

A Study of Teacher Educators' Job Satisfaction and Interest in Teaching

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Abstract: The study has been conducted to investigate the levels of job satisfaction and Interest in Teaching among Teacher Educators. It also examines the relationship between the job satisfaction and Interest in Teaching of the Teacher Educators. The study was conducted on a random sample of 450 Teacher Educators in Pudukkottai, Thanjavur and Thiruvavur Districts. The tools used in the study were the job satisfaction scale and Interest in Teaching scale constructed by the investigator. The study reveals the fact that the level of job satisfaction and Interest in Teaching are at moderate levels. Further, it is noted that there is negligible amount of correlation between job satisfaction and Interest in Teaching among the Teacher Educators.

I. Introduction

Interest in teaching is the central force that drives the whole machinery of the teaching learning process. Interest is a driving force which helps the teacher educators in acquiring certain learning experiences. Knowledge about the pupil's interest in teaching is, perhaps, a pre-requisite to work effectively in building new interests in teaching and helping him to learn more keenly in the institution.

Job satisfaction

The concept of job satisfaction has become understood in two ways. In its general sense, job satisfaction refers to the satisfaction with specific factors in a job, such as wages, supervisors, co-teachers, working hours, working conditions, and other fringe benefits. In a comprehensive sense, it refers to a generalized attitude towards the job, on the whole, in terms of specific attitude of the job factors, the factors outside the firm or institution and individual factors, in whichever way it has been understood and used, it is true, that there is no single factor that may contribute to job satisfaction or dissatisfaction. "Job satisfaction" is the individual's emotional reaction to a particular job. It is an individual's general attitude toward his or her job.

Interest in Teaching

Teaching and interest are not separate entities or independent activities, but rather as the two sides of the same coin, interconnected and interrelated. Studies of teaching and interest in college around the world identify four broad stages in the way that the teachers and students learn about and gain confidence in the use of Information and Communication Technology. Our interest is very much linked with our wants, motives, drives and basic needs. Interest is great motivating forces that persuade an individual to engage a cognitive or affective behaviour. Interest is innate as well as acquired dispositions. Interest is the personal meaning that one has for all of us. This meaning colors all the aspects of our vision. It helps an individual realize the goals and aims set by him. Interest helps in overcoming unusual or early arrival or frequent repetition of plateaus in learning. They also give enough strength to an individual to resist fatigue and avoid failure. Interests are not necessarily related to ability or aptitude. Interests can be hereditary as well as acquired from environment though the interests are mainly acquired. Interests are fairly stable, cannot be changed easily. Interests of an individual are reasonable with his parents or family interests. Interests are the aspects of personality of an individual. Interests are related to aptitudes and achievements.

Objectives of the study

1. To study the level of Job satisfaction of the Teacher educators.
2. To study the level of Interest in Teaching of the Teacher educators.
3. To study the significant difference between Job satisfaction and the variable related among Teacher educators, if any :
 - a) Educational Qualifications
 - b) Years of Experience
 - c) Location of the college

4. To study the significant difference between Interest in Teaching and the variable related among Teacher educators, if any :
 - a) Educational Qualifications
 - b) Years of Experience
 - c) Location of the college

Hypotheses of the study

1. The level of Job satisfaction of the Teacher educators is average.
2. The level of Interest in Teaching of the Teacher educators is average.
3. To study the significant difference between Job satisfaction and the variable related among Teacher educators, if any :
 - a) Educational Qualifications
 - b) Years of Experience
 - c) Location of the college
4. To study the significant difference between Interest in Teaching and the variable related among Teacher educators, if any :
 - a) Educational Qualifications
 - b) Years of Experience
 - c) Location of the college

II. Methodology

Normative survey method was used in the present study.

Sample

Samples of 450 Teacher educators were selected from the colleges of education in Pudukkottai, Thanjavur and Thiruvarur districts of Tamilnadu state. The sample was selected by using simple random sampling technique. The sample represents the entire population. Proportionate weightage was given to various sub-samples for their Educational Qualifications (M.A. M.Ed., (115), M.Sc. M.Ed., (185) and M. Phil/ Ph.D., (150)), Years of Experience (Below 5 years (134), 5-10 years (254), Above 15 years (62)) and Location of the college (Rural (135) and Urban (315)) was used in the study.

Tools used

Following tools were used for data collection

1. Job satisfaction and
2. Interest in Teaching

Both the tools were constructed and validated by the Investigator and Research Guide (2015).

Statistical Techniques used

Mean, SD, 't', ANOVA test and Pearson product moment correlation coefficients were calculated.

III. Results

Table-1 Correlation Co-Efficient (r) among Job Satisfaction and Interest in Teaching

Variables	'r' value	Level of significant
Job satisfaction	0.026	0.05 (Not Significant)
Interest in Teaching		

NS=Not significant

The result shows that the correlation co- efficient of Job satisfaction and interest in teaching among teacher educators as positive and not significant at 0.05 levels. There is no significant relationship between Job satisfaction and interest in teaching.

Table – 2 Analysis and interpretation of data in Job Satisfaction

Sl. No.	Variable	Sample	N	Mean	S.D.	F/tValue	LS
1	Educational Qualifications	M.A. M.Ed.,	115	130.71	28.96	7.942	Significant
		M.Sc. M.Ed.,	185	116.26	32.68		
		M. Phil/ Ph.D.,	150	124.29	30.85		
2	Years of Experience	Below 5 years	134	129.84	27.81	6.092	Significant
		5-10 years	254	117.50	33.95		
		above 10 years	62	126.09	25.81		
3	Location of the college	Rural	135	126.07	26.85	1.650	Not Significant
		Urban	315	121.16	33.41		
4	Entire Sample		450	122.63	31.64		

Differential Analysis

ANOVA and Independent Sample 't' test

Interpretation

From the Table 2 the following statistical information was derived.

Difference Between Educational Qualifications Teacher Educators

The calculated 'F' value is found to be 7.942, which is significant at 0.05 level. Hence, it is inferred that the Educational Qualifications of teacher educators differ significantly in their job satisfaction.

Difference Between Years Of Experience Teacher Educators

The calculated 'F' value is found to be 6.092, which is significant at 0.05 level. Hence, it is inferred that the Years of Experience of teacher educators differ significantly in their job satisfaction.

Difference Between Rural And Urban Teacher Educators

The calculated 't' value is found to be 1.650, which is not significant at 0.05 level. Hence, it is inferred that the rural and urban teacher educators do not differ significantly in their job satisfaction.

Table – 3: Analysis and interpretation of data in Interest in Teaching

Sl. No.	Variable	Sample	N	Mean	S.D.	CRValue	LS
1	Educational Qualifications	M.A. M.Ed.,	115	14.92	2.97	2.745	Not Significant
		M.Sc. M.Ed.,	185	14.02	3.11		
		M. Phil/ Ph.D.,	150	14.42	3.58		
2	Years of Experience	Below 5 years	134	14.28	3.27	0.125	Not Significant
		5-10 years	254	14.42	3.28		
		above 10 years	62	14.39	3.22		
3	Location of the college	Rural	135	14.74	3.46	1.467	Not Significant
		Urban	315	14.23	3.16		
4	Entire Sample		450				

Difference Between Educational Qualifications Teacher Educators

The calculated 'F' value is found to be 2.452, which is not significant at 0.05 level. Hence, it is inferred that the Educational Qualifications of teacher educators do not differ significantly in their Interest in Teaching.

Difference Between Years Of Experience Teacher Educators

The calculated 'F' value is found to be 0.125, which is not significant at 0.05 level. Hence, it is inferred that the Years of Experience of teacher educators differ significantly in their Interest in Teaching.

Difference Between Rural And Urban Teacher Educators

The calculated 't' value is found to be 1.467, which is not significant at 0.05 level. Hence, it is inferred that the rural and urban teacher educators differ significantly in their Interest in Teaching.

Findings of the study

- The Teacher educators have a moderate level of Job satisfaction.
- The Teacher educators have a high level of Interest in Teaching.
- The Educational Qualifications of Teacher educators differ significantly in their Job satisfaction.
- The Years of Experience of Teacher educators differ significantly in their Job satisfaction.
- The Rural and Urban Teacher educators do not differ significantly in their Job satisfaction.
- The Educational Qualifications of Teacher educators do not differ significantly in their Interest in Teaching.
- The Years of Experience of Teacher educators do not differs significantly in their Interest in Teaching.
- The Rural and Urban Teacher educators do not differ significantly in their Interest in Teaching.

IV. Conclusion

The result shows that the correlation co-efficient of Job satisfaction and interest in teaching of the teacher educators is positive and not significant at 0.05 levels. There is no significant relationship between Job satisfaction and interest in teaching. It is concluded that the teacher educators have a moderate level of job satisfaction. Also, the result infers that the teacher educators have a high level of Interest in Teaching.

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