Chapter I
INTRODUCTION

This chapter has introduced the topic of present research in detail by focusing on the following aspects:

1.1 Present condition of secondary teachers’ training in University of Mumbai
1.2 Need of the study
1.3 Historical account of the concept of job satisfaction
1.4 Operational Definition of job satisfaction
1.5 Justification of ‘Six’ factors included in the Operational Definition of job satisfaction
1.6 Title of present research
1.7 Six-Factor Cascade Model of job satisfaction
1.8 Objectives of present research
1.9 Null Hypotheses related to Job Satisfaction Scale
1.10 Null Hypotheses related to the tool Interview
1.11 Null Hypotheses related to the tool Observation of Infrastructure
1.12 Assumptions of present research
1.13 Scope and Limitations of present research
1.14 Utility Value of present research

1.1 Present condition of secondary teachers’ training in University of Mumbai:

On the threshold of 21st Century, it is needless to spell out the importance of education for the development of our nation (though many villages are still deprived of schools and other necessities). Education is in fact a foundation of every nation and no one will dare to deny the steadfast position of ‘Teachers’ in his / her life, because teachers not only impart the knowledge and skills but they also inculcate values, ethics and discipline in the life of students to help them become good citizens of our nation. So in true sense, teachers are friends, philosophers and guides. It will not be an exaggeration to bestow a title of ‘Nation Builders’ on the teachers.
Fourth decade of 20th Century was an important landmark in the history of Education, as it was realized by the philosophers and scholars that ‘only being knowledgeable’ and ‘only being skilled’ was not sufficient to become a good teacher. They felt the need of training for teachers to teach young minds. They realized the importance of learning child psychology, educational sociology, use of technology in education, various evaluation procedures, principles underlying various teaching methods, guidance and counselling, research methodology, philosophies of great philosophers along with school / college administration to ignite the skill of teaching in true sense.

Since ‘Necessity is the mother of inventions’, need of teachers’ training institutes was felt and they proliferated and mushroomed all over the world till the end of 20th Century. India has not been an exception to this trend.

If one sneaks a look at various bodies formed to boost teachers’ training colleges in post independence era in India, role of NCTE (National Council for Teacher Education), which was established in 1973, is worth mentionable. This non-statutory body was a part of NCERT (National Council of Educational Research and Training) which was established in 1960 and played very important role in regulating education of teachers.

NCTE proposed curriculum framework for different teacher education programs in 1978. Since then, after passing through many stages of curriculum development, as per the needs of the time, in 1993 it made a proposal of increasing the duration of secondary teacher training course from one year to two years. But it took around two decades for its implementation. From the academic year 2015-16, two years' BEd curriculum eventually received an open vent in University of Mumbai. Teacher educators passed through the machinery of orientation programs to get acquainted with the newly framed curriculum till the end of August 2015. Obviously, the admission procedure for a new batch of BEd in the academic year 2015-16 got delayed and it extended up to the end of October 2015 (in few colleges).

Many of the unaided BEd colleges were found to be under pathetic condition due to meager enrolment of students. It tottered the re-recruitment of teacher educators in these colleges to such an extent that literally 2-3 teacher educators were found to be
sharing the work-load of 4-5 teacher educators. The obvious reason for this misery was 
the helplessness of the owners of the colleges on financial constraint.

On the other hand, in spite of having satisfactory enrolment in aided BEd 
colleges, teacher educators were found to be busy in consulting the teacher educators 
of other colleges about the coverage of topics to be taught and were getting their doubts 
clarified. In other words, it was a failure of hurriedly conducted orientation courses. 
Many lacunae about the implementation of revised curriculum had created confusion 
among teacher educators.

Coming back to the enrolment of BEd students, out of say 200 enquiries, only 15- 
20 students were actually turning up to seek the admission. The obvious reason was 
the hike of one year to receive bachelor’s degree in education with consequent burden 
of two years’ fees. Another very notable aspect of the first batch of two years’ BEd 
course was that, the strength of the students had been halved, from 100 to 50. So, for 
the first year BEd, a batch contained only 50 students instead of 100. This batch would 
continue for the second year and simultaneously a new batch of 50 would be admitted 
for the first year, making the total strength of 100 students.

Evidently, the work-load of teacher educators for the academic year 2015-16 was 
halved but for the next academic year, it would be doubled. Obviously, new 
appointments of teacher educators would be mandatory to the authorities of every BEd 
college in the second year. It would create job opportunities for MEd degree holders 
from 2016-17 onwards. But researcher felt very sorry for the pitiful condition of teacher 
educators who were in the waiting lane for the re-appointment in their own college till 
the end of October 2015.

Considering the chaotic condition of BEd colleges and their struggle to implement 
revised curriculum of BEd, the decision of the researcher to take up the topic of job 
satisfaction of teacher educators in BEd colleges of University of Mumbai has proved 
to be very challenging with respect to the present scenario. When researcher 
approached unaided BEd colleges with her tools related to job satisfaction of teacher 
educators, for pilot study, the teacher educators raised their eyebrows and painfully 
explained the problem of their job security and reported with exclamation mark, the 
exploitation with respect to pay package offered to them (almost one third to one fifth,
that of aided BEd colleges), substandard working conditions & infrastructure, inadequate facilities and heavy work load forced on them due to less strength of teacher educators than prescribed. Result was dissatisfaction and exhaustion in the job.

Since researcher is an ex-professor from one of the oldest aided colleges in south Mumbai, teacher educators, especially from unaided colleges openly discussed their problems and lacunae of the revised BEd curriculum with her. They all unanimously agreed on the dissatisfaction that they were deriving from their job.

Taking a birds’ eye-view of the present condition of two years’ BEd course, meager enrollment of students, piteous condition of teacher educators in unaided colleges with respect to their re-recruitment and dubious position of college owners about inspection schedule and permission of their BEd colleges created chaos in the field of secondary teacher training course conducted in the colleges of University of Mumbai. So, though an age old issue, job satisfaction of teacher educators was found to have regained its importance in the field of research in education.

1.2 Need of the Study: The question, ‘Why the researcher felt the need to carry out research related to job satisfaction of teacher educators working in BEd colleges of University of Mumbai, encompasses the following dimensions:

1.2.1 Newly introduced two years’ BEd course
1.2.2 Work-load of teacher educators in comparison with the teachers working in degree colleges
1.2.3 Pay package issue
1.2.4 Commercialization of unaided educational institutions
1.2.5 Problem of job security
1.2.6 Dearth of research work related to job satisfaction of teacher educators in India

1.2.1 Newly introduced two years’ BEd course:

If one takes a glance at the revised curriculum for two years' BEd course, one will find dramatic transformation in it, right from the objectives, pattern of full course, titles of
the papers, evaluation system, scheme of practicum, kind of co-curricular activities and research activities as well.

The subjects like Educational Philosophy, Educational Psychology, Educational Sociology, Educational Evaluation, Educational Technology, Guidance and Counselling and various teaching methods etc have been replaced by the papers titled –

(a) Childhood and Growing up
(b) Contemporary India and Education
(c) Pedagogy of School Subjects
(d) Understanding Disciplines and School Subjects
(e) Reading and Reflecting on Text
(f) Knowledge and Curriculum
(g) Learning and Teaching
(h) Assessment for Learning
(i) Drama and Art in Education
(j) Educational Management
(k) Creating an Inclusive School
(l) Gender School and Society
(m) Language across Curriculum
(n) Understanding the Self
(o) Various optional papers like- Peace Education/ Environment Education / Guidance and Counselling / Action Research / Critical Understanding of ICT (Interactive Classroom Teaching).

Along with the introduction of above mentioned theory papers some of the noteworthy changes are as mentioned below:

(i) Internship of 10 weeks in schools and / or Junior Colleges.
(ii) Participation in community activities with NGO’s or schools for one week.
(iii) Activities related to drama, films and arts including performing arts like sculpture, dance etc.
(iv) Grade points and letter grade system ranging from 7 to 1 and O, A to F (Fail), with passing percentage of 40.
(v) Division of two years' course in Four Semesters.
Each semester covering Theory and Practicum.

A quick glance at the revised two years’ BEd curriculum demanded thorough preparation of the content matter related to the paper assigned to every teacher educator. But still, the disparity remained with respect to the knowledge imparted to the students of BEd. Further, uniformity of instructions had received dubious status, every college giving instructions as per their perspective and their understanding of the subject in spite of orientation courses.

Due to disparity in coverage of topics from college to college, final examination had become a cause of anxiety for student teachers as well as for teacher educators.

In short, the very first batch of two years’ BEd course had gained a status of ‘Guinea Pigs’ and brought the fate of upcoming batches of BEd in the hands of first batch.

After discussing the remarks of teacher educators, researcher arrived at the conclusion that lot of dissatisfaction, annoyance and confusion had spread among teacher educators working in all the BEd colleges affiliated to University of Mumbai, though the extent of it was less in aided colleges.

1.2.2 Work-load of teacher educators in comparison with the teachers working in degree colleges:

A very crucial factor related to all the degree colleges is the 'status' given to them. University of Mumbai considers BEd course as degree course, like BA, BCom and BSc but in reality BEd course is a post-graduate degree as the minimum qualification required to seek admission for BEd is graduation. So technically speaking it should have received post-graduate status.

Second very peculiar aspect of BEd course is that it involves practicum i.e. 'Interactive Classroom Teaching'. Apart from that, student teachers and teacher educators are continuously interacting with each other for lesson guidance, project guidance, teaching aid workshops, co-curricular activities, lesson supervision, internal tests and essays etc. So teacher educators are literally over-packed with strenuous and fast work life, whereas in general degree colleges offering BA / BCom /BSc degree, teachers are comparatively in a relaxed state of mind. The nature of their day-to-day
responsibilities is limited to the class-lectures and practical in science colleges, projects and few co-curricular and curricular activities.

The most important difference in these two types of degree colleges is that, the 'general degree college' professors are supposed to arrive at the same place for their lecturers (i.e. in their college), whereas teacher educators have to travel to various schools and colleges for lesson supervision and for visits at varied time. This change of schedule and place has posed a problem of ever changing lunch timings, thus affecting their health and their families adversely. Education system has failed to take a notice of this professional hazard.

Further, due to over-loaded work schedule, teacher educators cannot afford to take leaves for their personal work because they cannot avoid the responsibility of lesson guidance, lesson supervision and other practical work.

Apart from this, some of the BEd colleges conduct BEd course for Distance Education. Teacher educators from such colleges work during long vacations like Diwali, Christmas and summer vacation, when professors from general degree colleges are enjoying their vacations with their families. Even Sundays are not free for them. Hence the work-load comparison of professors from general colleges and those from BEd colleges spontaneously leads us to discuss the next very important aspect and it is 'pay package'.

1.2.3 Pay Package issue:

It is a lay man’s notion that the pay package is decided on the basis of qualification mandatory for particular post and work-load of an employee. But this conception has been proved to be wrong in case of BEd college professors.

The minimum qualification required for the professors in degree colleges is MA/ MCom/ MSc whereas, in BEd colleges, professors are double post-graduates with MA/ MCom/ MSc degrees along with MEd (Master’s degree in Education). NET or SET is compulsory for both.

The misery resides in the fact that, University of Mumbai and Education Department of Government in turn has failed to take an account of 'double post-
graduation’ of teacher educators while deciding the pay package. Single master-degree-holders and double master-degree-holders have been measured by the same scale. The strange part of it is that teacher educators from aided BEd colleges are tolerating this injustice for years together.

Another very important facet of comparison related to pay package is the salary offered in aided and unaided colleges of BEd. It necessitates the mention of some of the historical happenings in this regard.

In 1987, concept of unaided educational institutes was introduced. Hence the colleges established thereafter did not receive government aid immediately but in stages. Over a period of eight years they received aided status.

From the year 1998, the government aid was completely stopped for the upcoming colleges of all the streams. BEd colleges were not exception to it. Teacher training institutes raised from 1998 onwards received ‘permanently unaided’ status. Obviously, the owners of these colleges were totally dependent on the fees and donations received from the students. Naturally all the expenses were adjusted within certain financial boundaries. The effect was financial exploitation of teaching and non-teaching staff working therein.

One would get shocked to learn that the pay package offered to teacher educators in unaided colleges is almost one third to one fifth as compared to that of aided BEd college professors, with no salary for vacation period.

This piteous condition of teacher educators from unaided BEd colleges has led us to the aspect of commercialization of unaided educational institutions.

1.2.4 Commercialization of Unaided Educational Institutions:

In fact, receiving permanently unaided status was proved to be a boon for businessmen and politicians because it set them free from the rules and regulations recommended by University of Mumbai with respect to appointments, salary structure etc. Hence they ventured into the field of education from commercial point of view. Over a period of one and a half decade from 1998, BEd colleges mushroomed all over the country along with other professional degree colleges, wherein working conditions were of dubious nature, libraries were at formative stage, teaching staff and even the
principals were not fully qualified as per the recommendations of University of Mumbai (of course there were many exceptions). Full system was working and has been working as puppet in the hands of management or the owners of educational institution.

The misery lies in the fact that the disrespect given to the teacher educators, stressful inter-relationships, dearth of essential amenities and unduly created negative work pressure on teacher educators are some of the dissatisfying factors faced by teacher educators thus job satisfaction has been endangered in such institutions.

In the month of September 2015, all the BEd colleges had to face LIC (Local Inquiry Committee) or inspection committee of three members appointed by University of Mumbai to keep check on the administration, infrastructure, appointments of teacher educators and non-teaching staff, admissions, library and other facilities etc. After interviewing some of the LIC members personally, a very disappointing and disgusting picture of unaidered BEd colleges was projected by them. Some of the noteworthy experiences shared by them with the researcher were ....

Many-a-times, the teacher educators shown on the pay roll were all fraud appointments. In fact they were hired for one day (i.e. on the day of LIC) by the management. Their certificates and appointments were existed only on the paper. Infrastructure was miserably shabby & filthy, essential amenities like wash rooms, drinking water supply, library, classrooms, teachers’ room, students’ common room, canteen facility etc. were much below the standard prescribed by the university. Hardly one or two teacher educators were actually existed as regular teaching staff members and owner of the institution was found to be exploiting these staff members by offering them very meagre salary.

On the other hand the fees structure of these colleges was found to be 3-5 times more than that of aided colleges. So to run BEd college on unaidered basis was proved to be a money making business for such educational institutions. Of course some of the unaidered BEd colleges had maintained certain standard, providing good infrastructure and working conditions.

On the basis of confidential interviews of the principals and teacher educators, researcher arrived at the conclusion that dissatisfaction had proliferated among teacher educators working in unaidered colleges and they were working there out of necessity and
helplessness or just to get social status or with an intention to use their qualification. The reader may create an impression that only in unaided colleges spread of frustration was noticed and teacher educators from aided colleges were working smoothly and the level of their satisfaction is much more as compared to that found in unaided colleges, but this impression is partly correct. Though there exists satisfaction as regards the pay scale in aided BEd colleges, the problems like internal politics, favouritism, backbiting, rivalry related to junior- senior, permanent-temporary, Ph Ds- Non PhDs, non co-operative attitude etc, are prevalent. So dissatisfaction was found to be created due to interpersonal relationships among teacher educators and between administrators and teacher educators. Thus to work under tension was found to be the most important factor associated with job satisfaction and it directed the researcher to the next very striking issue related to this job and it is job security.

1.2.5 Problem of Job Security:

Almost all the teacher educators working in unaided colleges were found to be facing the problem of job security because in all these colleges they were not given the salary of long vacations. At some places even the casual and sick leaves were unpaid. Since the pay package was very less, tendency of searching better placement was found to have increased among teacher educators. So owners of unaided colleges were not giving 'permanent' status to their teaching staff.

Another very noteworthy aspect of BEd colleges, cited by researcher, was that in almost all the colleges, aided and unaided, majority of the teacher educators were female and not male members.

The reason for this picture was very obvious because the qualification required to be a teacher educator is double post-graduation whereas, in degree colleges, single post-graduation along with NET/SET, made the person eligible to enter the teaching profession. Why should they waste two more years to get BEd degree and then two more years to get MEd to fetch the same salary? So, very few male members are pursuing the career of teacher educators. Till today, the patriarchal culture of Indian society does not permit the male member to accept the job with insecurity and with very low pay scale because his family is dependent on his income. The income of ladies
(with few exceptions) is considered as extra earning or has been given secondary status in our society. So, unlike males, female teacher educators are ready to sacrifice for the low pay scale at the cost of status and respect in the society. They derive satisfaction of being teacher of upcoming teachers, whereas male members are concerned with pay package rather than the post and one cannot deny the importance of money in this era of ever growing inflation.

In spite of having such annoying picture in majority of the unaided BEd colleges, feeling of gratification of being a moulder of upcoming teachers has fascinated teacher educators and has further compelled them to work therein.

Low pay scale, disrespect, hectic work-load, requirement of double post graduation and job insecurity might be some of the reasons why male members have turned their back towards the job of teacher educators in BEd colleges. Apart from this, due to family responsibilities, male members cannot afford to change the job quite frequently (though the trend of changing the job is getting popular in corporate sector).

Whatever may be the reason, teacher educators working in unaided BEd colleges are constantly confronted with the problem of job security, thus experiencing the state of dissatisfaction with the job and its side effects are very serious. Job security is directly reflecting on their performance in college, making their involvement in teaching-learning process very superficial and if an employee is not involved in his job full heartedly, he will never derive pleasure out of it, thus affecting the level of job satisfaction (of course there are exceptions to the aspect of involvement in the job).

1.2.6 Dearth of research work related to job satisfaction of teacher educators in India:

When the researcher was taking a glance at related research work, she was surprised to learn that very meagre research work has been done on the topic of job satisfaction of teacher educators at national level. Most of the work in this regard is related to primary and secondary schools.

Though population of B Ed colleges affiliated to University of Mumbai is only 87, with 13 aided and 74 unaided colleges, there is a need to carry out research related to
their job satisfaction due to the aspects discussed previously under the heading, ‘Need of the study’.

Hence, present research would help the authorities associated with Secondary Teachers Training Institutes to look into the areas of dissatisfaction and further help themselves to find out solution to reduce its level.

After discussing the importance of job satisfaction of teacher educators and realizing the need to tackle the study of job satisfaction of teacher educators, researcher was confronted with many questions like………

(a) Is the career option of teacher educators in BEd colleges, by choice?
(b) What are the factors that make the teacher educators contented in their job?
(c) What are the annoying situations in BEd colleges of University of Mumbai?
(d) Is it possible to find out the satisfying and dissatisfying factors associated with the job of teacher educators in BEd colleges?
(e) Does the philosophy of life of a teacher, one of the factors to decide the level of satisfaction of teacher educators?
(f) Is it possible to reach the spiritual level and derive fulfilment in the job of teacher educators?

This chain of queries related to the issue of job satisfaction of teacher educators made it customary to design the research work and tap the core of it, for which researcher surveyed various definitions and theories of job satisfaction advocated by renowned psychologists. It helped the researcher to frame an Operational Definition of job satisfaction for present research work. It also helped her immensely to design a model of job satisfaction and directed her to set the objectives and frame the hypotheses for present research.

At this juncture researcher wishes to elaborate the concept and theories of job satisfaction put forth by thinkers in this field.

### 1.3 Historical Account of the Concept of Job Satisfaction:

(a) The term job satisfaction came into vogue in 1935, when Hoppock published his classic work, ‘Job Satisfaction’. He defined job satisfaction as any combination of
psychological, physiological and environmental circumstances that cause a person truthfully to say, "I am satisfied with my job."

Thus job satisfaction is a verbal expression of an employee’s evaluation of his work life or a favourable attitude with which employees view their job. He also had tried to cover psychological aspects related to the job as well as with the employees and his co-workers. Psychological well being is in fact the core factor related to the job. It includes mental health of the employees working together in the job, along with the interpersonal relationships. Further, psychologically favourable experiences directly affect the physiological well-being of a person and hence their inclusion in the definition is quite convincing. In fact psychology and physiology related to any person are two sides of a coin.

Another most important factor that any job requires is the quality of environmental circumstances. If the infrastructure is suitable for the job, surrounding is soothing and all the facilities provided to the employees are fulfilling the needs of the job, then person derives satisfaction from his job.

So, though it was a first attempt to define job satisfaction by Hoppock, it has tried to focus three major aspects related to the job of an employee viz: Psychological, Physiological and Environmental. Further, satisfaction is a pleasurable experience derived by a person at his job place and Hoppock expects an employee to express it from the bottom of his heart that ‘I am satisfied with my job’.

(b) Bullock (1952), Gitmer (1966) and Schulz (1973), defined job satisfaction as an attitude which results from balance and summation of many specific likes and dislikes experienced in connection with job.

Thus they emphasized attitude of an employee, which is highly personal trait and is decided by the upbringing of a person, his educational background, status of the job or post held by an employee and his personal dispositions as well. When a person is doing his job, it may not always be a smooth sailing. He comes across pleasurable and non-pleasurable situations or in other words, the situations liked or disliked by him. The job is a combination of such situations. It depends on the person how he tackles these situations and how he moulds himself even in adverse conditions. This kind of
adjustment depends on the attitude of a person and the ability to tolerate unfavourable conditions.

However, the scope of this definition is limited to the likes and dislikes related to the job. It has failed to focus on physical, psychological, physiological and other factors related to the job.

(c) Siegel (1962), pointed out Intrinsic and Extrinsic factors related to the job. He emphasized the factors that satisfy the workers psychologically along with the factors that lie outside the job. Thus he related job satisfaction with two broad categories namely intrinsic factors, directly related to the nature of the job and extrinsic factors including infrastructure and interpersonal relationships.

(d) Blum (1965) and Blum and Naylor (1968), considered job satisfaction as a generalized attitude of an individual resulting from many attitudes in three areas, namely, specific job factors, individual characteristics and group relationships outside the job. The views in relation to job satisfaction, expressed by Blum and Naylor matched with that of Bullock, Gitmer and Schulz and Siegel as well.

(e) Many-a-times the term ‘morale’ has been used synonymously with ‘job satisfaction’. Mann and Pelz (1945) and Kornhauser (1949), explained the term morale as the contentment or satisfaction of the worker with the job and the company. So the morale is the satisfaction and dissatisfaction with the work situation.

(f) Katzell (1964), expressed that the term job satisfaction has been used in a variety of ways interchangeably with job morale, vocational satisfaction and job attitude by various authors.

(g) According to Smith, et al (1969), job satisfaction is the employee’s judgment of how well his job on the whole is satisfying his various needs. Thus Smith, et al focused on the needs of a person and also the demands of the job. The needs of a person are his material and non-material needs. When the job helps in satisfying his needs in life, he derives satisfaction out of it.
(h) Tiffin and Cormich (1969) also thought job satisfaction in connection with need fulfilment. According to them, job satisfaction is a function of need satisfaction derived from or experienced in the job.

(i) Kochen (1978) expressed that job satisfaction includes two aspects namely, living and enjoying the job. He further added that going to one’s job with his head erect and smiles indicates satisfaction of an employee with his job. Thus job satisfaction is the whole matrix of job factors that make a person like his work situation and is willing to head for it without distaste at the beginning of his work day.

(j) Rownstree Derek (1981), defined job satisfaction as the extent to which each person in each organization obtains satisfaction from the processor and content of his work.

(k) Paul Specters (1985) defined job satisfaction in very simple and concise form. According to him, job satisfaction is, liking of one’s job and finding fulfillment in what you do.

(l) Brown (1996), noted that satisfying employees is a pre-requisite to satisfy the customers. Thus glorifying the catch line given by Andrew Carnegie that –“Take away my people, but leave my factories and soon grass will grow on the floors of factories Take away my factories but leave my people and soon we will have new and better factories.”

(m) Brief (1998) wrote – “If a person’s work is interesting, pay is fair, promotional opportunities are good, superior is supportive and co-workers are friendly, then a situational approach leads one to predict that he/she is satisfied with his or her job”. In other words, if pleasures associated with one’s job outweigh the pains, there is some level of satisfaction.
Harward Professional Group (1998), sees job satisfaction as the keying radiant that leads to recognition, income, promotion and the achievement goals that leads to a general feeling of fulfilment.

According to Dictionary.com, Job satisfaction is an act of satisfying, fulfilment, gratification. It is the state of being satisfied or contented. It is the cause or means of being satisfied.

As per the Dictionary of Education, Job satisfaction is the quality state and level of satisfaction as a result of various interests and attitudes of a person towards his job. It is the desired or undesired with which employees view their work. It expresses the extent to match between the employer’s expectations of the job and rewards that the job provides.

In an attempt to define job satisfaction, many psychologists tried to put forth various theories of job satisfaction. The focus of each of these theories is different. Of course, none of the theories is complete in itself to explain the process of job satisfaction because it is a multifaceted concept. But every theory is correct with respect to its central idea.

Reader will find eight important theories of job satisfaction, which are given as follows:

(a) Comparison theory
(b) Instrumentality theory
(c) Social Influence theory
(d) Equity theory
(e) Herzberg, et al Two-Factor theory
(f) Maslow’s Hierarchy of Needs theory
(g) Edwin Locke’s Range of affect theory or Locke’s Value Percept theory
(h) Dispositional theory

(a) Comparison Theory:
This theory puts forth the very nature of human being to compare between two things. According to this theory, the magnitude of satisfaction is a function of the size of the discrepancy between the individual’s standard and what he believes he/she is receiving from the job. The ‘Standard’ is considered by some as the individual’s needs (Porter, 1962 and Morse, 1953) and by others as his values (Locke, 1976)

This theory is also referred to as ‘Aspiration Achievement’ or ‘Expectation-Achievement Discrepancy theory’ of job satisfaction. But aspiration and achievement are not independent of each other. Aspirations and expectations can be set by person’s current level of achievement of needs. Ganguli (1957), concluded that person’s present earnings serve as a frame of reference by which he sets his aspirations. Job satisfaction is thus determined by a comparison of the desired standard and perception of the achieved level, linked in a significant way to the achievement level.

(b) Instrumentality Theory:

This theory postulates that individuals judge satisfaction with the job by the extent to which the job leads to valued outcomes. Here it is assumed that each person has fixed judgment about how much he values certain outcomes such as pay, promotion, good working conditions etc. Then he estimates the extent to which holding the job leads to these valued outcomes. His job satisfaction then results from summation of outcomes or instrumentalities obtained multiplied by the valences of those outcomes.

(c) Social Influence Theory:

This theory assumes that the individuals may come into new job without the knowledge of how satisfied he will be with it. He looks around, sees others like him, working there at the same place, whether they are satisfied or dissatisfied, and gets influenced by those observations. Thus people decide how satisfied they are with their job, by merely observing others on similar jobs and make inferences about their satisfaction. They do not bother about the process of their own feelings.

Thus according to Salanicle and Pefeffer (1977), satisfaction is simply a level of his or her personal satisfaction by their perception of other’s satisfaction.
(d) **Equity Theory:**

According to Adam (1965), people make a cognitive comparison of their contribution to a work situation (their inputs) and the things they get out of it (their outcomes) with those of other people. Among the important inputs are the skills, knowledge, experience, time on the job etc. Outcomes include pay, status and job level etc. Ratio of output to input is satisfaction. Inequity exists for a person when he perceives his ratio and ratio of others is unequal. If ratio equals with other employees of his level, equity exists. Thus this equity or inequity decides satisfaction or dissatisfaction of a person.

(e) **Herzberg, et al Two Factor Theory (1959):**

They proposed that job satisfaction is derived from two sets of factors viz: Motivators and Hygiene. Motivators are associated with positive feelings about the job and related to the content of the work itself. Hence they are also called as Intrinsic Factors. These factors include achievement, recognition, the work itself, responsibility and advancement.

The second set of factors is Hygiene factors or Dissatisfires. They do not induce satisfaction but they simply prevent dissatisfaction. These factors are external to the work itself, hence termed as Extrinsic factors. They are company policies and practices, supervision, salary, interpersonal relations with co-workers and working conditions.

Thus this theory states that hygiene factors usually dissatisfy the person if they are not present in sufficient amounts and they cannot motivate the person to do the work.

This theory was criticized because a given job factor can cause satisfaction to one person and can develop dissatisfaction in another person. This difference in the reaction of two individuals is due to their previous job levels, age, sex, formal education, cultural background etc. It was further criticized because it over-simplified the
relationship between motivation and satisfaction, and the sources of job satisfaction and dissatisfaction.

In spite of receiving criticism, many researchers have carried out research work in the field of job satisfaction on the basis of two-factor theory. The reason may be the simplicity of the theory along with measurable and limited number of factors affecting job satisfaction.

(f) **Abraham Maslow’s Hierarchy of Needs Theory: (1943)**

This is a theory of motivation and most widely accepted content theory. It suggested following five fundamental needs:

<table>
<thead>
<tr>
<th>Needs</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physiological Needs</strong></td>
<td>The desire for basic needs of life</td>
</tr>
<tr>
<td><strong>Security Needs</strong></td>
<td>The desire for safety, protection against threats and unsafe working conditions</td>
</tr>
<tr>
<td><strong>Affiliation Needs</strong></td>
<td>The desire for to be loved and accepted in a group</td>
</tr>
<tr>
<td><strong>Esteem Needs</strong></td>
<td>The desire for status, recognition, respect, achievement, autonomy, independence and confidence</td>
</tr>
<tr>
<td><strong>Self actualization Needs</strong></td>
<td>Full Potential realization, self-development and pinnacle of one’s calling</td>
</tr>
</tbody>
</table>

As given in the model, a person has five fundamental needs. Once a need is satisfied, it no longer becomes a need. It then cannot motivate the behaviour of an employee. So then the employee gets motivated by the need at the next level of the hierarchy. The highest level is self-actualization, which is very difficult to measure by use of measuring tool. But still, Maslow’s theory fascinated many researchers because every person struggles to satisfy his needs.
(g) Edwin Locke’s Range of Affect Theory or Value-Percept Theory: (1976)

The theory states job satisfaction as a pleasurable emotional state resulting from the perception of one’s job fulfilling or allowing the fulfilment of one’s important job values, provided these values are compatible with one’s needs. In simple words, satisfaction is determined by a discrepancy between what one wants in a job and what one has in a job. How much one values the given facet of work is important aspect of this theory.

Thus Locke’s theory has philosophical basis. It gives relative importance to various factors that play a vital role in one’s overall level of satisfaction. For example, if ‘pay scale’ is the most important factor in determining one’s job satisfaction and ‘pleasant co-workers’ relatively unimportant, then the factor ‘pay scale’ plays a greater role in determining his overall job satisfaction than ‘pleasant co-workers’.

In other words, overall job satisfaction is the sum of satisfaction with different aspects of the job and importance attached to each of the elements.

(h) Dispositional Theory:

The theory assumes that people have innate dispositions that cause them to have tendencies towards a certain level of satisfaction regardless of the job.

Timothy A. Judge (1998), proposed core self-evaluation model related to innate disposition of a person. According to this model, there are four core self-evaluations that determine one’s disposition towards job satisfaction and those levels are:

- Self-esteem (value one places in himself)
- Self-efficiency (belief in one’s own competence)
- Locus of control (believing that one has control over his own life as opposed to outside forces having control)
- Neuroticism (lower level of neuroticism leads to higher job satisfaction)

After discussing the attempts of psychologists to define and explain the concept of job satisfaction, researcher has noted some of the significant aspects related to it and she wishes to summarize the concept to job satisfaction as follows:

Job satisfaction .............
is a multi-dimensional and complex phenomena,
is pleasurable or positive emotional state of mind resulting from appraisal of one’s job experience,
is related to, but distinguishable from morale and job involvement,
is not an entity or a physical thing, but a complex of relationships of likes, roles, responsibilities, interaction, incentives and rewards etc, and job satisfaction is intimately related to all of them. Hence one has to use various dimensions of the job such as pay, promotions, recognition, benefits, working conditions, work itself, supervision, co-workers, management policy etc. Thus the advocates of process theories of job satisfaction give importance to above factors that combine to determine overall job satisfaction.

• .....results from the perception that one’s job fulfils and the degree to which the values are congruent to his needs. The most important values or conditions conducive to job satisfaction are mentally challenging work, personal interest in the work itself, work which is not physically tiring, rewards for performance, security, working conditions, high self-esteem, co-workers who help in attainment of job values and minimize role-conflict and role ambiguity.

• .....is associated with power, authority, social status, prestige, responsibility, higher pay, provided the jobs are at higher hierarchical level. Opportunities for self-actualization is a higher order measure associated with job satisfaction and can be realized only with job of higher level because only at that level more opportunities are available to satisfy esteem, autonomy and self-actualization need as explained by Maslow in hierarchy of needs model.

• .....is dependent on motivators as well as hygiene factors as explained by Herzberg et al, which signify satisfaction and dissatisfaction respectively.

• .....is affected by many factors related to the job itself, physical factors associated with the job place and co-workers.

• .....is related to the comparison made between expectations of an employee from the job and the actual job profile. If his expectations are fulfilled, he derives satisfaction and if not, he derives dissatisfaction.
On the basis of prevailing theories and definitions of job satisfaction, researcher has tried to propose an Operational Definition of Job Satisfaction of teacher educators. She has further designed a model to illustrate the relationship or bonding between various factors included in the definition of job satisfaction.

In order to frame an operational definition, researcher has emphasized the factors from Herzberg et al Two-Factor Theory, Maslow’s Hierarchy of Needs Theory, Dispositional Theory given by Timothy and Definition of job satisfaction given by Hoppock.

1.4 Operational Definition of Job Satisfaction:

‘Job Satisfaction is a state of contentment or fulfilment, attained due to positive and favourable effect of Physical, Physiological, Psychological, Sociological, Philosophical and Spiritual aspects related to the job’.

Appraisal of above definition: Researcher wishes to justify the factors that are included in an operational definition of job satisfaction. The various points reflecting the appraisal of definition are as follows:

(a) Job Satisfaction is a state of contentment or fulfilment associated with the needs (as given by Maslow in his hierarchy of needs) and aspirations of an employee. It is a state of mind when an employee says that ‘he likes the job and he is enjoying it’. It is a state of mind when intrinsic factors and extrinsic factors related to the job are acceptable and he does not mind any negativity related to these factors. In other words he is ready to adjust with the infrastructure of job premises, facilities and co-workers etc because he likes the work and deriving pleasure out of it. So for him, deriving work-pleasure is more important than the negativity underlying it.

Researcher here wishes to emphasize psychological facet of teacher educators. How well they ‘carry’ the job and derive pleasure out of it is the core concept underlying the state of contentment or fulfilment. This notion automatically takes us to the next part of the operational definition....
The state of contentment / fulfilment attained due to favourable effects of various factors related to the job:

In order to describe this part of operational definition researcher needs to clarify various factors such as

(i) Physical (ii) Physiological (iii) Psychological (iv) Sociological (v) Philosophical (vi) Spiritual

All the above mentioned factors are indispensable part of human life, hence are thought to be associated with job satisfaction of teacher educators. All these factors are dependent factors.

After discussing the sub-factors under each of these six factors, researcher has explained various independent factors associated with dependent factors as follows:

1.5 Justification for ‘six’ factors in the operational definition of job satisfaction:

(a) Physical Factors: The sub-factors included under this category are:
   (i) Working conditions and provision of facilities.
   (ii) Work Profile
   (iii) Use of special skills
   (i) Fulfilment of needs with pay package

(i) Working conditions and provision of facilities: In fact, ‘working conditions’ is a very broad term. It includes ambience, infrastructure, physical facilities and quality of overall conditions in the college. Everyone likes to work in a well-ventilated, well-lit, spacious and clean atmosphere. But we know that there is no accounting for tastes. If college management fulfils all the requirements of BEd college then teacher educators derive satisfaction, otherwise dissatisfaction. Though NAAC and university approval by LIC have prescribed specific criteria in this regard, many BEd colleges are not following the norms and enforce their staff to work under substandard working conditions. Management refuses to develop the premises by citing all sorts of reasons, especially financial constraints. In many upcoming BEd colleges two or more courses are conducted in the same premises creating adjustment problems among teaching faculty as well as students.
Lot of research work has been done in relation to association of working conditions with job satisfaction.

**Herzberg et al two factor theory (1959)**, have categorized working conditions as hygiene or extrinsic factors. They are also termed as dissatisfying factors, because if working conditions are not soothing, teacher educators develop dissatisfaction and start disliking the job, in spite of having passion for the teaching profession.

**Smith et al (1969)**, also emphasized satisfaction of material and non-material needs from the job.

**Hoppock (1935)**, had given importance to environmental conditions while defining job satisfaction.

**Maslow ()**, had also given due respect to the security needs, of which, one of the factors is working conditions, in his hierarchy of needs model.

**Raj (2013)**, reported that teachers were dissatisfied due to discouraging working conditions in government public schools.

**Awoniyi and Tsitsi (2013)**, concluded that one of the major factors contributing job satisfaction was physical facilities and infrastructure of educational institution.

**Adebayo and Gombakomba (2013)**, in their effort to find out dimension of Teachers’ job satisfaction in primary schools reported that infrastructure, resources of teaching and working conditions were some of the factors affecting job satisfaction.

**Tushar (2014)**, in his comparative study of job satisfaction among teacher educators from different types of secondary teachers training institutes reported that teachers from government aided colleges were more satisfied due to good working conditions and physical facilities, good pay package, job security, promotion and provision for increments.

Researcher has included a list of infrastructural facilities required for BEd college as per the norms set up by University of Mumbai (**Appendix: D**). If the working conditions are good, it contributes to job satisfaction and vice versa.
(ii) **Work Profile**: This sub-factor has been purposely included under the heading ‘Physical Factors’ because the work profile and infrastructure are two sides of a coin. After all, teacher educators and students are working in college premises and are using all the facilities like stationery, LCD, teaching aids, computers, etc to conduct various activities in the college, which contribute to their work profile. Researcher wishes to clarify that satisfaction derived from activity oriented work profile has been focused in present research.

(iii) **Use of special skills**: The term ‘special skills’ signifies the skills related to singing, music, dance, calligraphy, drawing and painting, dramatics, sports, etc. Considering the multidimensional nature of BEd course, it is customary to organize various activities and encourage the students to display their hidden talents, but while doing so, do the teacher educators get an opportunity to perform on the stage, is a question of concern for the researcher. If he/she gets that chance, he/she derives satisfaction or else, dissatisfaction. This factor has been included in the list of physical factors as any skill is a coordination of body and mind/brain.

(iv) **Fulfilment of needs with pay package**: In fact, pay package is one of the independent factors in this study, but salary received by an employee is used by him to satisfy material needs of his family. Hence, researcher has included this factor by emphasizing fulfilment of material needs with pay package.

To summarize, physical factors affect work efficiency of teacher educators and in turn affect the level of job satisfaction hence they carry substantial weight in the list of factors associated with job satisfaction.

(b) **Physiological Factors**: The sub-factors included under this category are:

(i) Fatigue
(ii) Irregular daily schedule and lunch timings
(iii) Heavy workload
(iv) Physical disability
(ii) Strain due to travelling
(i) **Fatigue:** According to Business dictionary.com, Fatigue is human physiological and / or psychological state characterized by diminished capacity to perform, and usually accompanied by a feeling of tiredness. It normally results from exertion beyond one’s normal ability, but may also be caused or aggravated by ill health, physical and emotional aspects of the work environment, worries or mental conflict.

Since researcher was a teacher educator, she has experienced the work pressure and the state of exhaustion in college during lecture days as well as during lesson days while observing 7-8 lessons per day. More the effect of fatigue more is the chance to develop dissatisfaction. With aging, the severity of this problem may increase and may develop some permanent illness, leading to disliking for the job. Hence the factor of ‘Fatigue’ sounds important for its inclusion in the list of factors related to job satisfaction.

**Goswami (2013),** reported decreased level of job satisfaction due to job burnout of teachers which further affected the efficiency of teachers in secondary schools.

**Evy George, et al. (2008),** reported in their study on urban secondary school teachers that emotional exhaustion and depersonalization were the factors of low levels of job satisfaction.

Researcher of present study was surprised to learn that very less research work has been done to establish the relation of fatigue with job satisfaction of teacher educators in training colleges.

(ii) **Irregular daily schedule and lunch timings:** A peculiarity of BEd course in ever-changing or flexible daily schedule. The reason is that the curriculum demands organization of various workshops, practice –teaching lessons in schools /colleges, internship programs, cultural activities, visits etc. Due to the multifaceted nature of curriculum, along with irregularity of schedule, irregularity of lunch timing has been taken for granted by teacher educators as well as student teachers. But it has posed negative effect on hygiene & health of teacher educators in a long run. Hence the
factors like effect of irregularity in schedule and lunch time have been included in present study.

(iii) Heavy work-load: The curriculum of BEd is multidimensional and expects the teacher educators to handle variety of activities, workshops, visits, projects etc. It exerts lot of physical and mental pressure, thus due to the strenuous nature of work profile, this factor is thought to be associated with job satisfaction and hence included in the list.

(iv&v) Physical disability and strain due to travelling: These factors especially show their concern with more experienced / aged teacher educators. On lesson days every teacher educator is supposed to observe five to eight lessons. Moving from one class to the other, may be physically tiring for them. Apart from it, in case if residence of teacher educator is too far from his / her college and / or from the practice teaching schools, then train journey in over-packed local trains during office hours of Mumbai might be highly tiring. Hence the factor 'strain due to travelling' has been considered, though it is not related to the job in the college, but due to stressful commuting process, person may develop disliking for the job indirectly. In none of the research works reviewed by the researcher, the factor of strain due to travelling has been tackled. Again, Hoppock (1935), in his first attempt to define job satisfaction has given importance to physiological factors affecting job satisfaction. Researcher wishes to follow his footsteps in this research but does not intend to include basic needs like food, water, shelter etc.

(c) Psychological Factors: Sub factors included under this heading are:

(i) Liking for the job  (iv) Recognition  (vii) Advancement
(ii) Achievement  (v) Reward  (viii) Job security
(iii) Respect  (vi) Responsibility (ix) Stress

Some of these sub-factors like achievement, recognition, responsibilities and advancement have been included in Herzberg et al two Factor Theory of job satisfaction. Hoppock had also emphasized association of Psychological factors with job satisfaction. So researcher wishes to justify for inclusion of these nine psychological factors as follows:
(i) **Liking for the job:** This is the most important motivating factor to pursue particular career. One should have passion to fling himself into specific field. Here it is BEd college and teacher educators therein.

It is a well-known fact that teaching field is preferred by females as compared to male members and the picture of BEd colleges is not an exception to it. The question here is whether the career of teacher educator is an option of their choice or just by chance.

Here at this juncture researcher wishes to answer the possible reason for showing reluctance to choose the career of teacher educators by male members.

Fist of all, those male members who join BEd course have a wish to be a lecturer in Junior college of any stream (Arts /Commerce / Science). No question of BEd degree arises for senior colleges. Hence they pursue NET / SET.

Those who happen to join MEd course, prefer to become Education Inspector and go into Administration. Thus very few eventually become teacher educators.

To join Junior college after BEd or senior college after clearing NET / SET or join any professional college is preferred by male members because they want to start earning before the age of 25 years.

On the other hand females are found to be more passionate about the career of teacher educator. They wish to derive pride of becoming educator of upcoming teachers. So, there lies emotional involvement in case of female teacher educators. Obviously, if the career option is a matter of choice, irrespective of its strenuous nature and pay-package exploitation they continue with the job.

Researcher included this factor purposely so that she could further find gender difference in relation to it.

(ii) **Achievement:** According to the *Business Dictionary*, need for ‘achievement’ is a personality trait characterized by an enduring and consistent concern with setting and meeting high standards of achievement. This need is influenced by internal drive for action (intrinsic motivation) and the pressure exerted by the expectations of others (extrinsic motivation). Need for achievement motivates an individual to succeed in competition and to excel in activities important to him or her.
We all know that teachers are the backbone of any educational institution. The quality of education depends on quality of teachers working in particular educational institution. The quality of teachers in turn depends on how well they are trained to teach and on their devotion to their teaching profession and the quality of training imparted to upcoming teachers is decided by the quality of teacher educators in BEd colleges.

When teacher educators are passionate about their job, they know that they are shapers of upcoming teachers, are ready to put their hundred percent into their job, then this attitude itself helps to develop sense of achievement in them. This feeling itself is beyond any formal degrees. Thus, a factor of ‘Achievement’ has emotional dimension. **Maslow** categorized it under the heading ‘Esteem Needs’ whereas **Herzberg** Two Factors Theory categorized it as motivation or intrinsic factor, which indicates the state of satisfaction. Thus the factor of ‘Achievement’ has been given due respect in the list of factors associated with job satisfaction.

(iii) **Respect:** According to [dictionary central.com](http://dictionary.central.com), ‘respect’ is a verb to admire someone, especially because of his or her achievements or status.

The slang meaning of respect is an all purpose exclamation of greeting and acknowledgement and an essential concept in peer group relationships.

‘Respect’ is one of the ‘Esteem Needs’ proposed in the model of Hierarchy of Needs by **Maslow**.

It is a need of every teacher educator that his position / post has been given due respect by authorities of his BEd college, his colleagues and his students as well. But it is a well known fact that respect should not be demanded but it should be earned. In other words, if the teacher educator is knowledgeable, devoted to his profession, shows interest in research work, shows concern for the development of students as well as for her / his colleagues, is reasonable thinker, encourages smooth functioning of the institution, fights for right reason, believes in maintaining healthy relationships with colleagues and likes his job, then he/she derives respect from all those who are communicating with him/her.

In fact, along with authorities, all the teacher educators are supposed to respect each other’s dignity. Of course, there cannot be an educational institution without any
conflict but as long as it is healthy conflict, it will help in developing healthy inter-
relationships among the staff members.

Curriculum of BEd demands continuous interaction among colleagues and
students. They have to consult one another and the management. If positive
suggestions are accepted unanimously then it culminates in satisfaction but if they are
rejected just for ego issues or favouritism then it creates annoyance and leads to
dissatisfaction.

So giving respect to the opinions of others is an important need for
maintaining dignity of the profession. Apart from it, the way the authorities treat the
teacher educators, matters a lot for them. In fact teacher educators working in unaided
colleges are sacrificing pay package at the cost of respect that they derive in the
society.

A study by Huysman (2007), on rural teacher satisfaction reported
dissatisfaction from most of the teachers due to lack of appreciation and hence
disrespect and unhealthy competition between home-grown faculty and
transplanted faculty.

Einar and Sidsel (2011), carried out a very peculiar study to find out teacher job
satisfaction and motivation to leave the teaching profession. They suggested that
teachers should be given respect by colleagues, students, parents and
authorities in order to maintain their mental health to increase their level of job
satisfaction and help them to continue with their teaching job. They also noticed
that value consonance, inter-relationships among colleagues, among parents
and teachers, support of supervisors, time constraint and discipline problems
faced by teachers affected their level of job satisfaction negatively, leading to the
tendency to leave the job.

So the factor of ‘Respect’ has been given a due respect in present study related
to job satisfaction of teacher educators.

(iv&v) Recognition and Reward: According to dictionary central.com, ‘Recognition’
is an act of identifying a person or a thing. It also means respect or official acceptance.
According to dictionary central.com, 'Reward' is to give a person something in return for effort of achievement. It is something given in return for doing a thing well.

Both, Maslow's theory of Hierarchy of Needs and Herzberg Two Factor Theory advocated importance of recognition for good work by colleagues and authorities and reward thereafter to derive pleasure from the job. What teacher educator needs is admiration or recognition for his/ her efforts and good work. Once this stage is passed, the next spontaneous reaction should be either verbal praise from colleagues or reward in the form of some gift or promotion in the job. Though the second part of the reward may never happen, only verbal praise can also culminate in job satisfaction.

Another fact of this noble profession is the relationship between BEd students and teacher educators. What teacher educators expect from student teachers is appraisal of their efforts while training them for teaching profession. If students show their involvement in all the activities conducted in the college, it is satisfying for the teacher educators. Over a period of training when students show improvement in their teaching skills, develop positive attitude towards teaching profession and express their gratitude before teacher educators that itself is a reward for teacher educators. This is again higher level of esteem need for teacher educators and hence the factors of, Recognition and Reward, have been included in this study.

Before discussing the next sub-factors, it is necessary to mention that teacher educators derive satisfaction when their smallest contribution / suggestion is recognized and praised openly before the teaching and / or non-teaching staff. They derive a great pleasure when their real worth and real talent is recognized and on the basis of it if they are assigned more challenging and important responsibilities, then that itself becomes a reward for them. Thus the aspects of recognition and reward lead us to the next point…

(vi) **Responsibility:** According to dictionary central.com 'Responsibility' is a state of being answerable for something or in charge of something. It is somebody or something which a person of organization has a duty to take care of.

Herzberg et al Two Factor Theory has included responsibility as a hygiene factor leading to satisfying state. To hand over responsibility to particular teacher
educator shows faith in him, that he/she is in a position to handle the responsibility well or as expected.

A specialty of BEd course is its multidimensional and activity oriented nature. Teacher educators themselves should be in a position to handle any kind of work assigned to them. So, on the basis of his nature and his expertise in particular field he is assigned various responsibilities. In fact, it is a skill and observation of authorities / principal to know his/ her staff in real sense and accordingly assign them duties.

To perform the duty / task well, to the fullest of his/her capacity with the sense of responsibility itself is a pleasurable experience, which eventually helps in deriving job satisfaction. Hence the factor ‘Responsibility’ deserves its position in this research.

(vii) Advancement: According dictionary Central.com, ‘Advancement’ means promotion or to make progress or to go ahead.

Truly speaking, advancement is a human instinct. Due to advancement, he could develop himself from stone-age till modern 21st Century. The curriculum of BEd is not exception to this instinct. Whole curriculum has taken new shape from the academic year 2015-16. The whole perspective of the curriculum has portrayed novel look and has introduced new ideas conducive to education in modern era.

On personal level, teacher educators have to follow the path of advancement. If they do not possess PhD degree, they can pursue it. They can attend seminars and conferences organized at National and International level. They can publish research papers and present them in seminars. With this involvement in research activities they can get wider exposure, get chance to exchange their views and interact with learned people in various fields. This definitely widens their attitude and sphere of knowledge which can further reflect in their day-to-day teaching skills. But the most important aspect that deserves its mention here is a support and encouragement given by authorities to their teaching staff to pursue research related activities as without their permission it would be just a dream for the teaching staff to attend seminars/conferences and do research work.

Hence advancement, one of the esteem needs and hygiene factors, has been included in this study.
(viii) **Job Security:** As given in [dictionary central.com](http://dictionary.central.com), 'Job security' is a situation in which an employee is likely to keep his or her job until he retires.

As given in 'work and family researcher network', job security is a condition wherein employees lack the assurance that their job will remain stable from day to day, week to week or year to year.

As per the 'Maslow's Hierarchy of Needs model', job security occupies second level need. It is because of his basic instinct to settle in life, live happily and peacefully in life. When teacher educator receives 'permanent' status in his job, he derives maximum level of satisfaction because he gets assurance of earning particular fixed amount per month, thus fulfilling basic needs of his family.

But researcher regrettfully wishes to express the miserable condition of teacher educators working in some of the unaided BEd colleges due to precipitation of the problem of job security. The reasons for this piteous picture are sub-standard and inadequate working conditions along with physical facilities and pathetic level of meagre salary. So those teacher educators who are accepting job in such colleges are constantly engaged in searching for a better job opportunity. The moment they get better opportunity, they leave the job, sometimes without prior intimation to the authorities. This vicious circle is going to remain and further affect the educational standard of the college, and thus affecting the quality of training received by student teachers.

Unless one teacher educator remains in the same college for more than 4-5 years, he will not be in a position to express his level of job satisfaction in real sense.

Aided colleges on the other hand are offering good pay package, good working conditions, infrastructure etc, have been already well-established, so problem of job security does not exist there. But since, unaided BEd colleges outnumber aided ones, severity of the problem of job insecurity is more. Obviously, the place where job security is questionable, it becomes the area of research. So opinions of teacher educators regarding job security were found significant for the present study, hence included.

(ix) **Stress:** As expressed in [dictionary central.com](http://dictionary.central.com), 'Stress' is ......
• the force or pressure of something,
• a state of anxiety and strain that can affect an animal’s health
• nervous tension or worry caused by overwork
• a combination of factors in a person's life which make him or her feel tired and anxious.
• a condition in which an outside influence, such as overwork or a mental or an emotional state, such as anxiety, changes the working of a body and can affect the hormone balance.

Stress is a part and parcel of any job. It is a multidimensional concept. It can be work-related stress, or due to disturbed interpersonal relationships or can be due to substandard and insufficient working conditions and physical facilities or due to health problems of teacher educators or adjustment problem with authorities and colleagues or may be related to family problems. Whatever may be the cause of stress, physical, physiological, psychological or sociological…. instead of going deep into the cause, overall remark about stress has been focused and expected from the respondents in this research.

Lot of research work has been carried out on stress developed among teachers and its relation to job satisfaction/dissatisfaction at various levels in education.

• A study by Lawlor (2011), reported that poor mental health among teachers developed stress among principals of primary schools and stress level of principals reflected on the stress level of teachers. It eventually affected the level of job satisfaction among teachers and principals.

• Klassen and Chiu Ming Ming (2010), carried out research of effects of teacher's self–efficacy and job satisfaction with respect to the factors like gender, teaching experience and job stress. Female teachers showed to be working under stressful conditions due to heavy work load, student's misbehaviour and greater classroom stress. Teachers with greater classroom stress reported to have lower level of self-efficacy and hence lower level job satisfaction.

• Tejani (1999), concluded more amount of personal inadequacy stress among teachers from unaided schools and found inverse relationship between stress and job satisfaction.
(d) **Sociological Factors:** The sub-factors included under this category are:

(i) Policy and Administration
(ii) Organizational Conflict
(iii) Inter-personal Relationships

(i) **Policy and Administration:** For any BEd college, management and Principal form the governing body. They abide to the policies, rules and regulations set up by the University and implement them in their college. They get the work done from the teaching and non-teaching staff in stipulated time as per the prescribed norms. The quality of teaching-learning process, the kind of infrastructure and physical facilities provided by administrators and last but not the least the attitude of administrators towards their teaching staff decide the level of satisfaction derived by teacher educators.

If the administrators or authorities are patient, considerate, believe and encourage perfection, give importance to the opinions of teacher educators, treat employees of the college as human beings, are lenient as well as strict, give due respect and recognition for the contribution of teacher educators, then teacher educators show their willingness in implementing the policies to the fullest of their capacities, which in turn reflect in the development of an institution. But if authorities exhibit bossing attitude, give insulting treatment to the employees then negative force may develop and disturb the mental health of the college.

- **Herzberg et al (1959),** in their two factor theory had given due respect to the factor of 'Policy and Administration' as hygiene factor or dissatisfire, affecting job satisfaction of employees.

The nature of the job of teacher educators has been changed with the advent of two years' BEd course. Every teacher educator had passed through the orientation course in order to acquaint himself with the new system of four semesters, coverage of content matter in different papers and activities to be conducted throughout the course of two years. They were also given training regarding the credit and grade point system and were well acquainted with the objectives of new curriculum.
To implement the instructions given in the orientation course was in the hands of administrators of particular college and teacher educators working therein. In order to adapt to the new setting of curriculum framed by policy makers, daily planning of schedule and assigning duties to the teacher educators was a very challenging task. Whether the administrators of the college give respect to the opinions of teacher educators in decision making process was the matter of concern for the researcher of present study because it has direct connection with job satisfaction. For example: authoritative attitude of administrators may develop adjustment problems and democratic attitude may delay the process of decision making.

Another very crucial aspect related to any job is, the policy followed by the administrators while dealing with the minor mistakes committed by any of the employees (here they are teacher educators). For example: whether they are insulted openly in front of all or whether they are handed over a written memo or whether they are explained their mistake privately or whether they are asked to give written explanation for it.

Thus, the reaction of administrators to the mistakes of teacher educators was a matter of interest for the researcher because it has direct connection with satisfaction or dissatisfaction. Researcher has dared to make such a comment because she had observed and experienced such attitude of authorities in her BEd college.

Researcher had also experienced that policies followed by administrators were student-friendly and not teacher-friendly. In such case teacher educators keep complaining about the inconvenience faced by them, thus affecting efficiency and attitude of teacher educators towards the job and finally affecting the level of job satisfaction.

On the basis of above discussion, the 'Policy and Administration' were thought to be the factors contributing job satisfaction of teacher educators, hence included in the model.
(ii) **Organizational Conflict**: Wikipedia defines organizational conflict as 'a state of discord caused by the actual or perceived opposition of needs, values and interests between people working together'.

In fact, conflict is an inevitable aspect of any organization because the employees working in it continuously interact with each other and conflict among them may set in due to difference of opinion or due to ego problems or due to misunderstandings or disrespect etc.

Whatever may be the reason of conflict, once it sets in, it develops discontent and ultimately leads to dissatisfaction. If conflict or argumentation is for betterment of the system or for innovation or to bring about good change, it is an indication of development of an institution. On the other hand, very low level of conflict indicates 'no innovation' or 'no change' in the system. Decisions taken by authorities in such institutions are devoid of democracy. Teachers in such institutions are likely to be less contented due to lack of decision power, prevalence of monotony in job life and lack of innovations. Such a job climate suppresses the creativity of teacher educators.

Whatever may be the type and cause of conflict, no employee likes to share it with a stranger, like researcher herself in this case. During pilot study, she realized the difficulty in getting information related to conflict and overall negativity towards sharing information related to interpersonal relationships existing among teacher educators and with authorities. The reason for this is simple, that no one wants to portray the grey side of their institution to an outsider.

Eventually, researcher rejected many of the controversial items from her pilot study questionnaire and retained only two items related to conflict, one regarding existence of quarrels among teacher educators and the other, the custom of giving written memo and use of harsh words by authorities to the teacher educators for their mistakes.

In fact there can be a separate exhaustive research based on organizational conflict but present research has dealt with it under the heading 'Sociological factors associated with job satisfaction'.
(iii) **Interpersonal Relationships:** The factor of conflict automatically gets reflected on the relationships existing among the teacher educators. Herzberg et al (1959), have included this factor in their two factor theory.

When we talk about relationships, one can look at the BEd colleges as a miniature family, wherein Administrators and Principal are the heads of the family, teacher educators are brothers and sisters and student teachers are the children. For smooth functioning of this family harmonious relationship among its members is necessary. In order to know the level and quality of this relationship one needs to know the nature of each of its members. Depending on the innate dispositions of every member, kind of understanding existing among them, attitude of self-respect and respect for others, extent of team spirit, attitude of co-operation, readiness to accept change and willingness to learn etc, the kind of interpersonal relationships among them is decided.

On the basis of above discussion one can imagine the complexity of the factor 'interpersonal relationships' because human mind is a complex entity and no two persons can think alike. Difference of opinion may lead to conflict but the duration and level of conflict is dependent on the relationships existing among teachers. If conflict persists for a longer period then it can lead to dissatisfaction. If severity of conflict crosses the level of tolerance then it affects mental health of teacher educators adversely.

Another very crucial aspect is an issue of junior and senior teacher educators in the college. Senior teacher educators are experienced and well-versed with their work profile along with the attitude of authorities and colleagues. But junior teacher educators who are the entrants in their college are getting adjusted with the new job profile and the seniors as well. It depends on the attitude of the seniors, how they deal with the juniors. Many a times, they expect too much from juniors, sometimes they hand over their own work to the juniors. If they fail to do it as per their expectations, they speak harshly with them or discuss their inability in the meetings, thus insulting them. Sometimes seniors expect the juniors to ask them each and every small aspect before performing any task. Sometimes juniors come forward with new ideas, but they are disapproved and criticized by seniors unnecessarily.
Thus, ego between junior and senior teacher educators precipitates further and can culminate in disturbed inter-personal relationships. Hence, the factor of ego between juniors and seniors deserves its inclusion in the tool.

In short, the kind of interpersonal relationships existing among teacher educators and their authorities would make their job enjoyable or disgusting. Since this factor has direct impact on job satisfaction/dissatisfaction, it has been included in this research.

Researcher came across many research papers throwing light on conflict and interpersonal relationships. Some of them have been cited below:

- **L. Carolyn Pearson (2005),** tried to establish the relationship between teacher autonomy, stress and work satisfaction. He concluded that increase in curriculum autonomy decreased the job stress of teachers.
- **Mary, H.S. (1998),** arrived at the conclusion that relationship among teachers was discouraging in the schools with poor result of students as compared to high achieving schools.
- **Ghatol, K. (1999),** reported that job satisfaction of teachers was decided by the amount of organizational conflict existing among teachers.
- **Graca, M. and Santos, S. (2002),** concluded that opportunity given by administrators for advancement in career and personal recognition played vital role in deriving satisfaction from the teaching job.
- **Huysman, John. T. (2008),** concluded in a report on rural teacher’s satisfaction in a small district of Florida that teachers were found to be frustrated at work due to existence of conflict related to professional and social role of teachers within the community. Further, due to lack of appreciation, disrespect and unhealthy competition between home grown and transplanted faculty, dissatisfaction among teachers was reported.
- **A report on job satisfaction among America’s teachers (1997),** concluded that teachers receiving more autonomy, administrative support, feeling of control and workplace conditions showed higher level of satisfaction.

Research findings mentioned above clearly envisage the significance of sociological factors on job satisfaction of teacher educators.
All the four factors discussed so far namely, Physical, Physiological, Psychological and Sociological were dealt with in many research projects related to job satisfaction all over the globe. The remaining two factors viz: Philosophical and Spiritual have not been ventured in the research works reviewed by the researcher. So it would be a distinctive feature of present research to include Philosophical Factors and Spiritual Factors associated with job satisfaction of teacher educators.

(e) Philosophical Factors: The sub-factors included under this category are:

(i) Innate Dispositions: Related to team spirit and tendency to take initiative in problem solving
(ii) Idealistic Philosophy
(iii) Modernistic Philosophy
(iv) Optimistic Philosophy
(v) Pessimistic Philosophy

(i) Innate Dispositions: According to 'dictionary central.com', disposition means someone’s general character or tendency to act in particular way.

We all know that behaviour of a person is a reflection of his thoughts, his exposure, experiences, family background and education as well. 'Nature' of a person is a very complicated term but it decides the behaviour of a person in particular situation, so one can say that manifestation of human behaviour is based on his innate dispositions or his nature.

As far as a job of teacher educators is concerned, it requires communication with authorities, with colleagues and with student teachers. They have to express their views, report to the authorities and carry out various activities as per the schedule. The way they communicate with others in their college is decided by their innate disposition. In fact all the employees of any BEd college have to work as a team, help each other, show initiative in solving problems and possess the quality of trustworthiness.

For present research, researcher has focused only on the 'team, spirit' and 'tendency to take initiative in problem solving' under the heading 'Innate Dispositions'. After consulting the experts at the stage of content validation of the questionnaire,
researcher realized the complexity of human nature and also realized the difficulty in testing the same. It is because whatever may be the nature of teacher educators, he/she will never disclose grey facet of his/her nature. Hence only two aspects related to innate dispositions have been included in the final questionnaire.

(ii) **Idealistic Philosophy:** According to dictionary reference.com, idealistic person is one, who cherishes or pursues a high or noble principles, purposes, goals etc. He is a person who represents things as they might or should be rather than as they are. He is a person who accepts the doctrines of philosophical idealism, as by representing things in an ideal form.

As per the definitions mentioned above, a person with idealistic philosophy has his own ideals, own standards or own principles and he/she does not like to deviate from them and he/she expects the same from others.

'ideals' set by any teacher educator reflect in their behaviour in different situations. For present research, the attitude of attaining perfection while performing any task/work has been focused in order to test idealistic philosophy of teacher educators.

(iii) **Modernistic Philosophy:** As given in google.co.in, modernist person is one who believes in or supports modernism.

As per the free dictionary.com, thoughts of modernist person are in conformity to modern ideas, practices and standards.

We all know that computer technology has become a 'password' of our life. Teacher educators and teacher’s training institutes have also shed their skin and revolutionized their old ways of maintaining records, admission procedures and teaching methods too. Use of LCD and teaching with the help of power point presentation has become customary in all the BEd colleges. Research work in the field of education has gained momentum. The windows of google have exploited an ocean of knowledge and have brought it to the finger tips of humans.

To survive in this modern period, it has become mandatory for teacher educators to update their knowledge of computers and nobody would dare to deny this fact. The question is, whether the process of thinking has also been tracked on the channel of
modernization. Many-a-times it is experienced that teacher educators are happy with the lecture method with black board and chalk. On one hand they are insisting their student teachers to make use of teaching aids in their lessons but on the other hand they themselves are not using them to make their lectures interesting. So we can say that such teacher educators have not been modernized in real sense. Many of them are not ready to accept novel and valid suggestions given by young teacher educators because they are used to good old methods and hence do not wish to adapt themselves to creative ideas.

Some of the teacher educators are antagonists who feel happy in taking a stand against modernization, they do not like to break the path followed by seniors year after year. The misery is in the fact that teacher educators of such stubborn mentality are prevailing at the dawn of 21st century.

For present study, researcher has focused on the attitude of teacher educators towards readiness to accept and further implement the innovations in the field of education. Even though particular teacher educator is against modernism, he/she may not openly accept it and may portray false image about her modernistic philosophy. Hence after discussing with the experts, only one item based on modernistic philosophy was retained. The focus was mainly the implementation of innovations in their day-to-day teaching-learning process.

(iv) Optimistic Philosophy: According to the dictionary of vocabulary.com, an optimistic person thinks that best possible thing will happen and hopes for it even if it is not likely and he is hopeful and confident about the future.

Someone has rightly quoted that 'Optimism helps the person to live and plan the next day'. Teacher educators nurturing optimism will always look forward to the development of their institution. They will always like to encourage weaker students to boost up their confidence level. They will always be helpful to them to remove hesitations from their personality in order to face the school students confidently. In fact to develop optimism in the minds of budding teachers is one of the aims of teacher training institutes.

Another very important aspect that teacher educators expect from their students is the use of teaching techniques that they have learnt in training college, in the school
or college when they will be appointed as a teacher. But many-a-times, they find the
trained teachers following their own methods of teaching, forgetting innovative and
interesting methods learnt in training college. Thus, optimism of teacher educators
works in negative direction and they become doubtful about the use of teacher training
by their students in future. The same thought has been reflected in an item in job
satisfaction scale related to Optimistic Philosophy.

(v) Pessimistic Philosophy: As given in the dictionary of vocabulary.com, the
word ‘Pessimistic’ describes the state of mind of someone who always expects the
worst. Pessimistic attitude is not very hopeful, shows little optimism, and can be a
downer of everyone else.

To be pessimistic means you believe evil outweighs good and that bad things are
likely to happen. So, pessimistic people are usually pretty negative. They are
discouraged or disheartened.

A noble profession like education needs and demands optimistic persons to
handle the post of teacher. There is no place for pessimism. But if one sneaks a look at
the chatting among teachers, one will surprise to hear the negative and hopeless
comments about the attitude of today’s youth towards education and towards learning.
One will find the disappointing comments about the students’ achievement in exams,
spread of negativity with respect to sincerity among the teachers towards teaching
profession. They are commenting on the disgusting picture of superficiality in teaching-
learning process at all the levels in education. Thus the teachers were found to be
engaged in portraying pessimistic picture of educational system as a whole.

With an advent of two years BEd course, an attitude of fresh graduates and post
graduates to pursue teaching as a career took negative turn. This turn proved to be so
slippery that in the second year the strength of new enrolment for BEd course declined
to six or even less than that in some colleges in the place of fifty or hundred. Some of
the colleges had to put their shutter down due to no enrolment. Even aided colleges
were not excluded from this pessimistic picture along with unaided colleges. As it is a
known fact that unaided colleges solely run on the fees and donations collected from
the students. If there are no or meagre admissions, the very existence of BEd colleges
will be at stake. Hence, researcher included this aspect under the heading ‘pessimistic philosophy’.

In reality, philosophy of life of any person is one of the most important determinants of the level of job satisfaction. Depending on whether the person is Idealistic, Pessimistic, Optimistic or Modernistic or a combination of any of these, decides his response in particular situation. Hence, need to include philosophical factors was felt.

(f) **Spiritual Factors**: The sub-factors included under this category are:

(i) Accomplishment
(ii) Sense of fulfilment
(iii) Self-Actualization

In spite of knowing the fact that it is very difficult to measure and test the higher level needs of human life such as self-actualization, sense of fulfilment and accomplishment, researcher has included them under the heading spiritual factors associated with job satisfaction. The reasons for their inclusion in present research are pointed towards the noble nature of teaching profession. To be a teacher educator of budding teachers itself is fulfilling experience. All the three sub-factors mentioned above have been discussed as follows:

(i) **Accomplishment**: As mentioned in the free dictionary.com, accomplishment is………

- Something carried out or completed successfully, an achievement,
- Something done admirably or creditably,
- Any acquired ability or skill.

Teaching profession still holds respectable position in society and to be a teacher educator of budding teachers itself is a great achievement and highly satisfying feeling. Hence, researcher thought it as an accomplishment to be a teacher educator. The same thought has been considered while framing an item related to the factor ‘accomplishment’.
All the above three sub-factors included under the heading ‘Spiritual Factors’ have not been included in the research works reviewed by the researcher. The reason may be an inability of the testing procedures to test them. But researcher here wishes to clarify that teaching is the only profession wherein students bow down and touch the feet of teachers with great modesty and with sense of gratitude. It has been also observed that teachers dedicated to teaching profession do reach the level of self-actualization and fulfilment.

With the advent of two years BEd course, the task of training budding teachers has become more challenging and senior teacher educators must be experiencing the higher level pleasure associated with self-actualization, fulfilment and accomplishment. With this notion in mind, researcher thought that it would be very interesting to determine whether spiritual factors are contributing the job satisfaction of teacher educators and further to find out the extent to which these factors are associated with job satisfaction.

(ii) **Sense of fulfilment**: As given in dictionary, vocabulary.com, fulfilment is a feeling of happiness and satisfaction. It is also the completion of something, like the fulfilment of promises.

In terms of emotions, fulfilment is a happy, contented feeling. Ex-many people feel fulfilment from being a parent, having a great job or graduating from a school etc.

People often feel fulfilment when something is completed whether it is a goal or a dream or repair works that you have been waiting for.

After interviewing senior teacher educators it was concluded that when they learn that their student teacher has been handling the post of principal or any such higher position in the field of education, they derived highest level of fulfilment. Hence item based on this theme has been framed in the tool.

(iii) **Self-actualization**: As per the dictionary, reference.com self actualization is the achievement of one’s full potential through creativity, independence, spontaneity and a grasp of the real world. It is the realization or fulfilment of one’s talents and potentialities, especially considered as a drive or need present in everyone.
As per the definition given above, to be a teacher educator itself, is a feeling of realization of self as it demands multi-faceted personality to cater to the needs of multidimensional nature of BEd course. He/she needs to use his creativity and potential to teach innovative techniques to the budding teachers. Realization of hidden potential itself leads the person to the level of self-actualization. Of course, to do the job of teacher educator is not the only way to attain self-actualization, but it is definitely one of the ways to reach it and the same has been reflected in the item designed to test self-actualization.

Above discussion has tried to clarify the reasons for inclusion of six dependent factors viz- Physical, Physiological, Psychological, Sociological, Philosophical and Spiritual, associated with job satisfaction of teacher educators teaching in BEd colleges.

The next task is to focus on the independent factors associated with job satisfaction. They are:

(i) Type of college  
(vi) Number of subjects teaching in BEd college

(ii) Gender  
(vii) Number of students allotted for lesson guidance

(iii) Qualification  
(viii) Average number of lessons supervised per day

(iv) Status of the job  
(ix) Teaching experience

(v) Pay package

(i) Type of college: (Aided and Unaided)

This is the most important factor associated with job satisfaction. It was found that only – BEd colleges affiliated to University of Mumbai are aided while the remaining are all unaided and have been raised after 1990. They have received ‘permanently unaided’ status. Obviously the ‘pay package’ of teacher educators from unaided colleges is one third to one fifth of that received by teacher educators in aided colleges.

- A study conducted by Gursharan and Gurinder (2010), reported that teachers from self-financing colleges were more satisfied than those from govt. aided
colleges because most of the self-financing colleges were situated in rural areas. So to get a job itself, was satisfying rather than remaining unemployed.

- **Sharma and Jeevan (2006)**, reported that due to healthy atmosphere in unaided schools, in spite of having poor pay package, teachers expressed higher level of satisfaction as compared to those working in government schools.

- **Singh, Sharma and Kaur (2009)**, concluded that due to job security, prestige given to their service, better service conditions, freedom, decision making power etc, physical teachers working in government schools were more satisfied as compared to those from private and public schools in Haryana.

- Both, a report on job satisfaction among America’s teachers (1997) and a study by Tejani (1999), reported higher level of satisfaction of teachers working in unaided / private schools.

- In spite of expressing higher level of satisfaction in unaided schools / colleges, one cannot deny the fact that even though not expressed openly, it is understood that dissatisfaction does exist with respect to salary in unaided BEd colleges. Hence ‘type of BEd college’ matters a lot for expressing satisfaction or dissatisfaction.

(ii) **Gender: (Male and Female)**

Next important factor is ‘Gender’. It was found that the strength of male teacher educators is very less as compared to that of female teacher educators. The reason for this fact has already been pointed out in this chapter. Female teachers have been always found to be patient and passionate about teaching profession all over the world and BEd colleges are not exception to this fact. So gender comparison regarding job satisfaction has been given due respect in the list of factors related to job satisfaction.

- **Gurucharan and Gurinder (2010)**, concluded that female teachers have expressed lower level of job satisfaction than their male counterparts. They had also mentioned the reason for this conclusion that female teachers perform dual responsibility, at home and on college front.
(iii) Qualification: (PhDs & non-PhDs and NET/SET holders & non-NET/SET holders)

In aided colleges, qualification matters a lot for receiving salary and promotions. Though, both aided and unaided BEd colleges have to abide to the norms prescribed for appointments of teacher educators in relation to their qualification, appointments are made on the basis of Master’s degree and MEd. It was found that many of them are ‘non-NET/SET holders’ and ‘non-PhDs’. Inter-personal relationships are also decided on the basis of qualification many-a-times.

- Mangi and Hasan et al (2011), performed a study of job satisfaction among non-PhD holders in university and reported overall low job satisfaction among them as compared to their PhD holder counterparts. This clearly indicates that inferiority complex sets in among those not possessing PhD and NET/SET and it reflects in the subordinate treatment given to them by PhD holders, which further leads to dissatisfaction.
- Vassallo B (2012), reported that qualification and level of education do not decide the level of job satisfaction. Hence ‘Qualification’ is a mandatory independent factor associated with job satisfaction and deserves its inclusion in present research.
- Sukhadeo and Ramakanta (2013), reported that female teacher educators with master’s degree and MEd showed higher level of job satisfaction than male teacher educators having master’s degree, MEd, NET/SET and PhD.
- Shipra Srivastava and Chabra Sonal (2012), concluded that NET/SET holders were more satisfied than non-NET/SET holder teacher educators.
- Sujit Bordhan (2015), concluded that teachers having master degree and MEd were more satisfied than those with NET/SET and PhD.

(iv) Status of the job: (Permanent, Temporary, On Probation and Adhoc)

It is well-known fact that fully qualified teacher educators appointed on clear vacancy are supposed to work on probation for one year. When this period is over, they get a status of regular permanent / confirmed staff member. During this probation period
an employee learns many new things and gets accustomed to his new job. During this tenure he derives maximum satisfaction of working hard and also gets chance to develop emotional bonding with his colleagues and with the institution as well.

After receiving permanent status he gets mentally relaxed and hence can concentrate on his work with the feeling of job security, at the back of his mind. So, teacher educators with permanent status are likely to be more poised and confident as compared to temporary ones.

Temporary teacher educators may show less emotional involvement as compared to permanent or ‘on probation’ teacher educators because of the knowledge of their service for stipulated period.

On the other hand those appointed on ‘Adhoc’ basis are aware of the fact that they will get regular status only after receiving approval from University of Mumbai, as per the norms prescribed by the University. After receiving approval, they receive regular status which further motivates them to work full-heartedly, thus showing higher level of satisfaction as compared to those appointed on temporary basis.

Last but not the least, are those who have compromised or agreed to work on clock-hour basis. There can be many reasons for it. Ex- they may not find vacancy in BEd college or have family responsibilities or do not intend to take up a full time job but wish to remain associated with BEd college or some may simply wish to satisfy their penchant for teaching upcoming teachers. Teachers falling under this category get very meagre payment, which is on lecture basis, so researcher felt that it would be very interesting to know their level of satisfaction, but since they are not involved in the regular activities conducted in college, they do not face difficulties that are faced by regular teacher educators. Hence, they were excluded from the category of ‘Status’.

- **Pay Package (’000 Rs.):** (<10, 10-15, 15-20, 20-25, >25)

  This is the most important motive for accepting any job. Pay package is decided by the type of college (aided or unaided), status of the post (permanent / temporary / adhoc /on probation), and qualification (Master’s degree and MEd / NET or SET / MPhil / PhD).
We know that pay package in aided colleges is much higher as compared to unaided ones. Obviously, those working in unaided colleges felt severity of financial and emotional exploitation and they openly expressed their feelings to the researcher when she had approached for data collection to the respective colleges. They were found to be under a demoted state of mind. Hence pay package is said to affect level of satisfaction of teacher educators enormously.

But a research by Agnihotri (2013) reported that pay package did not affect satisfaction level of school teachers.

‘Those who have passion for teaching do not give more importance to pay package’. This statement is very foggy in 21st century because everybody has to fulfil the necessities of his family and constantly struggle with inflation of prices of all the basic commodities. And gone are those days when teachers were devoted to the teaching profession and taught their students without charging them any fees in return like Vyas Muni, Sandipani Rishi who taught lord Kirshna.

Coming back to BEd colleges, those working in unaided colleges are accepting the job just helplessly. So researcher found it interesting to reveal the reasons behind this sacrifice and hence gave due respect to the factor of pay package associated with job satisfaction in present research.

(vi) Subjects teaching in BEd college: Except ‘teaching methods’, all the remaining subjects are meant for every teacher educator in BEd colleges. This is a special feature of BEd college over general (arts / science / commerce / any other college) colleges. With an advent of two years’ BEd course, dramatic changes have taken place in the subjects and the content therein. Teacher educators had to prepare for various papers all over again. Lot of confusion has been developed regarding coverage of topics. Teacher educators are not competent to teach the subjects like Drama and Art.

Apart from the allocation of subjects, some of the colleges are running with only ‘two’ teacher educators in place of five, who are responsible to teach all the subjects including teaching methods for which they are not qualified. So the amount of justice they must be doing with the subjects is of dubious nature. Many of the teacher educators are leaving their job unexpectedly due to very meagre salary. In such
situations, students are suffering along with the authorities, who have to run the college and eventually have to beg for teacher educators and appoint them on clock-hour basis helplessly. In some BEd colleges, past BEd students who are pursuing MEd have been appointed as teacher educators. This vicious cycle has been practiced in unaided colleges ubiquitously.

But then, where is the place for job satisfaction of teacher educators from such colleges? High level dissatisfaction is spreading like cyclone among such exploited teacher educators working in unaided colleges.

- **Md. Aktarzzaman, et al (2011),** revealed that workload is one of the major dissatisfies for teachers. So subjects taught by particular teacher educator plays prominent factor affecting job satisfaction, hence included in present research.

- **Tushar (2014),** concluded that due to insecurity feeling, entrant teachers did not work with passion and engaged themselves in searching for a new job with better job opportunities. Further, experienced and efficient teacher educators were not found in unaided BEd college.

(vii & viii) Number of students allotted for lesson guidance and Average number of lessons supervised per day:

These two factors are very crucial and unavoidable part of teachers’ training colleges. Teacher educators are supposed to read the lesson plans of student teachers very carefully and give suggestions in limited amount of time because students’ schedule for lesson in schools /colleges is all set. If particular teacher educator is absent due to his/ her personal work / illness, other teacher educators are ought to share his/ her work of lesson guidance. So the workload of teacher educators, who are present, gets increased.

Again in unaided BEd colleges, where there is dearth of teacher educators, the number of lesson-plans guided by them per day shoots up leading to work-overload. So the tendency of checking the lesson plans superficially grows and affects the quality of guidance given to the students.
On lesson days, in unaided colleges, if there are limited number of teacher educators, many-a-times teachers from practice teaching schools observe the lessons and assign marks. This affects the grade given for lessons of the students at the end of the year. When one teacher educator observes more than six lessons per day, it becomes exhausting experience for him/her, leading to dissatisfaction.

- **Md. Aktaruzzaman, et al (2011)**, concluded that heavy workload is one of the major dissatisfires among teachers from Technical training centres at Bangladesh.
- **Vassallo (2012)**, reported that overload of correction work and exhausting working hours did not affect job satisfaction of teachers negatively but they all expressed the need of holidays to overcome the effect of work-stress.

(ix) Teaching Experience:

It is a well known fact that experience is the best teacher and same applies to the work-profile of teacher educators. Experience teaches them to tackle problematic situations, helps them to know the student teachers and makes them well-versed with their job. If they get due respect and recognition in their college, they derive satisfaction. We also know that age, teaching experience and pay hike go hand in hand. So in spite of hectic schedule and aging, pay hike may be one of the most important satisfying factors. In unaided colleges pay hike is not comparable to that in aided colleges hence to find out the level of satisfaction of unaided college teacher educators in relation to their teaching experience is a valid point for research.

- **Vassallo , B (2012)**, found increased level of satisfaction with teaching experience whereas **Sukhadeo and Ramakanta (2013)**, reported that teachers with lesser experience and less age were more satisfied than more experienced and aged ones.

After discussing the independent and dependent factors associated with job satisfaction, the next most important step is to frame the title of present research.

1.6 Title of present research:
‘Study of Job satisfaction among Teacher Educators in BEd Colleges of University of Mumbai with Physical, Physiological, Psychological, Sociological, Philosophical and Spiritual Perspective’.

The title intends to highlight that……
(a) The study is related to job satisfaction of teacher educators teaching in BEd colleges affiliated to University of Mumbai.
(b) Six factors, thought to be associated with job satisfaction, are dealt with in the research.
(c) Inclusion of Philosophical and Spiritual factors is a distinctive feature of present research.

On the basis of the title of the research, operational definition of job satisfaction and detailed discussion about inclusion of six-factors and sub-factors, researcher wishes to propose ‘Six-Factor Cascade Model of Job Satisfaction’ and intends to represent it as a ‘Circle of Job Satisfaction.

1.7 Salient Features of Six-Factor Cascade Model of Job Satisfaction:
A circular shape of the model indicates that the process of job satisfaction is a continuous process. As long as the person is associated with the job, his/her level of satisfaction will be decided by various factors associated with the job. It also tries to cite that a teacher educator may be satisfied or dissatisfied in particular situation due to positive or negative effect of one or more factors associated with it.

The core of the circle is occupied by Job Satisfaction and all the six factors are surrounding it because job satisfaction is the main focus of present research.

The six independent factors are occupying the circumference of the inner circles and they have delimited the area of each of the 'six factors'. A continuous circumference, without any compartment, also indicates the continuous nature of the factors. It suggests that at a given moment, a combination of these six factors is showing association with satisfaction of teacher educators.

The circle is divided in six compartments, just to club the sub-factors under particular heading together. The sub-factors under each of the six categories are pointed towards the centre of job satisfaction and they indicate their close association with it. It suggests that all these factors are showing their association with job satisfaction continuously.

A close association of Independent factors in outermost circle with the Dependent Factors is the matter of concern for present research. Researcher has not made compartments of Independent Factors because each of them is associated with every dependent factor and all these dependent and independent factors are pointed towards job satisfaction of teacher educators.
(f) The word ‘cascade’ implies that teaching job is like a continuous waterfall which knows ‘giving and sacrifice’. Here lies a real essence of teaching job.

(g) Inclusion of Philosophical and Spiritual factors affecting job satisfaction is a peculiar feature of this model. As mentioned earlier, teaching is the only profession wherein students bow down and touch the feet of their teachers with great modesty and with great sense of gratitude. On the basis of experiences of dedicated teachers in her vicinity, researcher authentically wishes to express that there are teachers who abide to their philosophy of life and behave accordingly. Many of them have dedicated their life for teaching and have attained job satisfaction at spiritual level. Thus, the spiritual and philosophical factors have made the cascade model very special and unique as compared to the models of job satisfaction put forth in many other research works reviewed by the researcher so far.

Further, researcher wishes to find out the extent to which all the factors included in the model are associated with job satisfaction of teacher educators teaching in BEd colleges affiliated to University of Mumbai.

Obviously, the next very essential step is to clarify the objectives of present research.

1.8 Objectives of Present Research:

On the basis of Six-Factor Cascade Model of Job Satisfaction, researcher has put forth the objectives related to seven major headings in detail as follows:

(a) To find out the association of Type of College with……
   (i) Physical Factors (iv) Sociological Factors
   (ii) Physiological Factors (v) Philosophical Factors
   (iii) Psychological Factors (vi) Spiritual Factors

(b) To find out the association of Gender with……
   (i) Physical Factors (iv) Sociological Factors
   (ii) Physiological Factors (v) Philosophical Factors
   (iii) Psychological Factors (vi) Spiritual Factors
To find out the association of Qualification with……

(i) Physiological Factors  (iv) Philosophical Factors  
(ii) Psychological Factors  (v) Spiritual Factors  
(iii) Sociological Factors

To find the association of Status of the Job with……

(i) Physiological Factors  (iv) Philosophical Factors  
(ii) Psychological Factors  (v) Spiritual Factors  
(iii) Sociological Factors

To find out the association of Pay Package with……

(i) Physiological Factors  (iv) Philosophical Factors  
(ii) Psychological Factors  (v) Spiritual Factors  
(iii) Sociological Factors

To find out the association of Teaching Experience with……

(i) Physiological Factors  (iv) Philosophical Factors  
(ii) Psychological Factors  (v) Spiritual Factors  
(iii) Sociological Factors

To find the compatibility of Six-Factor Cascade Model of Job Satisfaction.

After framing the objectives, the next very important part is to frame the null hypotheses. Researcher decided to frame separate null hypotheses tool-wise, though eventually, the effort was to know the job satisfaction of teacher educators, just for convenience in drawing conclusions, these bifurcations are made. Tool-wise null hypotheses are as follows:

1.9 Null Hypotheses related to Job Satisfaction Scale:

(i) There is no significant association between Type of College and Physical Factors related to Job Satisfaction of teacher educators.
(ii) There is no significant association between Type of College and Physiological Factors related to Job Satisfaction of teacher educators.

(iii) There is no significant association between Type of College and Psychological Factors related to Job Satisfaction of teacher educators.

(iv) There is no significant association between Type of College and Sociological Factors related to Job Satisfaction of teacher educators.

(v) There is no significant association between Type of College and Philosophical Factors related to Job Satisfaction of teacher educators.

(vi) There is no significant association between Type of College and Spiritual Factors related to Job Satisfaction of teacher educators.

(vii) There is no significant association between Gender and Physical Factors related to Job Satisfaction of teacher educators.

(viii) There is no significant association between Gender and Physiological Factors related to Job Satisfaction of teacher educators.

(ix) There is no significant association between Gender and Psychological Factors related to Job Satisfaction of teacher educators.

(x) There is no significant association between Gender and Sociological Factors related to Job Satisfaction of teacher educators.

(xi) There is no significant association between Gender and Philosophical Factors related to Job Satisfaction of teacher educators.

(xii) There is no significant association between Gender and Spiritual Factors related to Job Satisfaction of teacher educators.

(xiii) There is no significant association between Qualification and Physiological Factors related to Job Satisfaction of teacher educators.

(xiv) There is no significant association between Qualification and Psychological Factors related to Job Satisfaction of teacher educators.

(xv) There is no significant association between Qualification and Sociological Factors related to Job Satisfaction of teacher educators.
There is no significant association between Qualification and Philosophical Factors related to Job Satisfaction of teacher educators.

There is no significant association between Qualification and Spiritual Factors related to Job Satisfaction of teacher educators.

There is no significant association between Status of the Job and Physiological Factors related to Job Satisfaction of teacher educators.

There is no significant association between Status of the Job and Psychological Factors related to Job Satisfaction of teacher educators.

There is no significant association between Status of the Job and Sociological Factors related to Job Satisfaction of teacher educators.

There is no significant association between Status of the Job and Philosophical Factors related to Job Satisfaction of teacher educators.

There is no significant association between Status of the Job and Spiritual Factors related to Job Satisfaction of teacher educators.

There is no significant association between Pay Package and Physiological Factors related to Job Satisfaction of teacher educators.

There is no significant association between Pay Package and Psychological Factors related to Job Satisfaction of teacher educators.

There is no significant association between Pay Package and Sociological Factors related to Job Satisfaction of teacher educators.

There is no significant association between Pay Package and Philosophical Factors related to Job Satisfaction of teacher educators.

There is no significant association between Pay Package and Spiritual Factors related to Job Satisfaction of teacher educators.

There is no significant association between Teaching Experience and Physiological Factors related to Job Satisfaction of teacher educators.

There is no significant association between Teaching Experience and Psychological Factors related to Job Satisfaction of teacher educators.
There is no significant association between Teaching Experience and Sociological Factors related to Job Satisfaction of teacher educators.

There is no significant association between Teaching Experience and Philosophical Factors related to Job Satisfaction of teacher educators.

There is no significant association between Teaching Experience and Spiritual Factors related to Job Satisfaction of teacher educators.

1.10 Null Hypotheses related to the tool Interview:

There is no significant association between Type of college and Happiness derived from the job.

There is no significant association between Type of college and Rapport with the authorities.

There is no significant association between Type of college and Contentment with pay package.

There is no significant association between Type of college and Job security.

There is no significant association between Type of college and Satisfaction with orientation course.

There is no significant association between Type of college and Opportunity for displaying special skills.

There is no significant association between Type of college and Tendency to change the job.

There is no significant association between Gender and Happiness derived from the job.

There is no significant association between Gender and Rapport with the authorities.

There is no significant association between Gender and Contentment with pay package.

There is no significant association between Gender and Job security.

There is no significant association between Gender and Satisfaction with orientation course.
There is no significant association between Gender and Opportunity for displaying special skills.

There is no significant association between Gender and Tendency to change the job.

1.11 Null Hypothesis related to the tool, Observation of Infrastructure:
There is no significant association between Type of College and satisfaction derived from infrastructure of college.

1.12 Assumptions of Present Research:
(a) All the teacher educators who performed the role of respondents for this research are carrying out their duties honestly and sincerely as per the norms prescribed by University of Mumbai.
(b) The standard of teaching-learning process has been maintained irrespective of the type of college (aided or unaided).
(c) All the observations related to the physical conditions are normally distributed.

1.13 Scope and Limitations of Present Research:
(i) In order to find out job satisfaction associated with Physical factors and the factors in the tool Interview, only two independent factors viz: Type of College and Gender were considered. Physical factors and the factors in the tool Interview were not thought to be associated with the independent factors- Qualification, Status of the job, Pay package and Teaching experience.

For Observation Check List, Type of College was taken as independent factor.

The objectives as well as null hypotheses were framed according to the types of independent factor thought to be associated with particular dependent factor.

(ii) Sample was restricted to BEd colleges affiliated to University of Mumbai only. The reason is the uniformity in syllabus and the work-load in all the BEd colleges of the same university.
Census sampling method has been used for data collection and researcher approached all the BEd colleges either personally or by mailing the tools by post, in order to get sizeable response.

(iii) Tools used by researcher were Questionnaire, Observation Check List and Interview to collect the data. For pilot study, 3-4 items based on one sub-factor were prepared to test its association with job satisfaction, but it increased the length of the tool awfully. Again it was observed and experienced by the researcher that when researchers approach with lengthy questionnaire, either it is never filled up or filled up hurriedly or reluctantly or without reading the items seriously. The effect is unrealistic responses and eventually absurd conclusions.

Thus, in order to avoid all these shortcomings of lengthy tool, researcher tried to make shortest possible tools in length. The number of items in the questionnaire (JSS) was restricted to forty five to make the tool compact and concise. Only one/two items have been framed for majority of the sub-factors associated with job satisfaction in it.

For the ambience and working conditions she preferred 'Observation Check List' as a tool and in order to know the confidential aspects, she relied on the tool 'Interview' because many-a-times respondents do not like to express confidential information in written form but they can express their hidden emotions and opinions during informal chit-chat. Researcher took advantage of this instinct of teacher educators and noted down crucial aspects through interviews of teacher educators very skilfully.

(iv) Five-point Likert scale has been used in the questionnaire in order to enhance the sensitivity of the tool. Seven-point scale was avoided in order to remove ambiguity while responding to the items.

(v) For the purpose of analyzing the data, inappropriate statistical procedures have been avoided and only the most relevant statistic was applied.

Descriptive statistical procedure such as Percentage Analysis along with graphical representation was used abundantly.

Inferential statistical procedures such as Lawshe’s Content Validity Ratio, Cronbach’s Alpha Reliability Coefficient, Pearson’s chi-square test, Mann-Whitney U-test and Factor analysis have been used to draw the conclusions.
SPSS software was used for the purpose of the analysis.

(vi) A distinctive feature of present research is inclusion of philosophical and spiritual factors associated with job satisfaction because ultimately teaching job should lead to attainment of fulfilling experience and reach highest level of satisfaction.

After creating the background of present study, researcher has discussed its conclusions, recommended few topics for further research along with suggestions to the teacher educators, authorities of BEd colleges & policy makers. Finishing touches to the report of present research are given by elucidation of its utility value.

1.14 Utility value of Present Research:
Present research will help .......

(a) ... the researcher to find out various factors associated with job satisfaction of teacher educators, positively or negatively, which would eventually help to recommend the remedies to minimize the effect of dissatisfying factors.

(b) ..... the teacher educators to overcome the effect of dissatisfying factors, think positively and concentrate on the measures to improve teaching-learning process and help in developing healthy atmosphere in their institution.

(c) ..... the authorities / management and principal of BEd colleges to develop congenial atmosphere in their college and provide all the necessary facilities for smooth functioning of their institute, thus help their teaching staff attain satisfaction from their job and improve inter-personal relationships among the teaching staff.

(d) ..... upcoming researchers to adopt the definition of job satisfaction framed by the researcher of present study and also the 'Six-Factor-Cascade-Model of Job Satisfaction' and further confirm their feasibility at various levels in the field of education.

(e) ... all the respondents and authorities from all the BEd colleges to know the satisfying and dissatisfying factors associated with teacher educators working in their respective BEd colleges and accordingly help to improve the level of satisfaction by adopting remedial measures. Researcher has planned to mail the conclusions of this research to all the BEd colleges in order to spread the awareness about satisfying and dissatisfying factors related to the job of teacher educators.
budding researchers in the field of job satisfaction to explore a new model of job satisfaction and test its applicability, compatibility and usefulness.

After establishing theoretical background of job satisfaction among teacher educators, enumerating the objectives and hypotheses, explaining Six-Factor-Cascade Model of Job Satisfaction and Assumptions along with Scope and Limitations, and Utility Value of present research in chapter I, researcher has tried to take bird’s eye-view of the research work carried out in relation to job satisfaction of teachers in India and International Universities, and the same has been explained in chapter II.