CHAPTER - X

SUMMARY

The present study entitled "A comparative study of job satisfaction of teacher educators in relation to their values, attitude towards teaching and teacher effectiveness." The study was conducted with following objective in view.

1 (a). To compare the relationship between Job Satisfaction and Values among male and female teacher educators.
(b) To compare the relationship between Job Satisfaction and Values among male teacher educators.
(C) To compare the relationship between Job Satisfaction and Values among female teacher educators.
(d) To compare the relationship between Job Satisfaction and Values among male and female teacher educators for high, low and average level of satisfaction group.

2 (a). To compare the relationship between Job Satisfaction and Attitude towards Teaching among male and female teacher educators.
(b) To compare the relationship between Job Satisfaction and Attitude towards Teaching among male teacher educators.
(C) To compare the relationship between Job Satisfaction and Attitude towards Teaching among female teacher educators.
(d) To compare the relationship between Job Satisfaction and Attitude towards Teaching among male and female teacher educators for high, low and average level of satisfaction group.

3.(a). To compare the relationship between Job Satisfaction and Teacher Effectiveness among male and female teacher educators.
(b) To compare the relationship between Job Satisfaction and Teacher Effectiveness among male teacher educators.
To compare the relationship between Job Satisfaction and Teacher Effectiveness among female teacher educators.

d) To compare the relationship between Job Satisfaction and Teacher Effectiveness among male and female teacher educators for high, low and average level of satisfaction group.

4. (a) To study and compare the conjoint effect of Values, Attitude towards Teaching and Teacher Effectiveness towards the prediction of Job Satisfaction among male and female teacher educators (Total sample)
(b) To study and compare the conjoint effect of Values, Attitude towards Teaching and Teacher Effectiveness towards the prediction of Job Satisfaction among male teacher educators.
(c) To study and compare the conjoint effect of Values, Attitude towards Teaching and Teacher Effectiveness towards the prediction of Job Satisfaction among female teacher educators.

The role of a teacher in the educational process is unquestionable. It success depends upon the quality competence and the character of teacher. According to Education commission (1952-53), "The most important factor in contemplated educational reconstruction is the teacher his personal qualities, his educational qualification his professional training and the place that he occupies in the school as well as in the community. The reputation of a school and its influence on the life of the community, invariably depend on the kind of teachers working in it. According to Humayun Kabir, "Without good teachers even the best of the system is bound to fail. With good teacher even the defects of a system can be largely overcome." According to Nepal Education Commission, "The teacher is the foundation stone in an educational set up and it is he who can make the education meaningful and shape the educational climate." A teacher who is happy with his work, plays a pivotal role in the upliftment of society. Well adjusted and satisfied teacher can contribute a lot to the well being of his pupils. A dissatisfied teacher can become irritable and may create tensions which can have
negative influence on the students learning process and it consequently effect their academic growth.

Singh, H. L. (1974) found that job satisfaction was positively correlated with values. Srivastava, Shobha (1986) found that job satisfaction was positively correlated to professional honesty, Clemence, S. M. (1989) found that values influenced job satisfaction favourably. Aggarwal, M (1991) in his study found that economic and political values correlates to job satisfaction. Sanghi, Seema (1992) found that values are correlates of job satisfaction. Rawat, S. (1992) found that humanistic, creative social and aesthetic values had positively correlated to job satisfaction, where as job satisfaction had negative correlation with political and economic values. Ahmed, Q (1986) in his study found that value preferences were negatively correlated with job satisfaction. Bala, Mukesh (2002) found positive correlation between JSS and social, hedonistic, power and family prestige value where as negative correlation between JSS and religious and economic value.


Effective performance at a job is positively correlated with job satisfaction this view is supported by the findings of the studies conducted by Gupta (1955); Bidwell and Charles (1956); Satyanarayanan (1970); Lorke (1970); Lavingia (1974); Sinha (1974); Wanous (1974); Mekky (1974); Arora (1978); Mutha (1980); Edger and Ponder (1981); Padmanabhaiah, S (1986); Singh, T (1988); Atreya, J.S. (1989); Kaur, J. (1995); Shah, Beena (1995) and Kulsum, Umme (1999).
Most of the studies conducted on job satisfaction so far have been restricted to school teachers only. Lately college teachers have been included in the studies on job satisfaction. But teacher educators have not been paid due considerations. No definite conclusion can be drawn regarding the comparison of values, attitude towards teaching and teacher effectiveness with job satisfaction among teacher educators and it is because of this particular reason that the present study was undertaken.

**Hypotheses**

1. (a) There is a significant positive relationship between Job Satisfaction and Values among male and female teacher educators.
   (b) Significant difference does not exist in the relationship of Job Satisfaction with Values among male and female teacher educators at high, low and average level of satisfaction.
   (c) There is a significant positive relationship between Job Satisfaction and Values among male teacher educators.
   (d) There is a significant positive relationship between Job Satisfaction and Values among female teacher educators.

2. (a) There is a significant positive relationship between Job Satisfaction and Attitude towards Teaching among male and female teacher educators.
   (b) Significant difference does not exist in the relationship of Job Satisfaction with Attitude towards Teaching among male and female teacher educators at high, low and average level of satisfaction.
   (c) There is a significant positive relationship between Job Satisfaction and Attitude towards Teaching among male teacher educators.
   (d) There is a significant positive relationship between Job Satisfaction and Attitude towards Teaching among female teacher educators.
3 (a) There is a significant positive relationship between Job Satisfaction and Teacher Effectiveness among male and female teacher educators. 
(b) Significant difference does not exist in the relationship of Job Satisfaction and Teacher Effectiveness at high, low and average level of satisfaction.
(c) There is a significant positive relationship between Job Satisfaction and Teacher Effectiveness among male teacher educators.
(d) There is a significant positive relationship between Job Satisfaction and Teacher Effectiveness among female teacher educators.

4 (a) The prediction of Job Satisfaction among male and female teacher educators on the basis of conjoint effect of Values, Attitude towards Teaching and Teacher Effectiveness is significantly higher as compared to their separate predictions.
(b) The prediction of Job Satisfaction among male teacher educators on the basis of conjoint effect of Values, Attitude towards Teaching and Teacher Effectiveness is significantly higher as compared to their separate predictions.
(c) The prediction of Job Satisfaction among female teacher educators on the basis of conjoint effect of Values, Attitude towards Teaching and Teacher Effectiveness is significantly higher as compared to their separate predictions.

Methods and Procedure: In order to find out the relationship between the criterion measures of job-satisfaction and the predictor measures of values, attitude towards teaching and teacher effectiveness, bi-variate correlation analysis was employed and significance of difference between correlation was found out.

Different models of step up regression equations were worked out and the predictor measures, which had sufficient relationship with the criterion measure, were taken one by one. Then the significance of difference between the conjoint predictions for teacher educators was worked out.

Sample: Multi staged randomization technique of sampling was used in the present study. Total sample was comprised of 250 teacher educators from the
colleges of education affiliated to P.U. Chandigarh, G.N.D.U. Amritsar and Phi. U. Patiala. Fairly equal representation was given to male and female teacher educators (100 male and 150 female).

**Tools:** (1) Personal data form to obtain information about sex, age and experience of teacher educators.

(2) The job satisfaction scale (J.S.S.) by Singh and Sharma. (1999) revised

(3) Personal value questionnaire (PVQ) by Sherry and Verma (1994) revised.


(5) Teacher effectiveness scale by P.Kumar and Mutha (1985) revised.

**Statistical Techniques:** Mean, Median, Standard Deviation, Skewness and Kurtosis were used to examine the nature of distribution of scores.

- Pearson's co-efficient of correlation technique was used to find out the relationship of job satisfaction with values attitude towards teaching and teacher effectiveness.

- F values were used to determine the linearity of correlations between job satisfaction and the criterion variables of values, attitude towards teaching and teacher effectiveness.

- Critical ratio was used to find out the significance of difference between means and correlations.

- Step up regression equation technique multiple R's along with $R^2$ and F-ration were used to examine the relative weightage contributed by values attitude towards teaching and teaching effectiveness to the prediction of job satisfaction.

**Conclusion:** Based upon the analyses of results, as discussed in chapter VI to IX, the following conclusions were drawn:

**Correlations:** 1 (a) Value of $r$ between job satisfaction and various measures of values [Value (A), Value (B), Value (C), Value (D), Value (E), Value (F), Value (G), Value (H), Value (I), Value (J)] of teacher educators (Total sample) are - 0.02, 0.320.
This implies that Job-satisfaction is negatively correlated with Value (A), Value (C), Value (D), Value (E) and Value (J) whereas Job-satisfaction is positively correlated with Value (B), Value (F), Value (G), Value (H), and Value (I).

Correlation between job satisfaction and Value (B) significantly positive at 0.01 level. All the other values of correlation are not significant. These findings lead to the partial confirmation of the hypothesis 1 (a) which states that "There is a positive relationship between Job Satisfaction and Values among male and female teacher educators."

(b) Value (B), Value (C), Value (F), Value (G), Value (H), Value (I), Value (J) (i.e. Social Value, Democratic Value, Knowledge Value, Hedonistic Value, Power Value, Family Prestige Value and Health Value respectively) are positively correlated with job satisfaction (Values of correlation are 0.2746, 0.039, 0.294, 0.0053, 0.2217, 0.008, 0.153 respectively). Also among these Value (B) (Social Value), Value (F) (Knowledge Value) and Value (H) (Power Value) are significant whereas Value (A), Value (D) and Value (E) (i.e. Religious Value, Aesthetic Value and Economic Value respectively) are negatively correlated with job satisfaction (Values of correlation are -0.173, -0.0136 and -0.05 respectively).

None of these is significantly correlated.

Most of the values are positively correlated with job satisfaction only three values are not positively correlated but these are not significant. The hypothesis 1 (c) which states "There is a significant positive relationship between Job Satisfaction and Values among male teacher educators" is thus partially confirmed.

(C) Value (A), Value (B), Value (D), Value (F), Value (G), Value (H) and Value (I) (i.e. Religious, Social, Aesthetic, Knowledge, Hedonistic, Power and Family Prestige Respectively) are positively correlated with Job Satisfaction (Values of correlation are 0.0523, 0.0316, 0.35, 0.066, 0.02, 0.011, 0.051 respectively) whereas values (C), Value (E) and Value (J) (i.e. Democratic, Economic and Health respectively) are negatively correlated with Job Satisfaction (Values of correlation are -0.041, -0.054, -0.137, 0.106, 0.003, 0.05, 0.0755 and -0.0242 respectively).
Value respectively) are negatively correlated with Job Satisfaction (Values of correlation are -0.084, -0.079 and -0.05 respectively).

Value D (i.e. Aesthetic Value) is positively and significantly correlated with Job Satisfaction. Thus hypothesis 1 (d) which states that “There is a significant positive relationship between Job Satisfaction and Values among female teacher educators” is partially confirmed.

(d) Significance of difference between r’s of job satisfaction and all the ten values among male and female teacher educators fails to reach any level of significance at all the three levels of satisfaction i.e. high, average and low. Thus it leads to the confirmation of Hypothesis 1 (b) which states that, "significance difference does not exist in the relationship of job satisfaction with values among male and female teacher educators at high, low and average level of satisfaction."

2 (a) The value of r between job satisfaction and attitude towards teaching for male and female teacher educators (total sample) is 0.0456 which is positive but not significant. It is near to 0.138 (0.05 level of significance). This finding leads to the partial confirmation of hypothesis 2 (a) which states that “There is a significant and positive relationship between Job Satisfaction and Attitude towards Teaching among male and female teacher educators.

(b) The correlation between job satisfaction and attitude towards teaching for male teacher educators is 0.123 which is positive but not significant. It is near to 0.196 (0.05 level of significance). This leads to the partial conformation of the hypothesis 2(c) which states that “There is a significant positive relationship between Job Satisfaction and Attitude towards Teaching among male teacher educators.”

(c) The correlation between job satisfaction and attitude towards teaching for female teacher educators is 0.034 which is positive but not significant. The value of correlation is near to 0.161 (0.05 level of significance). This finding leads to the partial confirmation of the hypothesis 2 (d) which states that “There is a significant
and positive relationship between Job Satisfaction and Attitude towards Teaching among female teacher educators."

(d) Critical ratios between r's of job satisfaction and attitude towards teaching among male and female teacher educators at high, average and low level of satisfaction are found to be not significant which leads to the acceptance of hypothesis 2 (b) which states that, "Significant difference does not exist in the relationship of job satisfaction with attitude towards teaching among male and female teacher educators at high, low and average level of satisfaction."

3 (a) Correlation between job satisfaction and teacher effectiveness for male and female teacher educators (total sample) is 0.106 which is positive and significant. This value r is more than 0.138 (i.e. 0.05 level of significance). This leads to the partial confirmation of hypothesis 3 (a) which states that "There is a significant positive relation between Job Satisfaction and Teacher Effectiveness among male and female teacher educators."

(b) There is positive but not significant correlation between job satisfaction and teacher effectiveness among male teacher educators. The value of r is 0.150 which is near to 0.197 (0.05 level of significance). Thus the hypothesis 3(c) which states that "There is a significant positive relationship between Job Satisfaction and Teacher Effectiveness among male teacher educators." is partially confirmed.

(c) The value of r between job satisfaction and teacher effectiveness for female teacher educators, is 0.150 which is positive and near to significance (0.05 level = 0.161). This leads to the partial confirmation of hypothesis 3 (d) which state that "There is a significant and positive relationship between Job Satisfaction and Teacher Effectiveness among female teacher educators."

(d) Critical ratios between the r's of job satisfaction and teacher effectiveness for male and female teacher educators at high, average and low level of satisfaction are not significant. This leads to the acceptance of hypothesis 3 (b) which states that, "Significant does not exist in the relationship of job satisfaction with teacher effectiveness at high, low and average level of satisfaction."
Predictions

4 (a) $R^2$ for values = 0.0200 which means 2.00% of job satisfaction is predicted by values. Similarly $R^2$ of attitude towards teaching = 0.008 which means 0.80% of job satisfaction is predicted by attitude towards teaching and $R^2$ of teacher effectiveness = 0.032 which means that 3.20% of job satisfaction is predicted by teacher effectiveness among male and female teacher educators. Combined $R^2$ of values, attitude towards teaching and teacher effectiveness = 0.0600. Thus the combined prediction of job satisfaction by values, attitude towards teaching and teacher effectiveness is 6.00%. The remaining 94% of job satisfaction is predicted by the variables not included in the present study. The values of $R^2$ for values attitude towards teaching and teacher effectiveness are less than their conjoint $R^2$. The values of F are significant at 0.01 level of significance. This leads to the conclusion that the conjoint prediction for job satisfaction among male and female teacher educators is significantly higher as compared to their separate prediction.

The hypothesis 4(a) which states that "The prediction of Job Satisfaction among male and female teacher educators on the basis of conjoint effect of Values, Attitude towards Teaching and Teacher Effectiveness is significantly higher as compared to their separate prediction." is thus accepted.

(b) Values of $R^2$ for values is equal to 0.01598, attitude towards teaching is equal to 0.018 and that of teacher effectiveness is equal to 0.06. Thus 01.598% of job satisfaction is predicted by values (taken together) 1.8% by attitude towards teaching and 6.00% by teacher effectiveness. Combined $R^2$ is equal to 0.09398 thus 9.398% of job satisfaction is predicted by values, attitude towards teaching and teacher effectiveness taken together. The remaining 90.602% of job satisfaction is predicted by the variables which are not included in the present study.
The combined F ratio is 6.3575 which is significant at 0.05 level of significance. It leads to the conclusion that value, attitude towards teaching and teacher effectiveness conjointly predicts job satisfaction significantly higher as compared to their separate prediction for male teacher educators.

Thus the hypothesis 4(b) which states that, "The prediction of Job Satisfaction of male teacher educators on the basis of conjoint effect of Values, Attitude towards Teaching and Teacher Effectiveness is significantly higher as compared to their separate predictions" is accepted.

(c) The $R^2$ for values, attitude towards teaching and teacher effectiveness for female teacher educators are 0.0115, 0.003 and 0.102 respectively. Thus 1.15% of job satisfaction is predicted by values, 0.3% by attitude towards teaching and 10.2% by teacher effectiveness. Joint $R^2$ of value attitude towards teaching and teacher effectiveness for female teacher educators is 0.1165 thus 11.65% of job satisfaction is predicted by values, attitude towards teaching and teacher effectiveness taken together. Remaining 88.35% of job satisfaction is predicted by the variables not included in the present study.

The combined F ration of values, attitude towards teaching and teacher effectiveness for female teacher educators is 16.84 which is significant at both the levels of significance. This concludes that conjoint prediction of job satisfaction by values, attitude towards teaching and teacher effectiveness for female teacher educators is significantly more as compared to their separate predictions.

Thus the hypothesis 4 (c) which states that, "The prediction of Job Satisfaction of female teacher educators on the basis of conjoint effect of Values, Attitude towards Teaching and Teacher Effectiveness is significantly higher as compared to their separate predictions."
Educational Implications: The future of a nation depends upon the quality of its citizens, which depends upon the quality of its education. The quality of its education depends upon the quality competence and efficiency of the teachers. The quality, competence and efficiency of teacher depend upon teacher educators. The role of teacher educators is most important and responsible. The teacher educators are builders of nation builders. Those who are satisfied with their job can play an effective role in the effective functioning of educational system, which leads to progress and prosperity of the nation.

Job satisfaction is positively correlated with social value, Hedonistic value, Power value and Family Prestige value for male and female teacher educators. The erosion of values is everywhere and all levels leading to spread of greed, self-aggran dizement, gross-injustice, abuse of human rights, perversion of power, Callousness, insensitivity, depravity of taste and behaviour, pettiness, waste and plunder and man's wallowing for the low and dark dimensions of his consciousness.

Teachers can play significant role in the inculcation of values among the younger generation and help in the solution of value crisis. The result of the present study as mentioned above shows positive relationship between job satisfaction and some values. The conditions should be created to increase the job satisfaction of teachers. More satisfied teacher will have more values. The teacher having high values can set example and inculcate these values among the students and prepare them as future citizens.

Attitude towards teaching is positively correlated to job satisfaction has been reported in the present study. Attitude towards teaching can be strengthened by giving them a better status in the society. Their legitimate demands should be accepted immediately without giving them a chance to resort to agitations. A teacher having favourable attitude towards teaching will have similar attitude towards pupils and colleagues. This will naturally lead to the enhancement of
their satisfaction the success of education system. Successful education system can lead to the solution of many problems of the society.

Teacher effectiveness is found to be positively and significantly correlated with job satisfaction. Conditions helpful for making teacher satisfied with his profession should be created, which will lead to their effectiveness. Effectiveness of teacher will be helpful in achieving better results.

Education is the only medium through which pupils can be prepared successfully for the future life. Properly educated citizen having positive attitude and democratic qualities are needed for the success of democracy. Education is the only medium through which democratic citizenship can be developed. All the major problems of the country can be solved effectively with the help of proper education. Education thus need much attention and better share from the annual budget of the country. At present education is not given much importance.

Education Commission (1964-66), “it is necessary to make an intensive and continuous effort to raise the economic, social and professional status of the teachers in order to attract young men and women of ability to the profession and to retain then in it as dedicated, enthusiastic and contented works.” Thus government must give due importance to education in the annual budget of the nation.

**Suggestion for Future Research :-**

(1) Apart from variables taken up in this study, the impact of certain other important variables, such as organizational climate, achievement motivation, job performance, Adjustment, Job burnout on job satisfaction among male and female teacher educators may be explored.

(2) Same variables can be explored for rural and urban teachers, for private and govt. teachers, for S.C. teachers and S.T. teachers, for degree college and B.Ed. College teachers.

(3) Values, attitude towards teaching and teacher effectiveness can be compared with life satisfaction.