

Job Satisfaction of Teacher Educators': Perspectives of Motivational Factor of Teacher Education in West Bengal

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Abstract:

Ensuring work satisfaction and motivation is crucial for the ongoing development of educational systems globally. The work of teacher educators is crucial to the success of any educational institution. The purpose of this research was to examine teacher educators' perceptions of job satisfaction as a motivating factor in West Bengal's teacher education programmes. We chose 136 colleges in West Bengal that educate teachers, including both public and private institutions, and whether they were located in urban or rural areas. Educators of future teachers were asked to fill out a standardized work satisfaction form. Mean, standard deviation, variance, and test of significance were among the statistical techniques used to analyze the study's data. Findings indicated substantial differences between public and private universities, as well as between male and female teacher educators. However, when comparing rural and urban teacher educators, as well as male and female educators overall, there was no discernible difference in terms of work satisfaction.

Keywords: Job satisfaction, motivational factor, teacher educators, modernization, globalization.

Introduction - Due to modernization and globalization today's world has become a single family or nest. And never before have individuals interacted so casually about race, culture, values, conventions, and views as they do now. Working performance has been driven by needs and the desire to satisfy employees in today's more competitive and challenging world. These interactions occur not only in the trade, diplomatic, social, political, and communication networks, but also in the education sector.

The degree to which an employee is happy in their work is a measure of job satisfaction. Motive and contentment in one's work life are inextricably linked. Methods such as work rotation, job expansion, and job enrichment are part of job design with the goal of improving job satisfaction and performance. Employee engagement, autonomy, and empowerment, as well as management style and culture, are other factors that impact job satisfaction. Job satisfaction refers to how one feels or thinks about the job they do. Having a positive attitude towards one's employment is synonymous with being satisfied with one's job, while a bad attitude towards one's job has been described differently throughout the years. There are a lot of things that may affect teacher educators in our education system (B.Ed.), including the quality of their relationship with their supervisor. How satisfied people are with their job, the state of the actual workplace, etc. When educators love what they do for a living, they are able to give their all to their students. Work motivation, organizational commitments, student accomplishments, and teacher educator performance were all favourably affected by job satisfaction. Job sample is an inspiration that keeps you going while you're supposed to be doing all the things those outstanding teacher educators does.

Significance of the study:

The work of teacher educators is vital in moulding the profession's future educators. In order to enhance teacher education programmes and policies, it is important to investigate the variables that motivate them and impact their work satisfaction. The results of this research have the potential to influence educational programmes that are designed to improve teacher education by increasing work satisfaction. Consider how allocating resources and directing professional development initiatives might be improved by first determining which motivating elements are most important. If teacher educators are happy in their work, it will show in their retention rates and their ability to recruit top talent. To better retain current educators and attract new ones, it is helpful to have a better grasp of what drives teacher educators. The significance of this study lies in its potential to inform policy, improve educational practices, and contribute to the academic discourse on job satisfaction and motivational factors among teacher educators in West Bengal.

Objectives of the study-

The main objective of this study is to identify the level of job creation of teacher educators.

1. To measure the job satisfaction of the teacher educators of private and government college.
2. To compare the job satisfaction of male and female teacher educators.
3. To compare the job satisfaction of urban and rural areas teacher educators.

Hypothesis:

- There is significant difference between Govt. and Pvt. B.Ed. college teachers in respect of their job satisfaction.
- There is significant difference between Male and Female B.Ed. college teachers in respect of their job satisfaction.
- There is significant difference between Rural. and Urban B.Ed. college teachers in respect of their job satisfaction.

Methodology-

Sample: A sample of 136 teacher educators working at government and private B.ED College recognized by NCTE under WBUTTEPA were selected.

Tools: The investigation used a questionnaire (Sharma and sing1970) followed by Licart's 5 point scale, for the collection of Data.

Statistical Technique: Collected data were analyzed with the help of t test in the SPSS version 20.

Data Analysis and Interpretation:

Table -1: Job satisfaction of government and private B.ED College Teachers

College type	N	Mean	SD.	df	t.value
Govt.	68	186.43	22.63	134	$T_{calc}/2.92$
Private	68	174.04	27.27		$T_{.05}/1.98$

The above figure of calculated value of t is greater than table value of 't' so it can be interpreted that significant difference exists between mean scores of teacher educators of private and government college. Present study shows that teacher educators of Government College not only high mean score of job satisfaction but they also differ significantly than private teacher educators. It can be interpreted that perhaps of B.Ed. course teacher educators of Government College are more satisfied their job and motivated also than teacher educators of private college.

Table-2: Job satisfaction of male and female teacher educators.

Gender	N	Mean	SD.	df	t.value
Male	52	176.48	24.24	134	$T_{calc}/2.06$
Female	84	184.80	21.26		$T_{.05}/1.98$

In contrast to the value of 't' in the table, the value of t in the study is greater. Consequently, it's safe to say that male and female teacher educators at B.Ed. College report vastly different levels of work satisfaction. This research found that compared to male teacher educators, female educator report greater levels of work satisfaction.

Table-3: Job satisfaction of urban and rural areas teacher educators.

Locality	N	Mean	SD.	df	t.value
Urbal	59	176.16	24.72	134	$T_{calc}/1.65$
Rural	76	183.30	26.2		$T_{.05}/1.98$

The computed value of t in the previous figure is lower than the value of 't' in the table at the provided significant level and degree of freedom. Urban regions tend to have higher mean scores compared to rural areas. Teacher educators in urban and rural settings report similar levels of work satisfaction, with considerable variation.

Findings:

- Teacher educators of government college are more satisfied their job and motivated also than teacher educators of private college
- Female teachers have higher job satisfaction than male teacher educators
- Job satisfaction of urban and rural areas teacher educators fall within same range with some fluctuation

Conclusion:

Several variables impact the level of job satisfaction experienced by teacher educators. Teacher educators' job happiness is often impacted by factors such as salary, advancement opportunities, benefits, supervisor, colleagues, communication, working environment, self-esteem, job security, and so on. There is a distinct relationship between each of these factors and how fulfilled an employee feels in their work. Teacher educators' happiness on the job is contingent on a number of important factors. Among these elements are those that are internal to the individual, those that are

external to them, those that are inherent to the work, those that are within the control of management, and so on. Educators in West Bengal who work for both public and private B.Ed. colleges report varied levels of job satisfaction, according to the current research. Independent university Both public university teacher educators and those in the private sector reported moderate to poor levels of job satisfaction. There was moderate to medium job satisfaction among teacher educators. Teachers who work for public universities report higher levels of job satisfaction in relation to pay, benefits, and job security. The private B.Ed. college teacher educators are dissatisfied with their management style, pay, benefits, and job security. Both public and private B.Ed. programmes for female teacher educators report higher levels of job satisfaction. When it comes to private B.Ed. colleges in particular, government officials and concerned authorities need to be extra cautious and implement a few efficient measures to guarantee that teacher educators are both motivated and satisfied with their jobs. What matters most to teacher educators is how they feel about their working conditions, pay, benefits, and other aspects of their jobs. They will feel content in their work when both their physical and mental surroundings are supportive.

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