“Organizational Climate of Teacher Education Institutions, Motivation to Work and Job Satisfaction of Teacher Educators: A Relationship Study”

Abstract:

Professional preparation of teachers encompasses acquisition of knowledge, skills, ability and values which helps a teacher to perform his duties and responsibilities effectively and efficiently. Teacher educators are one of the pillars of teacher education programme who take the responsibility to educate and train our teachers. Teacher educators’ performance is related to some extent to the organizational climate prevailing in their institution, motivation to work and their job satisfaction along with some other variables. The present study was conducted with the main objectives to know the status of organizational climate as perceived by teacher educators at secondary level, their motivation to work and job satisfaction with respect to the variation in level of gender, type of management or locale of the institution and also to find out the nature of relationship exists among the major variables. The data was collected by selecting randomly 221 secondary level teacher educators in West Bengal through using Organizational Climate Inventory (OCI), Teacher’s Job Satisfaction Scale (TJSS) and Teacher Educator’s Motivation to Work Scale (TEMWS). The sample consisted of 57% male and 43% female; 44.8% from government managed and 55.2% from self-financed institutions; 45.2% urban and 54.8% from rural institutions. Descriptive survey method was employed to carry out the research work. By ensuring normality of data and satisfying assumptions, parametric statistics were used to analyze data to get the results. All null hypotheses were tested at alpha level 0.05. Results showed that significant difference exists only between the teacher educators of government managed and self-financed institutions (t = 2.332, p = 0.021) in their perception of organizational climate. In case of Motivation to work, only male teacher educators differ significantly from females (t = 2.236, p = 0.026). Teacher educators of urban teacher education institutions significantly different from rural institutions (t = 2.398, p = 0.017) in their job satisfaction. In this study no significant relationship was found between organizational climate and motivation to work and also between organizational climate and job satisfaction. But positive and significant relationship (r = 0.431, p = 0.000) was found between motivation to work and job satisfaction. These findings will be helpful in framing policy for improving and managing quality of teacher education institutions.
Organizational Climate of Teacher Education Institutions, Motivation to Work and Job Satisfaction of Teacher Educators: A Relationship Study

Abstract:

Professional preparation of teachers encompasses acquisition of knowledge, skills, ability and values which helps a teacher to perform his duties and responsibilities effectively and efficiently. Teacher educators are one of the pillars of teacher education programme who take the responsibility to educate and train our teachers. Teacher educators’ performance is related to some extent to the organizational climate prevailing in their institution, motivation to work and their job satisfaction along with some other variables. The present study was conducted with the main objectives to know the status of organizational climate as perceived by teacher educators at secondary level, their motivation to work and job satisfaction with respect to the variation in level of gender, type of management or locale of the institution and also to find out the nature of relationship exists among the major variables. The data was collected by selecting randomly 221 secondary level teacher educators in West Bengal through using Organizational Climate Inventory (OCI), Teacher’s Job Satisfaction Scale (TJSS) and Teacher Educator’s Motivation to Work Scale (TEMWS). The sample consisted of 57% male and 43% female; 44.8% from government managed and 55.2% from self-financed institutions; 45.2% urban and 54.8% from rural institutions. Descriptive survey method was employed to carry out the research work. By ensuring normality of data and satisfying assumptions, parametric statistics were used to analyze data to get the results. All null hypotheses were tested at alpha level 0.05. Results showed that significant difference exists only
between the teacher educators of government managed and self financed institutions (t = 2.332, p = 0.021) in their perception of organizational climate. In case of Motivation to work, only male teacher educators differ significantly from females (t = 2.236, p = 0.026). Teacher educators of urban teacher education institutions significantly different from rural institutions (t = 2.398, p = 0.017) in their job satisfaction. In this study no significant relationship was found between organizational climate and motivation to work and also between organizational climate and job satisfaction. But positive and significant relationship (r = 0.431, p = 0.000) was found between motivation to work and job satisfaction. These findings will be helpful in framing policy for improving and managing quality of teacher education institutions.