Chapter VI
SUMMARY

Chapter VI summarizes all the five chapters, which have been discussed in detail previously, to facilitate the readers to have a quick gestalt at the whole research design along with the conclusions, suggestions and recommendations for further research and utility value. The sequence of summary is as given below:

6.1 Introduction
6.2 Need of the study
6.3 Historical account of job satisfaction
6.4 Operational definition of job satisfaction
6.5 Salient features of Six-Factor-Cascade Model of Job Satisfaction
6.6 Title of present research
6.7 Objectives of present research
6.8 Null hypotheses
6.9 Review of related literature
6.10 Assumptions of present research
6.11 Scope and limitations of present study
6.12 Conclusions of present research
6.13 Suggestions
6.14 Recommendations for further research
6.15 Utility value of present research

6.1 Introduction:

Though an age-old issue, 'Job Satisfaction' has not lost its enchant for last eighty years, when it was recognized by a great psychologist Hoppock in 1935. Researchers from almost all the fields were greatly impressed by Hoppock's extensive research in this regard. Obviously, researchers associated with all the sectors got inspired to gauge the level of satisfaction or dissatisfaction among the employees in particular sector / field.

Since researcher of present project belongs to the field of education, she has tackled an issue of job satisfaction related to the teacher educators
teaching in BEd colleges affiliated to University of Mumbai. She has further explained the need of present study.

### 6.2 Need of the study:

After highlighting an undisputable contribution of NCTE, in developing Teacher Training program at National level and implementing the curriculum successfully over a period of last six decades, present study has taken a note of introducing two year's BEd degree course from the academic year 2015-16. Whole curriculum design has been sculpted by bringing about dramatic changes in syllabus. Not only the titles and the contents of various papers have taken new shape, but the duration of the course has also been raised to two years.

Obviously, all the teacher educators had to pass through the formality of orientation program that was conducted to develop proper perspective of the respective subjects.

After clarifying the background of present position of BEd colleges, researcher has elucidated the 'Why' aspect of taking up the topic related to job satisfaction of teacher educators for present research.

**Firstly**, all the teachers had to equip themselves for the newly introduced papers / subjects for two year's BEd course. But in spite of orientation programs, many doubts remained in their mind, especially about the coverage of content matter under particular topic. So, uniformity of instructions in all the BEd colleges became a doubtful and debatable issue. So the teacher educators were worried about final examination of students, which had followed new semester pattern. Obviously, teacher educators had to complete the portion in 3-4 months and students had to prepare for the same quite hurriedly. Naturally, to adjust to the new BEd pattern was a challenging task. Hence adjustment to the new pattern of BEd course was thought to be the factor affecting satisfaction level of teacher educators, in terms of effectiveness of orientation programs.

**Secondly**, if one compares the work-load of teacher educators in BEd colleges with that of the professors from the degree colleges i.e.
(Arts/Commerce/Science), one will find a great disparity, as teacher educators are continuously engaged throughout the day due to activity oriented nature of BEd curriculum. Height of rift has increased further due to the qualification required by the professors for both the types of colleges i.e., Degree colleges (MA/MCom/ MSc + NET /SET) and BEd colleges (MA /MCom / MSc + MEd + NET / SET).

Obviously, teacher educators have to invest more number of years to get BEd and then MEd degrees to qualify for the appointment as a teacher educator in BEd college. This issue of basic qualification requirement takes us to the next most important issue of pay scale recommended by the UGC and offered by University of Mumbai in Aided Degree colleges. One will awfully feel sorry to say that their pay scales go parallel. University of Mumbai has not taken an account of the two master's degrees of BEd college teachers while framing their salary structure. So, it was necessary to sort out this aspect by inviting the opinions of teacher educators related to fulfillment of needs with their pay package.

**Thirdly**, the disparity in the salary of teachers working in aided and unaided colleges was the main focus. In aided colleges, sixth pay scale has been implemented, whereas salary in unaided colleges is almost one fifth to one third, that of aided college professors. This financial exploitation of teacher educators in private / unaided BEd colleges was in fact the most important factor for brewing dissatisfaction among teacher educators. Hence it was necessary to investigate on this issue with respect to job satisfaction.

**Fourthly**, all the colleges that were established after the academic year 1999-2000 were granted permanently unaided status, which further paved a vent for businessmen and politicians to venture in the field of education by starting professional courses like BEd. And then the vicious circle of offering very meager salary to the BEd college teachers, extracting unreasonable donations from the students and (though not in all the unaided colleges) providing sub-standard working conditions…… thus spreading dissatisfaction among teachers in their institutions.

Obviously, the mushroomed growth of unaided BEd colleges outnumbered the aided BEd colleges in last one and a half decade all over
India, rampantly spreading dissatisfaction among BEd college teachers on a
large scale.

**Fifth** obvious reason for breeding dissatisfaction is job insecurity in
unaided colleges. The tendency to leave one college and join some other for
better job prospects in terms of salary has become a watchword for the BEd
college teachers. Obviously attitude of working for the institution with
dedication got diluted. Researcher wanted to know whether job insecurity is
the reason for dissatisfaction among BEd college teachers through this study.

**Lastly**, when researcher was surveying research works done in the
field of job satisfaction related to the field of education, she realized that very
meager work has been done in the field of job satisfaction of teachers in
Teacher Training Institutes. So the researcher thought to contribute to this
field through present research.

### 6.3 Historical Account of Job Satisfaction:

After explaining the need of present research, researcher took an
account of definitions and theories of job satisfaction put forth by various
psychologists. Researcher considered the definitions given by Hoppock
(1935), Siegel (1962) and Brief (1998), most suitable for the present study.

She further explained eight theories of job satisfaction and only three
of them, viz- Herzberg, et al Two Factor Theory (1959), Abraham Maslow's
Hierarchy of Needs Theory (1943) and Dispositional Theory (1998) and
Hoppock's definition of job satisfaction were focused by her.

Researcher picked up following points from various definitions and
theories of job satisfaction to frame an operational definition of job satisfaction
for present research:

1. Psychological, Physiological and Environmental circumstances which
   were thought to be responsible for job satisfaction by Hoppock, (the
   pioneer in this field), are included.
2. Intrinsic and extrinsic factors, as perceived by Brief and Siegel, and
   Herzberg et al, to be the factors affecting job satisfaction.
3. All the five stages of needs as given by Maslow in his model of
   Hierarchy of needs, especially esteem needs and self-actualization
   need.
(iv) 'Self-esteem and Innate dispositions' as highlighted by Dispositional theory by Timothy A Judge (1998), have also been given due respect in present research.

6.4 Operational Definition of Job Satisfaction:

'Job satisfaction is a state of contentment or fulfillment attained due to positive and favorable effect of various Physical, Physiological, Psychological, Sociological, Philosophical and Spiritual aspects related to the job'.

Thus operational definition framed by the researcher tried to encompass all the facets of human personality, especially Philosophical and Spiritual factors too, which have not been focused in any of the research works reviewed by the researcher.

Researcher concentrated on the following dependent factors in this study.

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

All the above mentioned factors are indispensable part of human life. They are associated with job life of teacher educators. The sub-factors under each of these six headings are dependent factors and are as given below:

**Dependent factors**

**Physical Factors:** The sub-factors included under this category are

(i) Ventilation and Lighting  (iv) Work profile
(ii) Cleanliness  (v) Use of special skill
(iii) Provision of facilities  (vi) Fulfilment of needs with pay package

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

(i) Fatigue
(ii) Irregularity in daily schedule
(iii) Irregularity in lunch timings
(iv) Heavy workload
(v) Physical disability
(vi) Strain due to travelling
**Psychological Factors:** Sub-factors included under this category are
(i) Liking for the job  (iv) Reward  (vii) Advancement
(ii) Achievement  (v) Recognition  (viii) Stress
(iii) Respect  (vi) Responsibility  (ix) Job security

**Sociological Factors:** Sub-factors included under this category are
(i) Administration  (iv) Organizational Conflict (Quarrels)
(ii) Policy (Rules and Regulations)  (v) Organizational Conflict (Jr / Sr)
(iii) Policy (Written Memo)  (vi) Inter-personal Relationships

**Philosophical Factors:** Sub-factors included under this category are
(i) Innate Dispositions (Team Spirit)
(ii) Innate Dispositions (Tendency to take initiative)
(iii) Idealistic Philosophy
(iv) Optimistic Philosophy
(v) Pessimistic Philosophy
(vi) Modernistic Philosophy

**Spiritual Factors:** The sub-factors included under this category are
(i) Accomplishment  (ii) Sense of fulfilment  (iii) Self-actualization

**Independent factors**

(i) **Type of college:** (a) Aided  (b) Unaided
(ii) **Gender of teacher educator:** (a) Male  (b) Female
(iii) **Qualification:** (a) NET / SET holder  (b) Non NET / SET holder
    (c) PhD holders  (d) Non-PhD holder
(iv) **Status of the job:** (a) Permanent  (b) Temporary
    (c) Adhoc  (d) On probation
(v) **Pay package:** ('000 Rs. salary per month)
    (a) < 10  (b) 10-15  (c) 15-20  (d) 20-25  (e) > 25
(vi) **Teaching experience:** (in years)
    (a) < 1  (b) 1-5  (c) 5-10  (d) 10-15  (e) > 15
Infrastructure of College:

(i) Principal's room
(ii) Staff room
(iii) Office
(iv) Ladies room
(v) Gents room
(vi) Large lecture hall with LCD
(vii) Library with reading hall
(viii) Computer Lab
(ix) Experimental Psychology room
(x) Record room
(xi) Auditorium
(xii) Toilet blocks
(xiii) Drinking water facility with cooler
(xiv) Canteen
(xv) Gymkhana
(xvi) Playground
(xvii) Veranda
(xviii) Teaching aids room
(xix) Garden / plant pots
(xx) Ambience of college

Researchers have further given a justification for inclusion of each and every sub-factor in detail along with its dictionary meaning, thus clarifying an operational definition of job satisfaction. Some of the most important aspects related to the six factors is as given below:

Physical factors:

(i) Working conditions: Lighting, ventilation, cleanliness, provision of facilities, infrastructure and overall ambience of the college decide the level of satisfaction hence, justify their inclusion in this study.

(ii) Work profile: Depending on the involvement of teacher educators in various activities in the college, the extent of satisfaction derived from the job is decided.

(iii) Fulfillment of needs with pay package: The main purpose of any job is to earn certain amount that would fulfill the needs of the family. The pay package offered in unaided colleges is in fact a serious issue and is eventually pointed towards job dissatisfaction, hence worth including in the list of factors.

(iv) Use of special skills: Though this factor is not related to the job of teacher educators, it has been given due respect as it is directed towards an emotional angle of teacher educators. It raises the question ‘Are they getting opportunity to display their hidden talents in their college?’ ……If the answer is ‘yes’, they derive satisfaction and vice versa.
Physiological factors:
(i) **Fatigue:** Hectic work schedule is a specialty of BEd colleges, so development of fatigue due to over work leads to exhaustion at the end of the day and hence is a point of concern to derive satisfaction/dissatisfaction from the job.

(ii) **Irregularity in daily schedule:** It is one of the consequences of multifaceted nature of BEd course, but it has posed problems related to adjustment with family members. Though not directly related to the college work, this factor is associated with job satisfaction/dissatisfaction.

(iii) **Irregularity in lunch timings:** An irregular daily schedule is affecting lunch timings of teacher educators, which in turn, is affecting their health adversely. Though they are not complaining about it, irregular lunch timings is definitely an annoying part of their job.

(iv) **Physical disability:** Moving around in practice teaching schools/colleges for lesson supervision is very strenuous especially for elder teacher educators. Hence is thought to be a determinant of satisfaction/dissatisfaction.

(v) **Strain of travelling:** This factor is again not directly associated with college work, but daily commuting to the college in over-crowded trains in Mumbai and its suburb is exhausting. Hence, a deciding factor of job satisfaction/dissatisfaction.

(vi) **Heavy workload:** Activity oriented heavy workload develops strain at the end of the day and hence, is highly correlated with the level of job satisfaction.

Psychological factors:
(i) **Liking for the job:** The most important aspect associated with the job is ‘whether a person is happy with his job?’ If the answer is ‘yes’, he derive satisfaction otherwise dissatisfaction. Though it looks simple, it has been included in this research.

(ii) **Achievement:** To be a teacher of teachers is an achievement in itself but may not be the only concept of achievement. Considering this logic, the concept of achievement has been treated in present study.
(iii) **Respect:** Whether the suggestions of teacher educators are given due respect by the authorities of the college is a matter of concern to decide the level of satisfaction in this study.

(iv) **Recognition:** Whether the authorities have recognized real worth/potential of teacher educators is the focus of this factor which is eventually pointed towards satisfaction/dissatisfaction.

(v) **Reward:** This factor is not considered as reward in the form of certificate/trophy/promotion, but the praising/admiration for the teaching skills of teacher educators by the students. It is in fact a real reward for them which is ultimately pointed towards satisfaction derived from the job.

(vi) **Responsibility:** Maintaining unbiased attitude while assigning important responsibilities in the college by the authorities has been considered as a deciding factor of satisfaction/dissatisfaction.

(vii) **Advancement:** Whether the authorities are encouraging teacher educators to pursue research related activities and advance in their career is a matter of concern as it has direct connection with satisfaction derived from the job.

(viii) **Job Security:** The most crucial aspect is security associated with the job, absence of which leads to dissatisfaction.

(ix) **Stress:** Stressful atmosphere at job place always hampers smooth functioning of an institution and hence job satisfaction.

**Sociological factors:**

(i) **Administration:** involvement of teacher educators in administration before implementing any rule/system/idea in the college has been given due respect in this study.

(ii) **Policy (Rules and regulations):** Whether the rules are student friendly or teacher friendly, matters a lot for the level of satisfaction of teacher educators.

(iii) **Policy (Written Memo):** Tendency of authorities to give written memo or use harsh words for the mistakes of teacher educators has been considered as a factor associated with job dissatisfaction.
(iv) **Organizational conflict:** It is dealt with the existence of quarrels among teacher educators and ego between junior and senior teacher educators in the college.

(v) **Inter-personal relationships:** They play very crucial role in determining the level of satisfaction. If they are friendly, they lead to satisfaction and vice versa.

**Philosophical factors:**

(i) **Innate dispositions:** Nature of a person portraying team spirit and tendency to take initiative to solve the problems in college has been focused in the study as they lead to satisfaction/dissatisfaction.

(ii) **Idealistic philosophy:** Idealistic or perfectionist attitude of teacher educators may lead to conflict/annoyance among the colleagues. Thus, to know the consequence of their idealistic philosophy has been focused in this study.

(iii) **Optimistic philosophy:** It has been dealt with in negative direction by raising a doubt about the use of techniques learnt by BEd students in training college in future as it would be dissatisfying for teacher educators and vice versa.

(iv) **Pessimistic philosophy:** The very existence of BEd colleges due to endangered enrolment of students for 2 years BEd course has been focused under this factor.

(v) **Modernistic philosophy:** It has encompassed the tendency to accept and implement the innovations in the field of education unanimously as it has direct connection with the level of satisfaction.

**Spiritual factors:**

(i) **Accomplishment:** Since it is a broad concept, to be a teacher educator is one of the aspects under this heading. Hence, the concept of accomplishment has been considered by using the logic that to be a teacher educator is not the only concept of accomplishment for the respondents as it has connection with satisfaction derived from the job.
(ii) **Sense of fulfillment**: To see the advancement of students is highly fulfilling experience for any teacher. The same concept has been portrayed in this research in relation to job satisfaction.

(iii) **Self-actualization**: To be a teacher educator itself is reflecting the highest level satisfaction as they realize their potential over a period of time. Hence, self-actualization has been given important place in the study related to job satisfaction.

Thus researcher has tried to clarify the concept of each and every sub-factor included in present research in above discussion. It has helped to focus the attention of the reader on the limited meaning assigned to various sub-factors, thus avoiding confusion about the concept of every sub-factor.

**Figure: VI (1)**

*Six-Factor-Cascade Model of Job Satisfaction*
On the basis of operational definition of job satisfaction and detailed discussion about inclusion of six-factors and sub-factors under six headings, researcher proposed ‘Six-Factors-Cascade Model of Job Satisfaction’ and represented it as a ‘circle of Job Satisfaction’.

6.5 Salient Features of Six-Factor Cascade Model of Job Satisfaction:
(i) A circular shape of 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 in the given situation.
(ii) 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.
(iii) The six independent factors have been written at the circumference of the inner circle and they have delimited the area of each of the ‘six factors’. A continuous circumference 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/dissatisfaction of teacher educators. The circle is divided in six compartments, just to club the sub-factors under particular heading together.
(iv) The sub-factors under each of the six categories have formed radii of the circle, which are pointed towards the centre of job satisfaction to indicate their close association with it and suggests that all these factors are showing their association with job satisfaction continuously.
(v) The outermost circle is showing six Independent Factors, whose close association 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.
(vi) 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.

(vii) 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 have devoted their entire life for teaching and have attained job satisfaction at spiritual level.

Every teacher pursues certain philosophical doctrines and their behaviour is moulded accordingly. He derives satisfaction or dissatisfaction in particular situation on the basis of his philosophy, which justifies inclusion of philosophical factors.

Spiritual factors as well as 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.

6.6 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’.

6.7 Objectives of Present Research:

On the basis of Six-Factor Cascade Model of Job Satisfaction, researcher has put forth the objectives under six 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
(c) To find out the association of Qualification with…….
   (i) Physiological Factors    (iv) Philosophical Factors
   (ii) Psychological Factors   (v) Spiritual Factors
   (iii) Sociological Factors

(d) To find out the association of Status of the Job with…….
   (i) Physiological Factors    (iv) Philosophical Factors
   (ii) Psychological Factors   (v) Spiritual Factors
   (iii) Sociological Factors

(e) To find out the association of Pay Package with…….
   (i) Physiological Factors    (iv) Philosophical Factors
   (ii) Psychological Factors   (v) Spiritual Factors
   (iii) Sociological Factors

(f) To find out the association of Teaching Experience with…….
   (i) Physiological Factors    (iv) Philosophical Factors
   (ii) Psychological Factors   (v) Spiritual Factors
   (iii) Sociological Factors

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

After framing the objectives, the next very important part was to frame the null hypotheses. They are as follows:

6.8 Null Hypotheses:

Researcher has made an attempt to enumerate null hypotheses, tool-wise i.e those related to JSS, Interview and Observation of Infrastructure as follows:

6.8.1 Null Hypotheses related to the tool JSS:

(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.
(xvi) There is no significant association between Qualification and Philosophical Factors related to Job Satisfaction of teacher educators.
(xvii) There is no significant association between Qualification and Spiritual Factors related to Job Satisfaction of teacher educators.
(xviii) There is no significant association between Status of the Job and Physiological Factors related to Job Satisfaction of teacher educators.

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

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

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

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

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

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

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

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

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

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

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

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

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

(XXXII) There is no significant association between Teaching Experience and Spiritual Factors related to Job Satisfaction of teacher educators.
6.8.2 Null Hypotheses related to the tool Interview:

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

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

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

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

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

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

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

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

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

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

.xxxiii There is no significant association between Gender and Job security.

.xxxiv There is no significant association between Gender and Satisfaction with orientation course.

.xxxv There is no significant association between Gender and Opportunity for displaying special skills.

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

6.8.3 Null Hypothesis related to the tool, observation Check List:

.xxxvii There is no significant association between Type of College and satisfaction derived from infrastructure of the college.
6.9 Review of Related Literature:
Before designing the research methodology of present study, researcher reviewed 67 research works related to present study. It helped her to develop insight into the research problem and equip herself to perceive various factors underlying the core of the study and further helped her to decide statistical procedures to be followed to arrive at the conclusions.

6.10 Assumptions of Present Research:
(i) 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.
(ii) The standard of teaching-learning process has been maintained irrespective of the type of college (aided or unaided).
(iii) All the observations related to the physical conditions/infrastructure of the college are normally distributed.

6.11 Scope and Limitations of present study:
(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 type of independent factors 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 (for final study) and Purposive sampling (for pilot study) methods have 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 and Excel software were used for the purpose of the analysis, whereas Corel Draw software was used to draw the diagrams/models.

(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.

6.12 Conclusions of present research:

Researcher has tried to discuss the conclusions based on the responses to JSS, which are related to all the six- factors associated with job satisfaction and further has mentioned satisfying and dissatisfying sub- factors along with comments based on the results of percentage analysis with respect to independent factors- Type of college, Gender, Qualification, Status of the job, Pay package and Teaching experience.

Then she discussed the conclusions related to the tools interview and Observation of infrastructure.

Researcher has discussed conclusions obtained from Chi-square analysis, Percentage Analysis, Mann-Whitney U-test and Factor analysis
separately because they were used for specific purpose. So she thought that it would not be feasible to mix up the results of each of these statistical tools.

**Conclusions based on Chi-square Analysis**

6.12.1 Chi-square analysis was done to test Null Hypotheses framed for the factors included in JSS. A total of 32 Null Hypotheses were framed, out of which 5 were accepted and 27 were rejected. Rejected null hypotheses were restated. It was further decided that when half or more than half the sub-factors under particular factor showed significant association with particular independent factor, then that particular factor was thought to be showing significant association with job satisfaction, and vice versa for non-significant association.

The independent factors and dependent factors showing significant association with job satisfaction is summarized as follows:

(i) **Type of college** showed significant association with Physical, Sociological and Spiritual factors, whereas it showed non-significant association with Physiological, Psychological and Philosophical factors associated with job satisfaction of teacher educators.

(ii) **Gender** showed significant association with Physical, Psychological and Spiritual factors, whereas it showed non-significant association with Philosophical and Sociological factors associated with job satisfaction of teacher educators.

(iii) **Qualification, Status of the job, Pay package and Teaching experience** showed significant association with all the five factors (Physiological, Psychological, Sociological, Philosophical and Spiritual) associated with job satisfaction of teacher educators.

Above discussion clearly explains that all the independent factors are significantly associated with approx. 85% of the dependent factors associated
with job satisfaction. Thus it has further proved the compatibility of Six-Factor-
cascade model that was proposed by the researcher, which has represented
close association among six independent factors, six dependent factors and
job satisfaction.

**Conclusions based on Percentage Analysis**

Percentage analysis of raw data and graphical representation helped
immensely in determining the direction of the responses on satisfaction /
dissatisfaction side along with its magnitude. Following discussion will clarify
the satisfying and dissatisfying factors and sub-factors:

6.12.2 Conclusions related to Physical factors associated with job
satisfaction based on Percentage analysis:

**Satisfying Physical sub-factors:**
Ventilation and lighting, Cleanliness, Provision of facilities and Work profile

**Comments:**
(i) Irrespective of the type of college (aided/unaided) management or
authorities of majority of the colleges seemed to be making conscious efforts
to maintain the college premises, with respect to ventilation, lighting and
cleanliness, thus providing congenial atmosphere to their staff and students
as well. Apart from management, university bodies like NAAC and LIC are
keeping control on quality of physical conditions and other facilities required to
run any BEd college smoothly as per the norms set up by university. Result is
satisfaction related to working conditions and provision of facilities.

(ii) As regards work profile of teacher educators, activity based
multidimensional new BEd curriculum has removed monotony of lecture
method from teaching. There is ample provision for projects, workshops,
visits, discussions, art and dramas, practice teaching lessons, long
internship programs etc. Hence teacher educators expressed high level
satisfaction related to their work profile.
Comments:

(i) In fact, teacher educators from unaided colleges were reluctant to declare their pay package. Many of them expressed the pathetic state of their pay scale and also expressed that their income is not enough to fulfill their family needs. Hence mixed response was portrayed in this regard. The reasons are ever growing inflation and demands of family members along with raise in standard of living.

(ii) High level dissatisfaction was found in relation to use of special skills. The reason is quite obvious, that teacher educators are involved in organization of various activities and are encouraging their students to perform, sacrificing their own performance. In other words they are not getting opportunity to showcase their hidden talents. Some of them might be getting afraid of social media (afraid of mobile recording of their performance and making it viral thereafter by the students). Many of the teacher educators expressed unavailability of time to portray their special skills due to administrative responsibilities. Hence though not related to their job, the sub-factor, use of special skill, should not be ignored, as it gives mental satisfaction. But teacher educators expressed dissatisfaction towards it.

6.12.3 Conclusions related to Physiological factors associated with Job Satisfaction based on Percentage analysis:

Satisfying Physiological sub-factors:
None of the Physiological sub-factors included in present study was found satisfying for the teacher educators

Dissatisfying Physiological sub-factors:
Fatigue, Irregularity in daily schedule, Irregularity in lunch timings, Heavy work load, Physical disability and Strain due to travelling.
Comments:

(i) Surprisingly, all the Physiological sub-factors were responsible for dissatisfaction among teacher educators.

(ii) All the sub-factors under this category are inter-related with one another. Fatigue was developed due to hectic and heavy work load. Even NET/SET holders expressed high level of fatigue. The reason is that majority of them belonged to unaided colleges and in spite of clearing NET/SET, they are compromising on low pay package. This financial exploitation is reflected in mental fatigue rather than physical fatigue. On the other hand, entrants in the job showed least effect of fatigue. It may be because they are adjusting to new work profile and most importantly, their age is on their side. Again, to prove themselves and continue with their new job might be their priority.

(iii) Very high level of dissatisfaction expressed by respondents belonging to lowest pay package bracket was due to irregularity in daily schedule, heavy workload and strain due to travelling. Irregularity in daily schedule is consequently making their lunch timings irregular, thus directly attacking their health. Again, irregular schedule is compelling them to make lot to adjustments with family members, especially when there are small children and senior citizens in their family. They also complained about the strain developed due to travelling at peak hours in over packed trains or in traffic jam.

(iv) Another most important reason to express dissatisfaction towards the Physiological factors is that, heavy work load, physical strain and salary offered are not compatible with one another, thus creating disappointment and exploitation.

Overall: moderate level of dissatisfaction was portrayed by the respondents in relation to all the Physiological sub-factors, irrespective of all the six independent factors.
6.12.4 Conclusions related to Psychological factors associated with job satisfaction based on Percentage analysis:

**Satisfying Psychological sub-factors:**
- Liking for the job
- Respect
- Advancement
- Achievement
- Reward
- Responsibility

**Comments:**

(i) High level of satisfaction was expressed in relation to all the satisfying sub-factors mentioned above.

(ii) Respondents really liked to work as a teacher educator of budding teachers which is in fact an achievement for them. When researcher had informal words with the respondents from different BEd colleges, she revealed that majority of them had never planned to become teacher educators and just by fluke they had ventured into this career. After getting the job they realized its value, they realized the honour that they were getting in the society due to their post of teacher educator. So slowly they started liking and enjoying their job.

(iii) Since authorities are found to be respecting the suggestions given by teacher educators, they portrayed satisfaction.

(iv) Teacher educators were found to be deriving pleasure due to admiration of their teaching skills by the students, which in turn was a rewarding experience for them.

(v) Authorities belonging to majority of BEd colleges were found to be encouraging research related activities like, attending and participating in seminars, conferences organized at national and international level, pursue PhD in education, appearing for NET/SET and publishing papers in research journals. Majority of the teacher educators were found to be highly satisfied due to the scope given for advancement in the field of education.
(vi) A very noticeable factor associated with satisfaction was unbiased attitude of authorities while assigning important / challenging responsibilities to the teacher educators. All the members of teaching staff are treated on equal platform which is in consonance with the principle of democracy and hence respondents were satisfied with the factor ‘responsibility’.

<table>
<thead>
<tr>
<th>Dissatisfying Psychological sub-factors</th>
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<tbody>
<tr>
<td>Recognition, Stress and Job Security</td>
</tr>
</tbody>
</table>

**Comments:**

(i) As real worth, or hidden potential of teacher educators is not recognized by the authorities, moderate level dissatisfaction was expressed by the respondents in relation to the factor ‘recognition’. In fact it is a binding on all the teaching staff to do the tasks assigned to them as per the rules set up by university. There is hardly any scope to think ‘out of the box’ and do experimentation or action research with their students. Dissatisfaction of higher level was reported by the entrants who were suggesting innovative ideas, but were helpless to practice them in their college as their potential was not recognized yet. The effect is dissatisfaction of moderate level towards this factor.

(ii) Moderate level of dissatisfaction was expressed due to prevalence of stressful conditions in BEd colleges. This stress may be work related or created due to inter-personal relationships.

(iii) Mixed response was exhibited as regards job security. Surprisingly, job insecurity feeling was at higher level in aided colleges as compared to unaided ones, may be because they are afraid of losing their job due to the nature of appointments set up by University of Mumbai. Ex-the post might be for reserved category and /or NET/SET holder etc. Even, NET/SET and PhD holders from unaided colleges expressed job insecurity feeling, may be as, many of them were in a verge of leaving the job in hand and joining some other with better prospects. To do the job with job insecurity feeling is highly dissatisfying feeling.
6.12.5 Conclusions related to Sociological factors associated with job satisfaction based on Percentage analysis:

**Satisfying Sociological sub-factors**
Administration and Interpersonal relationships

**(i)** High level satisfaction was expressed due to the tendency of authorities of majority of the colleges to respect the opinions of their teaching staff before implementing any rule/system/ideas in their college. In fact, new two year's BEd course demanded lot of discussions among teaching staff and authorities and the same has been reflected in their response and authorities were found to be involving teacher educators in administration too.

**(ii)** In spite of having quarrels and ego between junior-senior staff members, respondents expressed high level satisfaction as friendly relationship among staff members had made their job enjoyable.

**Dissatisfying Sociological sub-factors**
Policy related to rules and regulations
Policy related to written memo
Organizational conflict related to quarrels
Organizational conflict related to the issue of Junior-Senior

**Comments:**

**(i)** Rules and Regulations in BEd college are set up for the students and teacher educators are supposed to implement them. When one talks about pupil-centered nature of whole education system, convenience of students cannot be ignored and should not be ignored. But student-friendly rules and regulations are ignoring convenience of teacher educators. The same thought has been reflected in the responses related to student friendly and not teacher friendly nature of rules and regulations set up by university. Hence low level dissatisfaction was expressed in this regard.

**(ii)** As regards the policy of written memo, though written reminder for the mistakes of teaching staff is not given, the use of harsh words by the
authorities has spread moderate level dissatisfaction among teacher educators. To some extent, attitude of authorities is correct in order to run the college administration smoothly, but considering the qualification and post of teacher educators, it sounds insulting. Instead, authorities can handle the situations tactfully to solve the problems, train their staff to do the tasks skillfully without any flaws and clarify different aspects related to the tasks in detail to avoid ambiguity.

(iii) In case of existence of quarrels among teacher educators, female respondents have expressed dissatisfaction to more extent as compared to their male counterparts. It is quite an obvious picture because strength of female teacher educators is much more as compared to male members. The quarrels that are initiated might be due to difference of opinions related to college work and not concerned with their inter-personal relationships. Again, conflicting conditions are bound to happen in any job where the work profile is multidimensional.

On the other hand, it has been rightly said by someone that an organization without conflict is like stagnant water. Conflict for betterment of the system requires thinking. Hence, it is an indicator of progress.

But after interviewing the teacher educators working in different colleges, researcher realized that quarrels are just out of jealousy or unhealthy competition or due to a tendency to prove themselves and disprove their colleagues etc. Thus, in reality, quarrels among teacher educators are existing and it is highly dissatisfaction affair.

(iv) Moderate level dissatisfaction was expressed due to prevalence of ego problems between junior and senior teacher educators, by the female and by the respondents belonging to low pay package slot. This picture is very common, almost in every job. Seniors try to overpower junior staff. The obvious reason is their familiarity with the job profile and also with the authorities of their institution. Junior teachers are at learning stage and are slowly getting accustomed to their work profile, trying to develop rapport with the authorities and senior teachers. Many-a-times seniors hand over their work to junior teachers and maintain bossy nature, which in turn produces
dissatisfaction among junior teachers. This attitude of widening the rift between juniors and seniors has been reflected in the responses.

6.12.6 Conclusions related to Philosophical factors associated with job satisfaction based on Percentage analysis

<table>
<thead>
<tr>
<th>Satisfying Philosophical sub-factors</th>
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<tbody>
<tr>
<td>Innate disposition related to Team spirit</td>
</tr>
<tr>
<td>Innate disposition related to Tendency of taking initiative in problematic situation. Idealistic philosophy, Modernistic philosophy</td>
</tr>
</tbody>
</table>

Comments:

(i) Since the course of BEd includes lot of practicum, maintenance of rapport among teaching staff, with the students and with authorities is mandatory. It is in fact a team venture and the same has been reflected in the responses related to team spirit and to work as a team was found to be highly satisfying for teacher educators.

(ii) Majority of respondents have expressed that they are deriving satisfaction due to their nature of taking initiative to solve any problem in their college, thus exhibiting unity.

(iii) Majority of the respondents expressed that they are maintaining idealistic attitude towards their college responsibilities, thus trying to achieve perfection in their work, and further deriving satisfaction of working.

(iv) Respondents unanimously expressed high level satisfaction as innovations in the field of education were accepted and implemented in their college. In fact it is mandatory to accept new policies set up at university level, but to implement them promptly shows modernistic attitude. Use of LCD for day-to-day teaching learning, use of computer, submission of assignments in the form of CDs etc. was practiced in majority of the colleges, which is satisfying condition.
Comments:

(i) Low level dissatisfaction was expressed in relation to Optimistic philosophy, as teacher educators expressed doubt about the attitude of students trained by them towards the use of training received in training college. This suspicious attitude is based on their past experience related to the fast schedule of schools / colleges. The speed of academic terms is so fast that newly trained teachers don't get time to use innovative methods that they have learnt in training college.

Again the pressure of completing the portion in stipulated time compels them to use quick methods of teaching. Apart from it, teachers are loaded with notebook correction, organization of co-curricular activities and election duties too. So helplessly they give up their intentions to use the techniques learnt in training college.

Many-a-times the students in schools are slow learners or low achievers. In that case teachers are bound to adopt teaching strategy suitable for the learners. But then, in the real set up, the optimism of teacher educators towards the use of training by their students gets perished, thus creating dissatisfaction.

(ii) Teacher educators expressed pessimism and hence dissatisfaction towards endangered enrollment of students in BEd colleges due to two years’ BEd course. If this issue precipitates further then the consequence would be unemployment of teacher educators, which is in fact an alarming signal for the policy of university about two years' BEd course.
6.12.7 Conclusions related to Spiritual factors associated with job satisfaction based on Percentage analysis:

<table>
<thead>
<tr>
<th>Satisfying Spiritual sub-factors:</th>
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<tbody>
<tr>
<td>Accomplishment, Sense of fulfillment, Self actualization.</td>
</tr>
</tbody>
</table>

Comments:
(i) All the three spiritual sub-factors were found to be responsible for high level satisfaction among teacher educators.

(ii) To be a teacher educator of budding teachers itself was felt as a great accomplishment. Thus this very concept of being a teacher educator was found to be satisfying for them.

(iii) To see the students trained by them on the post of principal or any such higher position was perceived as high level of fulfillment by the teacher educators. They in fact felt proud for such students who have become in charge of a school/college.

(iv) The job of teacher educator has given them an experience of self-actualization as they could discover themselves due to their job in BEd college.

Overall: in spite of very meager pay package and strenuous work profile, teacher educators expressed high level satisfaction at spiritual level.

6.12.8 Conclusions based on Mann-Whitney U-test and Percentage Analysis, when Type of College is independent factor:

(i) Null Hypotheses related to the factors (Happiness derived from the job, Contentment with pay package, Job security and Tendency to change the job) are rejected. So they are thought to be significantly associated with job satisfaction.
(ii) **Null Hypotheses** related to the factors (Rapport with the authorities, Satisfaction with orientation course and Opportunity for displaying special skills) are accepted. So it is concluded that they are not significantly associated with job satisfaction.

(iii) Since 4 out of 7 factors showed significant association with job satisfaction when Type of College was independent factor, it is concluded that Type of College does affect the level of satisfaction/dissatisfaction derived from the factors considered in an Interview.

(iv) Teacher educators from aided colleges expressed higher level satisfaction as compared to those from unaided colleges with respect to the factors – (Liking for the job, Pay package and Job security), whereas Tendency to change the job and joining some other college was found to more extent in the teacher educators from unaided colleges.

(v) Teacher educators belonging to unaided colleges were satisfied to more extent as compared to those from aided colleges as they were successful in developing rapport with the authorities of their college.

(vi) Irrespective of the type of college, teacher educators were highly dissatisfied with hurriedly conducted orientation courses to familiarize them with new two years’ BEd curriculum.

(vii) Irrespective of the type of college, teacher educators expressed satisfaction as they were getting opportunities to display their special skills at various occasions in their college. But this result is found to be contradicting with that obtained from the results of JSS. Hence it is concluded that there was dissatisfaction related to this factor and the response given orally was causal and was just to portray bright side of their institution.
6.12.9 Conclusions based on Mann-Whitney U-test and Percentage Analysis, when Gender is independent factor:

(i) **Null Hypotheses** related to the factors (Happiness derived from the job, Rapport with the authorities, Contentment with pay package, Job security, Satisfaction with orientation course and Opportunity for displaying special skill) are accepted. So it is concluded that they are not significantly associated with job satisfaction.

(ii) **Null Hypothesis** related to the factor (Tendency to change the job) is rejected, thus showing its association with job satisfaction.

(iii) Since 6 out of 7 factors showed non-significant association with job satisfaction when Gender was independent factor, it is concluded that Gender does not affect the level of satisfaction/dissatisfaction derived from the factors considered in an Interview.

(iv) Female respondents expressed liking for the job of teacher educator to more extent as compared to male members.

(v) Irrespective of the gender, the respondents were moderately satisfied with their pay package and also for developing rapport with the authorities of their college, whereas they were highly satisfied for getting opportunities to display their special skill.

(vi) Irrespective of the gender, teacher educators were highly dissatisfied with the orientation courses conducted for them as the sessions left lot of confusion regarding the coverage of content under particular heading in various subjects.

(vii) Male members reported job security feeling to more extent as compared to their female counterparts.
(viii) Tendency to change the job was found to more extent in female members as compared to male respondents.

6.12.10 Conclusion based on Mann-Whitney U-test and Percentage Analysis related to Infrastructure of College, when Type of College is independent factor:

(i) Null hypothesis related to Infrastructure of the college is rejected, hence it is concluded that there is significant association between Type of college and satisfaction derived from infrastructure of the college.

(ii) Percentage graphs clarified that majority of the aided BEd colleges are maintained well, approximately half the unaided colleges are fairly maintained and around one fourth of unaided colleges are poorly developed. Thus teacher educators working in well maintained colleges expressed higher level satisfaction as compared to those belonging to poorly maintained colleges in relation to their infrastructure.

6.12.11 Conclusions based on Factor Analysis:

(i) Factor analysis compressed 36 sub-factors from Six-Factor-Cascade Model of Job Satisfaction to 27 in Rotated Component Matrix. They were further divided in five components, maintaining six main categories of factors.

On the basis of the type of factors in particular component they were given new nomenclature. The five components were named as –

(i) Physio-Sociological factors,  (ii) Physical factors,  (iii) Spiritual factors,  (iv) Psychological factors,  (v) Philosophical factors
The sub-factors compressed on the basis of factor analysis are shown in the New Six-Factor-Cascade Model of Job Satisfaction as follows:
This model has explained 65.342% of the total variance in the sample. Thus the model is found to be compatible with respect to job satisfaction.

The sub-factors which are not reduced by factor analysis are shown out of the circle (C) of job satisfaction but they are considered as a part of Universal set (U) of job satisfaction as they are associated with job satisfaction, but the extent of their association is proved to be less as compared to those included in the circle. They are represented in the form of ovals designated by the symbols S1, S2, S3 and S4...encompassing Psychological, Sociological, Philosophical and Physical factors respectively.

The type of factors in the new model remained ‘six’ but two factors (Physiological and Sociological) are merged together to form component (1). Thus new model authentically separated the sub-factors which were showing similar behaviour pattern in association with satisfaction/dissatisfaction derived from the job by teacher educators.

**Overall:** The theories (Herzberg et al Two Factor theory, Maslow's Hierarchy of Needs theory, Dispositional theory and Hoppock's definition of job satisfaction along with new factors from Six-Factor Cascade Model of job satisfaction), on which present research was designed were tested through this research. The factors taken from the established theories and the proposed model showed association with job satisfaction, thus proving compatibility of the model in the present scenario of BEd colleges.

### 6.13 Suggestions:

On the basis of the results and conclusions of present study, researcher humbly wishes to give few suggestions to the teacher educators and to the authorities of BEd colleges, which are discussed as follows:

<table>
<thead>
<tr>
<th>Suggestions to the authorities of BEd colleges to overcome the effect of dissatisfying factors associated with their job</th>
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</table>

**Authorities can.........**

(i) .....try to restructure the pay package that would fulfill the needs of the family of teacher educators.
(ii) .....create opportunities for teacher educators to present their skills or talents in art / singing / dramatics / sports etc., to encourage their hidden potential.

(iii) .....distribute the work-load equally among the teaching staff to reduce the effect of fatigue among teacher educators.

(iv) .....try to praise even the smallest contribution of teacher educators in meetings or during informal talk with teacher educators to boost their energy level and develop congenial atmosphere. Appreciation and recognition given for their work will definitely help in maintaining good mental health of teaching staff and will help to overcome stressful conditions in the college.

(v) .....try to overcome job insecurity feeling among teacher educators by giving them assurance of their job after probation period and encourage them to do their job full heartedly, by developing rapport with them.

(vi) .....consider the difficulties of teacher educators open heartedly while setting up the rules and regulations in the college for smooth functioning of college and for implementation of rules properly.

(vii) .....correct the mistakes made by teacher educators peacefully and diplomatically, without hurting them.

(viii) .....resolve the difference of opinions tactfully, in order to avoid conflict.

(ix) .....pacify the quarrels among teacher educators immediately.

(x) .....try to convince the policy makers of University of Mumbai to reduce the duration of new BEd course back to one year before the matter of very low enrollment of students for BEd course precipitates further in termination of many of the BEd colleges.

**Suggestions to the teacher educators of BEd colleges to overcome the effect of dissatisfaction factors associated with their job**

Teacher educators can.......  

(i) .....try to observe the lunch timings strictly to overcome the effect of irregularity of lunch timings on their health.

(ii) .....try to make necessary arrangement of children, senior citizens in the family and maid servants in order to adjust with an irregular schedule of BEd college.
(iii) .....perform yoga and exercise at least for 15-20 minutes daily to overcome the effect of heavy workload and strain on their physique developed due to series of lesson supervisions and travelling etc., thus improving their endurance level.

(iv) .....try to maintain congenial relationships with the colleagues. Any difference of opinion can be removed by discussing the matter openly. Forgetting the bitterness with colleagues and developing friendship with them would be the best policy.

(v) .....be open to change the job in hand and join some other college with better prospects to overcome the feeling of job insecurity and exploitation due to low pay package.

(vi) .....avoid conflict and ego problems between junior and senior teacher educators. In fact seniors should become guide for junior teacher educators.

(vii) .....try to give tips to the budding teachers of their college i.e. their students, to make use of training received in training college in future and make teaching-learning process interesting, effective and enjoyable.

(viii) .....give full support to the authorities to make the policy makers realize lacunae related to their decision of two years’ BEd course by highlighting the meager enrollment of students just in the second year of its implementation.

6.14 Recommendations for further research:

(i) A study of job satisfaction among Pre-primary teachers in the schools in Mumbai with Physical, Physiological, Psychological, Sociological, Philosophical and Spiritual perspective.

(ii) A study of job satisfaction among Primary teachers in the schools in Mumbai with Physical, Physiological, Psychological, Sociological, Philosophical and Spiritual perspective.
(iii) A study of job satisfaction among Secondary teachers in the schools in Mumbai with Physical, Physiological, Psychological, Sociological, Philosophical and Spiritual perspective.

(iv) A study of job satisfaction among Junior college teachers in the colleges in Mumbai with Physical, Physiological, Psychological, Sociological, Philosophical and Spiritual perspective.

(v) A study of job satisfaction among teachers in Special schools in Mumbai with Physical, Physiological, Psychological, Sociological, Philosophical and Spiritual perspective.

(vi) A study of job satisfaction among teacher educators in DEd colleges in Mumbai with Physical, Physiological, Psychological, Sociological, Philosophical and Spiritual perspective.

(vii) A study of job satisfaction among Rural and Urban Primary teachers in the schools with Physical, Physiological, Psychological, Sociological, Philosophical and Spiritual perspective.

(viii) A study of job satisfaction among Rural and Urban Secondary teachers in the schools in Maharashtra with Physical, Physiological, Psychological, Sociological, Philosophical and Spiritual perspective.

(ix) A study of job satisfaction among Agricultural college teachers with Physical, Physiological, Psychological, Sociological, Philosophical and Spiritual perspective.

(x) A study of job satisfaction among Science teachers in Secondary schools in Mumbai with Physical, Physiological, Psychological, Sociological, Philosophical and Spiritual perspective.
(xi) A study of job satisfaction among Drawing, Craft, Music, Physical education teachers in the schools in Mumbai with Physical, Physiological, Psychological, Sociological, Philosophical and Spiritual perspective.

(xii) A study of job satisfaction among visiting teaching faculty in Management colleges in Mumbai with Physical, Physiological, Psychological, Sociological, Philosophical and Spiritual perspective.

(xiii) A study of job satisfaction among Management college teachers in the colleges in Mumbai with Physical, Physiological, Psychological, Sociological, Philosophical and Spiritual perspective.

(xiv) A study of job satisfaction among Engineering college teachers in the colleges in Mumbai with Physical, Physiological, Psychological, Sociological, Philosophical and Spiritual perspective.

(xv) A study of job satisfaction among Medical college teachers in the colleges in Mumbai with Physical, Physiological, Psychological, Sociological, Philosophical and Spiritual perspective.

(xvi) A study of job satisfaction among Pharmacy college teachers in the colleges in Mumbai with Physical, Physiological, Psychological, Sociological, Philosophical and Spiritual perspective.

(xvii) A study of job satisfaction among teachers in Computer training institutes in Mumbai with Physical, Physiological, Psychological, Sociological, Philosophical and Spiritual perspective.

(xviii) A study of job satisfaction among Principals of secondary schools in Mumbai with Physical, Physiological, Psychological, Sociological, Philosophical and Spiritual perspective.
(xix) A study of job satisfaction among Non-teaching staff in Secondary schools in Mumbai with Physical, Physiological, Psychological, Sociological, Philosophical and Spiritual perspective.

(xx) A study of job satisfaction among teachers in CBSE schools in Mumbai with Physical, Physiological, Psychological, Sociological, Philosophical and Spiritual perspective.

(xxi) A study of job satisfaction among teachers in ICSE schools in Mumbai with Physical, Physiological, Psychological, Sociological, Philosophical and Spiritual perspective.

(xxii) A study of job satisfaction among teachers in IGCSE schools in Mumbai with Physical, Physiological, Psychological, Sociological, Philosophical and Spiritual perspective.

(xxiii) A study of job satisfaction among teachers in IB schools in Mumbai with Physical, Physiological, Psychological, Sociological, Philosophical and Spiritual perspective.

(xxiv) A comparative study of job satisfaction among Junior college and Degree college teachers in Mumbai with Physical, Physiological, Psychological, Sociological, Philosophical and Spiritual perspective.

(xxv) A comparative study of job satisfaction among Science and Language teachers in Secondary schools in Mumbai with Physical, Physiological, Psychological, Sociological, Philosophical and Spiritual perspective.

(xxvi) A comparative study of job satisfaction among teachers in Municipal schools and Private schools in Mumbai with Physical, Physiological, Psychological, Sociological, Philosophical and Spiritual perspective.

(xxvii) A comparative study of job satisfaction among teachers in English Medium and Vernacular Medium schools in Mumbai with Physical,
Physiological, Psychological, Sociological, Philosophical and Spiritual perspective.

(xxviii) A comparative study of job satisfaction among Secondary teachers in normal schools and special schools in Mumbai with Physical, Physiological, Psychological, Sociological, Philosophical and Spiritual perspective.

(xxix) A comparative study of job satisfaction among Night and Day school Secondary teachers in Mumbai with Physical, Physiological, Psychological, Sociological, Philosophical and Spiritual perspective.

(***x**) A study of job satisfaction among teachers from Training Colleges for special children in Mumbai with Physical, Physiological, Psychological, Sociological, Philosophical and Spiritual perspective.

6.15 Utility value of present research:

Present research ……

(i) …… has helped the researcher to find out various factors associated with job satisfaction of teacher educators, positively or negatively, which has eventually helped her to recommend the remedies to minimize the effect of dissatisfying factors.

(ii) ……has tried to suggest the teacher educators to overcome the effect of dissatisfying factors, think positively and adopt the measures to develop healthy atmosphere in their institution.

(iii) …. has given suggestions to 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 institution, thus helping their teaching staff attain satisfaction from their job and improve inter-personal relationships.
(iv) ……has tried to guide upcoming researchers to adopt the definition and Six-Factor-Cascade Model of job satisfaction framed by the researcher and test their feasibility at various levels in the field of education.

(v) ……. has tried to help 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.

(vi) …….can become a guideline for budding researchers in the field of job satisfaction to explore a new model of job satisfaction and test its applicability, compatibility and usefulness.

(vii) ……. would immensely help the policy makers to give a second thought to the two years BEd course and revert back to one year, as the very existence of many BEd colleges and job of teacher educators has been endangered.

(viii) ……. has tried to locate some of the noteworthy aspects, which are not related to the work profile of teacher educators but are affecting the level of satisfaction derived from the job like - travelling strain, effect of ever-changing daily schedule and lunch timings on the health of teacher educators and not getting opportunity to present their special skills in art/sports.

(ix) …….has tried to test some of the factors from Maslow’s hierarchy of needs model, Herzberg et al two factor theory, Dispositional theory by Timothy and last but not the least, Hoppock’s definition of job satisfaction along with some additional factors proposed in Six-Factor Cascade model of job satisfaction designed by the researcher. The study has reconfirmed the association of the factors encompassed in above mentioned theories and thus has proved their applicability even in the second decade of 21st century.
(x) .....would encourage budding researchers to take up the research project related to job satisfaction of teacher educators in BEd /DEd colleges as very meagre work has been done on this issue in India.

(xi) .....would help the authorities to look into an issue of the tendency of teacher educators to leave their job in hand and joining some other BEd college with better prospects. It would encourage them to find out the reasons behind this tendency and further help in finding the remedies on it.