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 Thiruvarur 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 Thiruvavur 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**

<table>
<thead>
<tr>
<th>Variables</th>
<th>‘r’ value</th>
<th>Level of significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job satisfaction</td>
<td>0.026</td>
<td>0.05 (Not Significant)</td>
</tr>
<tr>
<td>Interest in Teaching</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Variable</th>
<th>Sample</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>F/tValue</th>
<th>LS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Educational Qualifications</td>
<td>M.A. M.Ed.,</td>
<td>115</td>
<td>130.71</td>
<td>28.96</td>
<td>7.942</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M.Sc. M.Ed.,</td>
<td>185</td>
<td>116.26</td>
<td>32.68</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>M. Phil/Ph.D.,</td>
<td>150</td>
<td>124.29</td>
<td>30.85</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Years of Experience</td>
<td>Below 5 years</td>
<td>134</td>
<td>129.84</td>
<td>27.81</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5-10 years</td>
<td>254</td>
<td>117.50</td>
<td>33.95</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>above 10 years</td>
<td>62</td>
<td>126.09</td>
<td>25.81</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Location of the college</td>
<td>Rural</td>
<td>135</td>
<td>126.07</td>
<td>26.85</td>
<td></td>
<td>Not Significant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Urban</td>
<td>315</td>
<td>121.46</td>
<td>33.41</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Entire Sample</td>
<td></td>
<td>450</td>
<td>122.63</td>
<td>31.64</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

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

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 do not 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 differ 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 coefficient 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.

References