



Examine The Level Of Job Satisfaction Of Teacher Educators Of Uttar Pradesh

Jaya Srivastava^{1*}, Dr. Sita Devi²,

^{1*}Research Scholar Department of Education, Maharishi University of Information Technology, Lucknow

²Professor Department of Education, Maharishi University of Information Technology, Lucknow

Citation: Jaya Srivastava et al (2024), Examine The Level Of Job Satisfaction Of Teacher Educators Of Uttar Pradesh, *Educational Administration: Theory and Practice*, 29(3) 769-775, Doi: 10.53555/kuey.v29i3.7217

ARTICLE INFO

ABSTRACT

In UP state, the teachers are working in different types of institutions like government-aided, government-unaided and self-financed. Each college has a unique organisational environment in terms of administration, leadership, and relationships with colleagues and students. Their job happiness is also affected by the organisational atmosphere of his or her institution. If the organisational atmosphere is not friendly and easygoing, their job happiness suffers. In this study researcher examine the level of job satisfaction of teacher educators of selected west districts of UP state. The primary goal of the Job Satisfaction was to evaluate the job satisfaction of teachers at B.ed colleges.

Keywords: job satisfaction, concept, theories, job satisfaction inventory

INTRODUCTION

After independence, Teacher Education was fortunate enough to attract the attention of the federal government. The 1948 University Education Commission, the 1952 Secondary Education Commission, the 1964 Indian Education Commission, the National Commission on Teachers in the 1980s, the National Policies on Education 1968, 1986, and 1992, as well as the reviews of these policies and the Planning Commissions, all gave a boost to Teacher Education by treating it on an equal footing. The establishment of the National Council of Education (NCERT) in 1961 & the National Council for Teacher Education (NCTE) in 1973, with its secretariat at NCERT, culminating in the granting of statutory status to a National Council of Teacher Education by the Parliament of India in 1993-all of these are evidences of the importance that teacher education has received. There is a massive quantitative increase of teacher education schools nowadays. With increasing commercialisation in this sector, on the one hand when the need for qualified teachers in schools can be met, on the other hand there is a need to analyse quality at Teacher Education Institutions.

It is essential to understand the organisational environment at the B.Ed level, where secondary school teachers are trained. It should be highlighted right away that the organisational environment is a major factor in effecting desirable changes in teacher trainees, which is the ultimate goal of education. Changes in knowledge, skills, attitudes, and appreciations among teacher trainees can be influenced by the sort of organisational environment that exists. Without a doubt, every philosopher will agree that ultimate goal of any education is to produce a man of good character and a valuable citizen of the universe.

We may attain such education through the quality of education, the quality of instructors, and the quality of the teaching-learning process. Other things being equal, the quality of education mostly learning transaction cannot be done in a vacuum, but it is a positively oriented activity, for which teacher educators must strive with happiness towards a work and the need to acquire the quality changeprone. This is the appropriate moment to emphasise relevance of Teacher Educators' Job Satisfaction in connection to the Organizational Environment that exists in colleges.

It is an optimal happy sensation received following the completion of a work in lieu of fulfilling the organization's goal. As a result, the organisation benefits, and the worker is compensated in cash or kind. This concept emphasises the commitment between job happiness & advantages of labour.

- the work itself is very important for job satisfaction
- job satisfaction means overshadowing the glimmer aspects
- job satisfaction is the optimum level of positive feeling and attitude derived from the work,

- physical and environmental factors related to the work and the work place, and
- job satisfaction is the outcome of the appraisal of a job.

HIERARCHY OF NEEDS THEORY

Maslow, A (1954), a well-known person in field of psychology & a psychologist by profession, thinks that in order to meet their needs, people behave & display in a specific way. Human beings are only satisfied when their wants are met. His idea is based on three assumptions.

1. Human wants are never satisfied.
2. When one need is met, the next hierarchy of requirements must be met.
3. Human needs may be classified into several levels based on their relevance.

When the lowest degree of need is met, the following level must be climbed and met in order to achieve contentment. Maslow classified needs into five categories, beginning with lower-order demands and progressing to higher-order needs.

HERZBERG'S TWO-FACTOR THEORY

F. Herzberg (1959)- Another relative and realistic concept of job happiness is the two-factor theory of motivation. Herzberg's idea is divided into two parts: motivators and hygienic elements. Motivators highlight aspects of job content such as responsibility, autonomy, self-esteem, & opportunity for self-actualization. Herzberg & his colleagues believe that criteria, when applied optimally, provide individuals with more energy to work considerably harder, resulting in enhanced job performance. Herzberg's theory was frequently questioned. When it comes to some criteria, such as income, critics are quick to point out that they believe salary can be both a motivation and a hygienic element. Individual variations and preferences are eclipsed in Herzberg's theory, leading to the conclusion that the theory places greater emphasis on pleasure as the consequence.

E.R.G. THEORY

E.R.G. theory, developed by Alderfer (1972), is a modified version of Herzberg's and Maslow's theories. He divides human wants into three categories.

1. **Existence Requirements:** represented by E, these are the essential needed of people such as food, housing, clothes, and salary, which give the basic needs to exist. It is more of a physiological requirement.
2. **Relatedness Requirements:** signified by R, these are needs to have a relationship with society & people who live in it, such as friends, well-wishers, supervisors, family members, & so on.
3. **Growth Requirements:** indicated by G, they are the human needs to climb success ladder at work & in life. It is about the employee's development & advancement.

EXPECTANCY THEORY

Expectation theory, espoused by Vroom (1982), is based on equation of three variables: expectancy, instrumentality, & valence. It indicates that an individual's capacity to make decisions about work is derived from perception of labour & the reward obtained from work. It illustrates that humans are slaves to their needs, but they are also bound by their willpower. The variable expectancy is the individual's level of confidence in performing the given task effectively and satisfactorily. The variable Instrumentality, on the other hand, is the amount of individual confidence in receiving the reward if the task is completed effectively. And value of predicted reward is denoted by Valance.

EQUITY THEORY

Adams (1963) The equity theory says that individuals have a tendency to compare & contrast input and output of job, which means they compare work-load they shoulder & number of hours they labour with compensation, perks, bonus, and other advantages they receive. When the ratio of input to output is not equal, the individual becomes unsatisfied, which leads to work discontent. In general, people tend to compare themselves to their peers who they believe are in the same group. On the other hand, they enjoy job satisfaction when ratio of input to output is equal, which provides an avenue of incentive for the worker or person to enhance amount of input for higher output or preserve the consistency of job.

REVIEW OF RELATED LITERATURE

Hareesol Khun-inkeeree et al. (2021) discovered a substantial association between work satisfaction and all organisational characteristics (environment, student interaction, cooperation, decision-making, educational innovation, & school resources). These variables also emerged from the content analysis of interviews on positive and negative feedback from organisational environment topics impacting work satisfaction.

Katsantonis and Ioannis (2020) investigated two issues: (a) to confirm mediating role of teachers' self-efficacy in relationship b/w school environment and teachers' job satisfaction, and (b) to tease apart any cross-cultural effects of association of self-efficacy & job satisfaction by comparing teachers' responses.

According to findings, self-efficacy is a moderating variable in relationship between school environment & job satisfaction at individual level across cultures, which is consistent with earlier research. Furthermore, the GLM indicated statistically significant cross-cultural differences in teachers' work satisfaction & self-efficacy answers. These findings have consequences for well-being & resilience of teachers.

Anabelie V. Valdez et al. (2019) investigate the association between teachers' profiles, school organisational environment, and teachers' work satisfaction. According to the findings of the statistical study, teacher characteristics such as age, marital status, educational attainment, & teaching experience have a positive and substantial relationship with organisational environment and work satisfaction. Similarly, organisational environment and work satisfaction are highly associated and have inversely proportional connections.

A., Abdullah, T., and W. (2018) investigated impact of personality, organisational environment, and work satisfaction on organisational citizenship behaviour of teachers at public vocational high schools in Jakarta's Central Jakarta Administration city, DKI Jakarta province. This study employs a quantitative methodology, as well as a survey method. According to study's research hypothesis testing, 1) personality has a direct positive effect on organisational citizenship behaviour, 2) organizational environment has a direct positive effect on organisational citizenship behaviour.

R. Bala (2017) investigated Secondary School Teachers' Job Satisfaction. The findings demonstrated that work satisfaction among instructors cannot be distinguished based on gender. There is no discernible difference in job satisfaction between secondary school teachers working in urban & rural settings. There was no significant difference in work satisfaction between secondary school instructors with 10 years of teaching experience & those with more than 10 years, i.e. Job happiness is unrelated to teaching experience.

Susanto (2016) goes on to describe the conditions that affect the organizational environment in the following way. 1) The manager or the boss. Any behavior made by a leader or boss, such as regulations, strategies, funds, corporate practices, and contact styles, affects the environment in many ways. 2) Employee behavior. Employee behavior, especially their needs & actions they take to meet those needs, has an impact on the environment.

Mathew, A. (2015) analysed talent management techniques and procedures based on worldwide presence, brand identity, & long-term presence A web-based poll of Human Resource professionals and senior executives in the firms chosen for the study. The research revealed a number of techniques that assisted them in attracting, nurturing, and retaining talent.

Academics' opinions of talent identification, talent development, and talent management cultural relevance, according to Annakis et al. (2014), are most important contributors to talent management competency. According to findings, when management has an integrated HR system that identifies value, measures team and individual performance, investigates & broadens careers, provides genuine formal feedback, & fosters a culture that rewards high performance, talent management competency stages for teachers are significantly higher.

Kauor (2013) investigated association between spiritual intelligence & work happiness in high school teachers. The findings show a substantial positive association between teachers' spiritual intelligence & work happiness. In terms of spiritual intelligence & job happiness, no significant differences were found b/w private and public high school instructors. The findings of this study also revealed that gender has no effect on spiritual intelligence or work happiness.

Yahyazadeh and Lotfi (2012) investigated link between spiritual intelligence and teacher job satisfaction. Their findings revealed a substantial association between spiritual intelligence and work happiness in teachers, as well as a significant relationship between teachers' spiritual intelligence & their scientific degrees.

DATA ANALYSIS

Table 1 Classification of achieved scores on job satisfaction inventory by teachers working in open and closed environment

Class	Open environment		Closed environment	
	N	%	N	%
65-84	2	1.39	17	26.47
85-104	0	0	11	17.65
105-124	6	4.17	4	5.88
125-144	13	9.72	13	20.59
145-164	69	50	8	11.76
165-184	48	34.72	11	17.65
Total	138	100	65	100
Mean	156.90		120.50	
Standard Deviation	17.51		36.87	

According to Table 1, the mean of Job satisfaction Inventory scores attained by teacher educators working in Open environment is greater than mean of Job satisfaction Inventory scores achieved by teacher educators working in Closed environment. As a result, it is clear that teacher educators working in an open atmosphere have better job satisfaction than teacher educators working in a closed environment. However, in order to

determine significance difference b/w mean scores, 't' value must be determined. Fig 1 depicts the information on the mean of acquired scores as per Table 1.

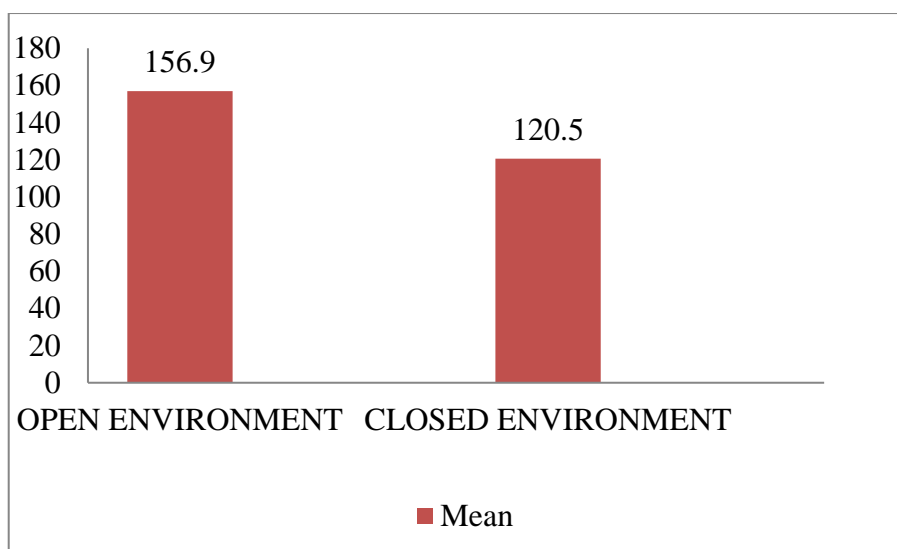


Figure 1 Comparison of mean scores achieved by teachers working in open and closed environment

The investigator devised a hypothesis to determine the relevance of difference in job satisfaction between Teachers operating in Open Environment and closed Environment. To test this hypothesis, required values such as standard error of mean and t-value were calculated, as shown in Table 2.

Table 2 Mean, standard deviation and t-value of teachers working in open and closed environment

Environment	N	Mean	S.d.	S.d ²	Se _d	Mean difference	T- value	Significance level
Open	138	156.90	17.51	306.65	6.65	36.40	5.47	0.01**
Closed	65	120.50	36.87	1359.5				

(NS= Not Significant)

As shown in Table 2, the mean of scores achieved by teacher educators in Organizational Environment Description Scale for teacher educators in Open Environment is 156.90, and the mean of scores achieved by teacher educators in Closed Environment is 120.50, the standard deviation of scores achieved by teacher educators in Open Environment is 17.51, and the standard error of mean difference is 6.65, and the t value is 5.47. As a result, the estimated t-value is more than the table value of 2.58 at 0.01 level. As a result, the sub hypothesis "There will be no substantial difference in Job Satisfaction b/w teacher educators working in an Open Environment and those working in a Closed Environment" is not accepted. Thus, at the 0.01 level, there is a significant difference in mean job satisfaction scores of teacher educators working in Open & Closed environments.

As a result, when mean scores are compared, teacher educators working in Open environment had higher mean scores than teacher educators working in Closed environment. Thus, teacher educators working in an open atmosphere were shown to be more satisfied with their jobs than teacher educators working in a closed environment.

Table 3 classification of achieved scores by teachers on job satisfaction inventory working in open and controlled environment

Class	Open environment		Controlled environment	
	Frequency	%	Frequency	%
65-84	2	1.39	18	21.62
85-104	0	0	20	24.32
105-124	6	4.17	4	5.41
125-144	13	9.72	22	27.03
145-164	69	50	4	5.41
165-184	48	34.72	13	16.22
Total	138	100	82	100
Mean	156.90		120.41	
Standard deviation	17.51		35.20	

According to Table 3, mean of Job satisfaction Inventory scores attained by Teachers working in Open environment is greater than the mean of Job satisfaction Inventory scores achieved by Teachers working in Controlled environment. As a result, it is clear that Teachers working in an Open atmosphere have a greater degree of job satisfaction than Teachers working in a Controlled environment. However, in order to determine significance of difference between the mean scores, 't' value must be determined. Figure 8 explains the information about the mean of attained scores from Table 3.

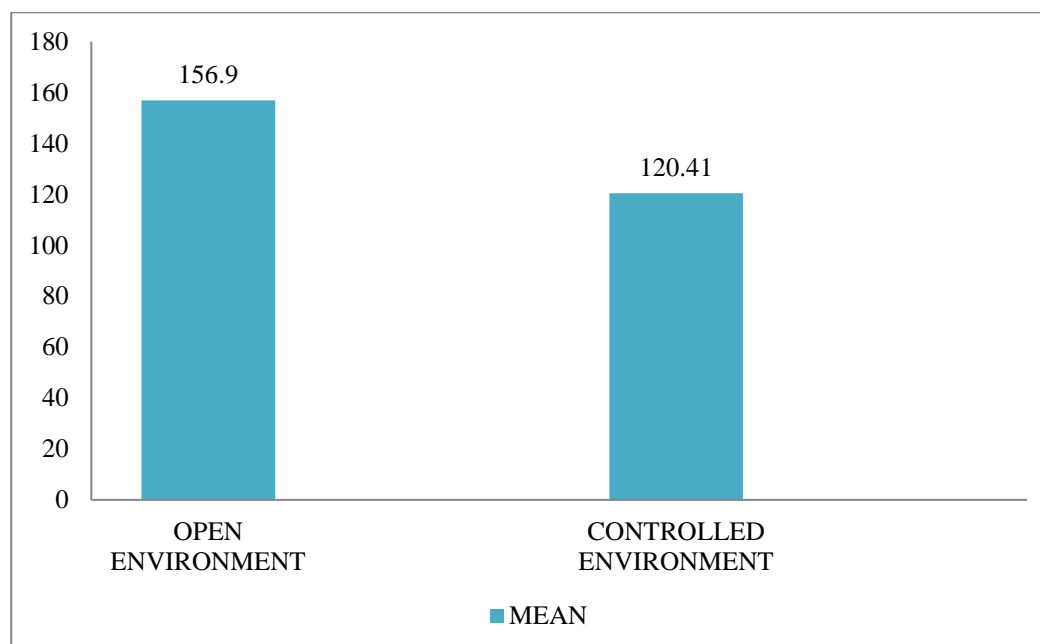


Figure 2 Comparison of mean scores achieved by teachers working in open and controlled environment

The investigator devised a hypothesis to determine the relevance of difference in job satisfaction between Teachers operating in Open Environment and Controlled Environment. Table 4 shows the values that were calculated to test this hypothesis, such as the standard error of mean and the t-value.

Table 4 mean, standard deviation and t-value of teachers working in open environment and controlled environment

Environment	N	Mean	S.d.	S.d ²	Se _d	Mean Difference	T- value	Significance Level
Open	138	156.90	17.51	306.65	6.14	36.50	5.94	0.01
Controlled	82	120.40	35.20	1239.30				

(** = Significant at 0.01 Level)

As shown in Table 4, mean of scores achieved by Teachers in the Organizational Environment Description Scale for Teachers in Open Environment is 156.90, while the mean of scores achieved by Teachers in Controlled Environment is 120.40, the standard deviation of scores achieved by Teachers in Open Environment is 17.51, while the standard error of mean difference is 6.14, and the t value is 5.94. As a result, the estimated t-value is more than the table value of 2.58 at 0.01 level. As a result, at the 0.01 level, there is a significant difference in mean job satisfaction scores of Teachers working in Open and Controlled environments. As a result, when mean scores are compared, Teachers working in Open environment had higher mean scores than Teachers working in Controlled environment. Thus, Teachers working in Open environment were shown to be more satisfied with their jobs than Teachers working in Controlled environment.

Table 5 Classification of achieved scores by teachers working in open environment and familiar environment

Class	Controlled		Closed environment	
	Frequency	%	Frequency	%
65-84	18	21.62	17	26.47
85-104	20	24.32	11	17.65
105-124	4	5.41	4	5.88
125-144	22	27.03	13	20.59

145-164	4	5.41	8	11.76
165-184	13	16.22	11	17.65
Total	82	100	65	100
Mean	120.40		120.50	
Standard deviation	35.20		36.87	

According to Table 5 mean of Job satisfaction Inventory scores attained by teacher educators working in Closed environment is greater than the mean of Job satisfaction Inventory scores achieved by teacher educators working in Controlled environment. As a result, it is clear that teacher educators working in a Closed atmosphere have better job satisfaction than teacher educators working in a Controlled environment. However, in order to determine significance of difference b/w the mean scores, t' value must be determined. Fig 3 depicts the information on the mean of attained scores as per Table 5.

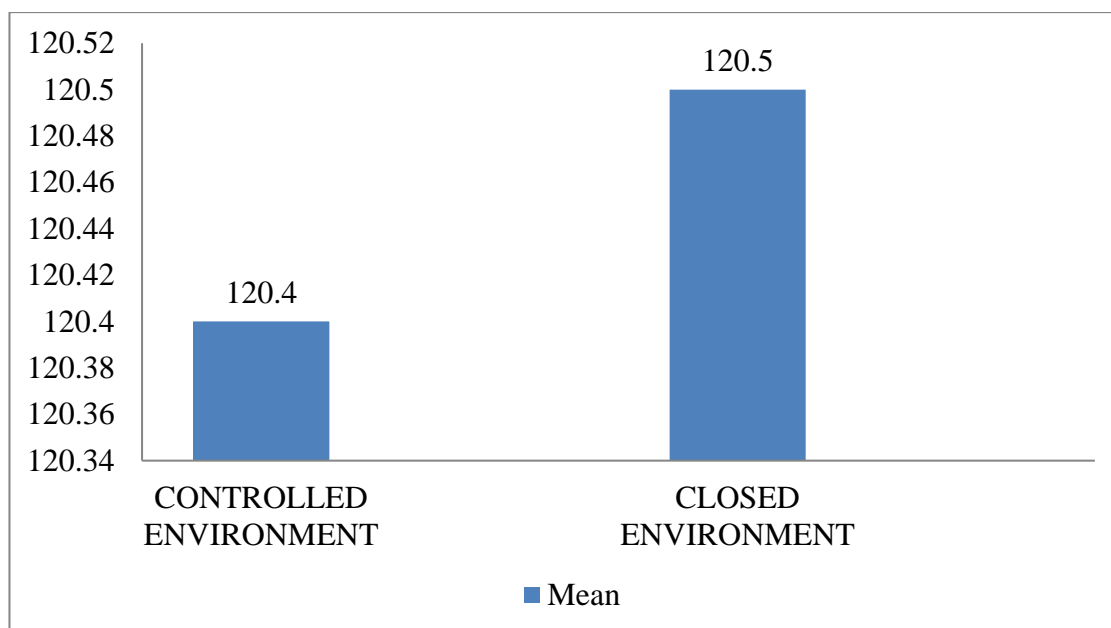


Figure 3 comparison of mean scores achieved by teachers working in controlled and closed environment

The investigator developed a hypothesis to determine the relevance of the difference in job satisfaction between teacher educators operating in Controlled Environment and Closed Environment. Table 6 shows the values that were calculated to test this sub-hypothesis, such as the standard error of mean and the t-value.

Table 6 mean, standard deviation and t-value of teachers working in controlled and closed environment

ENVIRONMENT	N	MEAN	S.D.	S.D ²	SE _D	MEAN DIFFERENCE	T-VALUE	SIGNIFICANCE LEVEL
Controlled	82	120.40	35.20	1239.30	8.57	0.09	0.011	NS
Closed	65	120.50	36.87	1359.53				

(* = Significant at 0.05 Level)

As shown in Table 6, mean of scores achieved by teacher educators in Organizational Environment Description Scale for teacher educators in Controlled Environment is 120.40, and the mean of scores achieved by teacher educators in Closed Environment is 120.50, the standard deviation of scores achieved by teacher educators in Controlled Environment is 35.20, and standard error of mean difference is 8.57, and the t value is 0.011. As a result, the estimated t-value is smaller than table value of 1.96 at the 0.05 level. Hence, the sub-hypothesis "It is considered that there would be no major difference in Job Satisfaction between teacher educators operating in Controlled Environment and Closed Environment." As a result, there is no significant difference in mean job satisfaction scores of teacher educators working in Controlled and Closed environments.

CONCLUSIONS

Job Satisfaction of teacher educators Inventory, Organizational Environment Description Scale for B.Ed. colleges. B.Ed. colleges can use the teacher educators Job Satisfaction Inventory to determine three degrees of job satisfaction: high, average, and low. Organizational Environment Description Scale for B.Ed. colleges to

determine the sort of organisational environment in their institution. The results of the teacher educators Job Satisfaction Inventory may be useful in taking appropriate actions to improve levels of job satisfaction among teacher educators. The Organizational Environment Description Scale for Bed colleges scores may be useful in determining the sort of organisational environment that provides a healthy atmosphere in B.Ed. colleges.

REFERENCES

1. Maslow, A.H(1954) *Motivation and Personality*, New York : Hoyer Brown Co., p 126
2. Herzberg, F. (1959) , Op cit., pp 145
3. Adams, J.S. (1963) Toward an Understanding of inequity, *Journal of Abnormal and Social Psychology*, Vol. 67(5), pp. 422-436
4. Locke W.A. (1976), Op cit. pp 1343
5. Vroom, V.H. (1982) *Work and Motivation*, New York: John Wiley & Sons, pp 82, 181-184
6. Arora,G & Panda,P (1998-99) , *Fifty years of Teacher Education in India*, New Delhi : NCERT, pp 7-9
7. Kauor M (2013). "Spiritual Intelligence of Secondary School Teachers in relation to Their Job Satisfaction". *Int. J. Educ. Res. Technol.* 4(3):104-109.
8. Annakis, et al., (2014) Exploring factors: That influence talent management competency of academics in Malaysian GLC's and non-government universities. *Journal of International Business and Economics*, 2(4), 163-185.
9. Mathew, A. (2015). Talent management practices in select organizations in India. *Global Business Review*, 16(1), 137-150.
10. Susanto, A. (2016). *Management of Teacher Performance Improvement*. Jakarta: Prenadamedia
11. Bala, R. (2017). Job satisfaction: Of secondary school teachers. *The International Journal of Indian Psychology*, 4(4), 122-126.
12. A., Abdullah, T., & ., W. (2018). The Effect of Personality, Organizational Environment and Job Satisfaction on Teachers Organizational Citizenship Behavior at Public Vocational High School in DKI Jakarta Province. *International Journal of Scientific Research and Management*, 6(04), EL-2018.
13. Anabelie V. Valdez et al. (2019) "School Organizational Environment and Job Satisfaction of MSU Junior High School Teachers, February 2019, DOI:10.51386/25815946/ijsms-v2i1p112
14. Katsantonis, Ioannis. (2020). Investigation of the Impact of School Environment and Teachers' Self-Efficacy on Job Satisfaction: A Cross-Cultural Approach. 10. 119-133. 10.3390/ejihpe10010011.
15. Hareesol Khun-inkeeree et al. (2021) "Working on Primary School Teachers' Preconceptions of Organizational Environment and Job Satisfaction". July 2021, *International Journal of Instruction*, 14(3):567-582. DOI:10.29333/iji.2021.14333a.