making relationship or benefits in their job.
5.3.4 Discussion on the findings of relationship among Organizational Climate, Motivation to Work and Job Satisfaction of Teacher Educators

The finding of $H_{022}$ was indicating that there was no significant relationship between organizational climate as perceived by teacher educators and their motivation to work. The earlier studies conducted by Kumar (1986) Bhattacharya and Mukherjee (2013) Ghanbari and Eskandari (2014) Ladyong (2014) showed that significant relationship existed between these two variables in case of school or other organizations. The present study showed opposite result as compared to earlier studies though this study was meant for teacher education institutions in West Bengal. The nature of relationship between organizational climate and motivation to work in teacher education institutions is positive and very weak (less than 0.1). This is so because some dimensions of organizational climate and motivation to work was negatively correlated and in few cases it was significant which made the correlation between these two variables as a whole positive but very weak. Teachers’ perception in organizational climate with regard to organization’s support system, organizational structure and system of conflict resolution were in opposite direction in extent with their motivation to work with regard to responsibility in work, performance in work and relationship with others.

From the $H_{023}$ it was revealed that there was no significant relationship between organizational climate as perceived by teacher educators and satisfaction in their jobs. The studies conducted earlier by Sahoo and Sahoo (2014), Rani & Rani (2014), Opara & Wynn (2008) in school level confirmed this nature of relationship between these two variables.

The $H_{024}$ was framed to find out the relationship between motivation to work and job satisfaction of the teacher educators. It was found that positive significant relationship
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existed between motivation to work and job satisfaction. It was concluded with respect to teacher educators that those who were highly motivated to work, highly satisfied with their job or vice-versa. This finding was confirmed by the earlier studies of Maharajan (2012), Shah, et al. (2012). And also it was observed in many studies conducted by Convey (2014), Gupta & Gehlawat (2013), Hadi & Adil (2010), Wagner & French (2010), Ololube (2009), Chen (2007), Sharma, et. al. (2007), Curral, et. al. (2005), Zembylas, et. al. (2004), Sanghi (2001) which were conducted several educational organizations like school, college and university etc. This studies also confirmed that teacher educators characteristics with regard to motivation to work and job satisfaction is as same as the members of other educational organizations. Therefore, the investigator was inclined to conclude that the result of the study corroborated the earlier findings. Hence, may be considered appropriate.

5.4 Conclusion

The present study explored the status of three major variables viz. organizational climate as perceived by the teacher educators, motivation to work and job satisfaction of teacher educators with respect to some categorical variables (gender, locale of institution and type of management of institutions) and also explore the relationship among the major variables. In accordance with the findings, it is concluded that in case of government managed institutions, some measure should be taken to enhance the teacher educators’ perception related to the organizational climate of their institutions and for this purpose the dimensions of the perception of organizational climates may be helpful for considerations. The motivation to work is equal across all levels of the categorical variable except gender. Male teacher educators need to be addressed seriously in their responsibility towards work so that their deficiency in the
level of motivation to work is equalized with that of female teacher educators. There remains ample scope to make teacher educators more motivated to their work by supporting them from all corners so that they can give their best for the enhancement of quality of teacher education. The teacher educators of rural teacher educational institutions suffer from lesser job satisfaction than urban institutions’ teacher educators. It indicates that rural educational institutions are somehow lagging in the arrangements provided for their teacher educators which made the teacher educators less satisfied with the job. This problem of lacking of job satisfaction may seriously affect the teacher education system of West Bengal as teacher educators are one of the pillars of teacher education programme. They will ensure quality of teacher education in the State. If the rural teacher educators seriously lack in job satisfaction, their performance in educating the prospective school teachers may be affected in future. The number of prospective school teachers in rural educational institutions is increasing largely. So there will be a huge gap between the prospective school teachers who will be trained in rural area and that of urban area.

Perception of Organizational climate generate non-cognitive as well cognitive outcome in teacher educators. In the present study, the perception of organizational climate turned out to be non-significantly related to motivation to work and job satisfaction of teacher educators. It should be considered with highest priority to engineer overall academic and non-academic environment of teacher education institutions so that the perception of organizational climate becomes higher than what is prevalent and also to take necessary steps considering the dimensions of motivation to work and job satisfaction to raise so as to make these two variables positively and significantly correlated with the perception of organizational climate. A well-developed organizational climate of an institution can never be written off. It is felt
that due importance should be given on social cohesion in teacher education institutions for creating favorable organizational climate.

As Teacher Educators’ job satisfaction and motivation to work is significantly and positively correlated, it can safely be concluded that the teacher educators’ job satisfaction level is depended upon their motivation to work. Those who are more motivated to work are more jobs satisfied. So it is the call of the time that individual with high potential and positive attitude towards teaching is invited to the profession of teaching in teacher education institutions. All those teacher educators will be highly motivated to the teaching work as well as their mindset will be teaching oriented. This will bring their job satisfaction in a greater degree. Hence in order to invite efficient teachers to the profession on teaching, the teacher education institutions are to be made attractive.

5.5 Educational Implications

Educationist all over the world have emphasized that quality of teacher educator is the most important factor influencing overall teacher education programme. In these perspective, observations and findings of the present study having organizational climate, motivation to work and job satisfaction of teacher educators would have strong and useful educational implications in the existing teacher education programme of the state as well as our country.

This study would help the government/management of self-financed institutions in framing workable policy with raged to the creation of good academic and non-academic environment teacher education institutions. Necessary measures can be taken by the management for increasing social cohesion among the teacher for the enhancement of the perception in organizational climate toward positive ends.
This study would help the management to take important decision like equipment of teacher educators, service conditions, assignment of work, and promotional benefits in favour of teacher educators which in turn help to maintain quality of teacher education.

The study will help to take decision that in-service teacher education should be provided for teacher educators to increase the level of aspiration and satisfaction of job. The National Commission recommended for developing a practical base by bringing teacher education institutions and the local communities closer to each other, so that a meaningful interaction between them would make teacher education system a functional need based and relevance based system. The commission recommended renewal of the teacher education curriculum of the different universities keeping the guidelines and criteria points laid down by the National Council of Teacher Education (NCTE).

The findings of present study support the recommendation of National Commission and NCTE to integrate the locale communities and their need in the teacher education programme. It will help teacher educators to perceive their organization in a positive and favorable way.

Organizational climate, motivation to work and job satisfaction are very important bases of any organization, and teacher education institutions are not exception. The development of a teacher educator in terms of their academic progress, career orientation, personality and interaction with students as well as community may be influence by their professional life in which their work place climate, motivation to work and job satisfaction are intricately involved. The findings of the present study
have some important implications on the teacher educators, teachers, educationalists, counselors and also researchers. These implications are given are as follows –

i) Teacher educators can be aware of such factors which may lead to increase motivation to work and job satisfaction and healthy organizational climate.

ii) The findings are helpful to the teacher educators in helping them for making their career and life goals.

iii) Teacher educators, management, educationalists and researchers can organize seminar or workshops on how to enhance and built positive motivation to work and job satisfaction.

iv) Researchers can get vast field to do research in area of organizational climate, motivation to work and job satisfaction.

v) The readers will understand the status of and relationship among organizational climate, motivation to work and job satisfaction of teacher educators which will create new knowledge based in them.

vi) This study will be helpful in the present context of teacher education programme for exploring several variables for further researches.

vii) The much refined, construct validated and standardized Teacher Educator’s Motivation to Work Scale (TEMWS) constructed for this study will be helpful for the individual teacher educators to asses independently and successfully their own status of motivation to work.

viii) The future researchers can also use this standardized Teacher Educator’s Motivation to Work Scale (TEMWS) in their research work and be benefited in the same way as individual teacher educators.
5.6 Limitations of the Study

In present study, the researcher tried his best to follow the proper methods and research techniques with all possible care in all stages of the investigations, but still this descriptive study has some limitations. The limitations are -

i) The study was administered on only Teacher Educators at secondary level of teacher education institutions. Other levels of teacher education institutions like elementary level could not be covered in the study.

ii) Only 12 out of 20 districts of West Bengal were included in the study. The study could have been conducted taking more districts for collection of data.

iii) In the present study only three categorical variables viz. gender, type of management and locale were considered. The study could have been conducted considering other categorical variables.

iv) For determining the reliability of the scale (Teacher Educator’s Motivation to Work Scale) the researcher used only Cronbach Alpha. It could be better along with the Cronbach Alpha Test-Retest reliability co-efficient was determined.

v) For determining the validity of the scale the researcher considered the methods of content validity and construct validity only.

5.7 Recommendations

After compellation of this research work the present researcher intents to recommend some measures out of his practical experiences, which are –

i) The selection procedure for recruitment of teachers in teacher education institutions may be done considering their attitude and motivation to work along with their academic record.
ii) Regular supervision by the management or authorities to be done for maintaining desired standard of academic and non-academic environment.

iii) Teacher educators should be provided with opportunities of developing their academic standard by sending them to various professional development courses so as to sustain their motivation at higher level.

iv) Better and regular promotional benefits and academic support should be provided to the teacher educators to sustain their job.

v) To raise the standard of organizational climate, motivation to work and job satisfaction of teacher educators the authority and teacher educators should meet regularly for resolving the problems created in the institutions.

vi) The government should adopt a policy of strengthening the organizational climates of Teacher Education Institutions, unfolding the status of motivation to work and job satisfaction by incorporating the research findings.

5.8 Suggestions for Further Research Studies

No research is perfect and complete in all aspects. Every research has got its own limitations. Due to paucity of time and resources at the disposal of the investigators, all the aspects of the problem cannot be expected to deal with. Therefore, the present study opens up certain avenues for further researches which are briefly mentioned below –

i) Further researches can be done on the teacher educators of Elementary level, Post-Graduation level of Teacher Education Institutions.
ii) Similar studies can be conducted taking more samples considering representative from all the districts of West Bengal and as well as teacher education institutions situated in rural and urban areas.

iii) The present study has been conducted on male & female, government & self-financed and urban & rural institutions teacher educators. The other categorical variables such as educational qualifications, academic stream, socio economic status and teaching experiences etc can also be taken up as mediator variables.

iv) The present study has only included teacher educators who were working in teacher education institutions. Future researches can include teacher educators working in Physical Education teacher education institutions.

v) The present study included only teacher educators of B.Ed. colleges. Comparative studies among other teacher education institutions (D.Ed., M.Ed. & Physical Education) can also be done considering the variables in future.

vi) Further studies are required considering other variables like role conflict, organizational structure, leadership behavior, burnout, occupational stress, job performance, organizational commitment, teaching competence, teacher effectiveness, self-efficacy and many others which influence organizational climate, motivation to work and job satisfaction of the Teacher Education Institutions.

vii) The same study can be carried out by comparing the high, average and low groups of sample with respect to the considered variables.
**viii)** Effect of one major variable over the others can be carried out by ex-post facto researchers.

**ix)** The present study failed to develop a significant regression model. Further study can be carried out to explore qualitatively and quantitatively the factors which determine the organizational climate of teacher education institutions besides motivation to work and job satisfaction.

The list which has been given above is however, not exhaustive but illustrative. There are vast areas in this field which have not been explored so far and any attempt in this direction may both be rewarding and instructive. If the present study is able to provide thinking in this direction, the efforts of the investigator would be amply rewarded.
Chapter References


