ABSTRACT

Though an age-old problem, job satisfaction of teacher educators has once again gained importance due to introduction of two years BEd course, which made dramatic changes in their work profile. Exploitation related to financial aspects in unaided colleges along with many psychological and sociological problems spread like epidemics. Hence, researcher planned to study satisfying and dissatisfying factors associated with the job of BEd college teachers from six different facets and framed the title as-

‘Study of Job Satisfaction among Teacher Educators in BEd Colleges of University of Mumbai with Physical, Physiological, Psychological, Sociological, Philosophical and Spiritual Perspective’

Six independent factors (Type of college, Gender, Qualification, Status of the job, Pay package and Teaching experience) and six dependent factors (Physical, Physiological, Psychological, Sociological, Philosophical and Spiritual) were shortlisted.

Researcher tried to find out association of each independent factor with every dependent factor. A circular Six-Factor Cascade Model of job satisfaction was designed. It represented job satisfaction at its core, all the dependent factors forming its radii and all the independent factors at its periphery.

Null hypotheses were framed for this descriptive survey study. Three tools were prepared viz. Job Satisfaction Scale (JSS), Interview and Observation check-list (for infrastructure of BEd colleges).

Content Validity Index of JSS was found out by C.H. Lawshe’s method and it was found to be 0.66. Cronbach’s Alpha Reliability Coefficient of JSS was found to be 0.629. Census Sampling Method was used to get sizeable sample.

Four statistical tools were used to analyze raw data with the help of SPSS software. Null hypotheses related to the factors included in JSS were tested by using
Chi-square analysis and Mann-Whitney U test was used to compare population means of the responses related to the tools, Interview and Observation check-list. Factor analysis explored the factor loadings and clubbed the factors with similar behaviour, which further helped in establishing compatibility of Six-factor Cascade Model of job satisfaction. On the basis of factor analysis, New Six-factor Cascade Model of job satisfaction was designed. Out of 36 factors, 27 were compressed by Rotated Component Matrix. They were divided into 5 components which were designated by new nomenclature.

The hierarchy of factors on the basis of factor loadings was, Physio-Sociological factors, Physical factors, Spiritual factors, Psychological factors and Philosophical factors. Physiological and Sociological factors were found to have highest association with job satisfaction.

Percentage analysis was given more weightage to check the magnitude and the direction of responses. Graphical representation with joint bar diagrams was used abundantly to compare the responses at a glance.

Fish-bone diagram was drawn to clarify the satisfying and dissatisfying factors deduced on the basis of percentage analysis and chi-square analysis.

Satisfying factors were found to be- Working conditions (ventilation, lighting and cleanliness), work profile, liking for the job, achievement, respect, reward, responsibility, advancement, administration, inter-personal; relationships, team spirit, tendency to take initiative, idealistic philosophy, modernistic philosophy, accomplishment, sense of fulfilment and self actualization.

Dissatisfying factors were reported to be- pay package, provision of facilities, irregular daily schedule and lunch timings, heavy workload, physical disability, travelling strain, special skills, recognition, stress, job security, rules and regulations, policy of
written memo/harsh words, quarrels, issue of junior-senior, optimistic philosophy, pessimistic philosophy.

Dissatisfaction was more in unaided colleges, in female teacher educators, entrants in the job, low pay package category members. Problem of job insecurity, low salary structure, tendency to change the job and joining some other college with better prospects, need of rethinking about two years BEd course by the policy makers were some of the most striking dissatisfying aspects reported in this research.

Dearth of research related to job satisfaction of teacher educators teaching in BEd and DEd colleges was also realized by the researcher after reviewing related literature. Dissatisfaction towards hurriedly conducted orientation courses was also expressed by teacher educators.

Thus, present research has made an attempt to test compatibility and applicability of the factors included in Maslow’s Hierarchy of Needs theory, Herzberg’s et al. Two Factor theory, Dispositional theory by Timothy, Hoppock’s definition of Job Satisfaction and Six Factor Cascade Model proposed by the researcher of present study. The factors encompassed in these five theories were found to possess applicability in the second decade of 21st century.

At the end, suggestions were given to the authorities and teacher educators to reduce and rectify an impact of dissatisfying factors. They were advised to realize the potential of teacher educators, distribute workload evenly among teaching staff and maintain congenial atmosphere in their institution. Recommendations for further research along with utility value of present study were discussed before putting the pen down.