

Job Satisfaction among Educators According to their Socio-Economic Status in the Government Aided and Private B.Ed. Colleges in West Bengal

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Abstract

The purpose of the study is to examine the job satisfaction of Educators as well as to compare the various level of job satisfaction of Educators who are working in different Govt.-aided and Self-Financed B.Ed. Colleges in West Bengal. The teacher is the backbone of any nation. The progress and development of a nation largely depend on its teachers' community because of their noble and massive contributions in nation-building. They have remarkable contributions in making and shaping every person of society. The investigators choose various factors to measure the Level of Job Satisfaction of Teacher Training Colleges on the basis of multi-dimensions that are Working Conditions, Salary Status, Understanding between Colleagues, Recognition by Others, Work Load, Availability of Power, job security, Gender, Marital Status, Educational Qualification, Locality, location of College, Age, experience, Family conditions, income status and professional development, Individual Status, Stream and Promotion Opportunities. The main objective of the present study that the researcher analyses the satisfactory job level of Educators from different teacher education institutions in West Bengal. The researcher randomly took 6 Colleges & 12 Private Colleges. The researcher has selected only 191 Educators, out of which 38 Educators have been taken from 6 Government Aided B.Ed. Colleges and rest 153 Educators have been taken from 12 Private B.Ed. Colleges as a sample for the present study. The methodology of the study is a mixed type involving interpretative, analytical study of documents, interview, survey questionnaire, observation and study secondary sources, like books, university news, expert opinion, articles, journals, thesis and websites etc. Finally, meaningful suggestions are offered.

Keywords: B.Ed. Colleges, Gender Biasness, Job Satisfaction, Teacher Education, Educators, Two-year B.Ed. Programme.

Introduction

Teaching is a noble profession. India's higher education system is the third-largest education system in the world. Job satisfaction depends upon self-efficiency, goal commitment and organizational commitment for the Educators. (Tor, Lars & Arve, 1998). The relationship between job satisfaction and performance output has been ambiguous. However, when we consider meta-analyses based on that studies of this relationship between job satisfaction and performance, we find that a positive correlation does exist. (Petty et al., 1984; laffaldano and Muchinsky, 1985). Educators play a vital role in case of making teachers who are engaged straight to teach the students of various levels of education. Hence, great emphasis should be given on the matter of Educators. Female teachers are found to have higher job satisfaction than male teachers, and sex has a significant effect on teachers' job satisfaction (Rathod and Verma, 2006). The quality of teaching depends upon active, skills, dedicated and satisfied teachers. There is not a significant difference in the job satisfaction of male and female teachers of the Degree College (Lal and Shergill, 2012).

The teachers who are satisfied with their job can perform their responsibilities with more concentration and devotion. It is a fact that a gratified teacher puts his/her best efforts to make teaching more effective. Government teachers and teachers in government-funded Colleges were more pleased with their jobs than teachers in self-funded Colleges (Ghosh and Panda, 2014). In this article, the researcher includes 7(seven) affecting factors for job satisfaction. These factors are namely as Gender, Marital Status, Educational Qualification, Age, experience, income status and professional development.

Statement of the Problem

The main aims of the present study are focused on job satisfaction of Educators at various type of teacher training Colleges. Hence the study is entitled “Job Satisfaction among Educators Regarding Gender, Marital Status, Experience, Salary and Age at Govt-aided and Private B.Ed. Colleges in West Bengal.”

Job Satisfaction in the Teaching Profession

There is no denying that, among the many reasons that affect the quality of education. The quality and skills of teachers are of paramount importance. So there can be nothing as important as providing the best professional preparation for teachers and creating satisfactory conditions of work.

Objectives of the Study

To examine the level of Job Satisfaction of Educators working in different types of B.Ed. Colleges in West Bengal.

- To find out the influence of Gender basis on Job Satisfaction of Teacher Educators.
- To investigate the Marital Status effects on Job Satisfaction of Educators.
- To find out the functions of Educators Experience, Salary Age, experience and professional development.

Methods of Data Collection and Analysis

The present study is a descriptive type in nature. Considering the nature of the present problem, the investigator has selected descriptive type survey system as the most suitable method for conducting the

present study. This study employs an interpretative approach where qualitative data were collected and analysed by document study. The researcher collected data from survey questionnaires administered to students and faculty, interviews of senior faculty and department chairs, and document analysis of plans and policy documents. This secondary study sources, like books, articles, journal, thesis, university news, expert opinion and websites etc.

Population

There are 18 B.Ed. Colleges/institutions (Except Government Colleges and University B.Ed. Departments) among which 6 Government Aided Colleges and rest 12 Private Colleges are engaged to offer/provide B.Ed. Degrees to the trainee teachers in the state of West Bengal. Near about 191 Educators are engaged to teach the trainee teachers in those teacher training institutions throughout the state. So, all the Educators working in those government-aided and private B.Ed. Colleges/institutions situated in the state of West Bengal have been treated a population for the present study in case of measuring Job Satisfaction.

Sample of the Study

The researcher has selected only 191 Educators, out of which 38 Educators have been taken from 6 Government-Aided B.Ed. Colleges and rest 153 Educators have been taken from 12 Private B.Ed. Colleges as a sample for the present study.

Sampling Technique

The Stratified Random sampling technique has been used in the selection of the sample for the present study. At first, the investigator has selected two categories of B.Ed. Colleges, i.e. Government-Aided B.Ed. Colleges and Private B.Ed. Colleges for the present study. After that, the investigator has selected 6 Government aided B.Ed. Colleges and 12 Private B.Ed. Colleges under the affiliation of 2 (two) Universities, i.e. the West Bengal State University (Barasat) and WBUTPA, i.e. The West Bengal University of Teachers' Training Education Planning and Administration (Kolkata).

Purpose of Study

Teacher education today is an integral part of any educational system. But Teacher education in our country has to face the challenge of producing teachers for a new society. That's why to meet the challenges successfully; it is very necessary to improve the quality of Educators. The number of Educators is increasing rapidly in this state, and fresh postgraduates are entering into the system of teacher preparation to meet the demands of a huge number of Educators. Besides this, the majority of the private or self-financing institutions entered and are being entered year by year into the field of Teacher Education. The study is specially directed at finding out the level of Teaching Effectiveness of Educators and what are the factors of job satisfaction at Teacher Training College. The investigator hopes that the findings of this study would provide information regarding the difficulties, strengths, needs, discourages, challenges and opportunities in the Training Colleges.

Results

There are ten factors affecting job satisfaction. Investigator chooses 12 B.Ed. Colleges and 191 Educators. A researcher found the following interpretation according to the research objectives.

Type of Colleges	No. of Govt. Colleges	No. of Private Colleges
No. of Colleges	6	12
Total Educators	38	153
Male	16	56
Female	22	97

Gender Biasness on Job Satisfaction

Most teachers in private B.Ed. Colleges are female. On the other hand, there is a proportionate rate for male & female teachers in Govt. Aided B.Ed. Colleges.

Sl. No	Results.	Opinion
1	Male Teachers 42% & 36%	The difference between male teachers in both types of Colleges are 22%
2	female Teacher 48% & 63%	The difference between female teachers in both types of Colleges are 16%
3	Relationship together 87% & 83%	Positive relationship in male & female teachers in both types of Colleges is much closed.

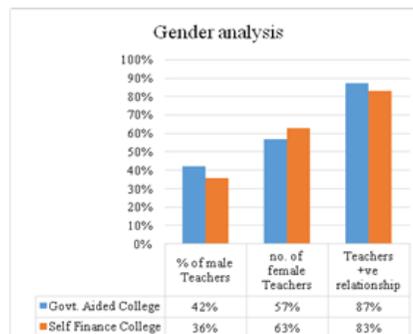


Fig 1: Graphical presentation of Gender Biasness factor on Job Satisfactions

From the above data, it can be said that the number of male teachers of private B.Ed. Colleges with Government-aided Colleges is 16 out of 38 and 56 out of 153 respectively. In this case, the male teacher percentage is 42%, and 64% respectively. Again, the number of female teachers is 22 and 97 respectively, and their percentage is 57% to 63% respectively. The positive correlation between male and female teachers for both types of Colleges is 33 and 123, and the percentage is 87% and 83%.

Marital Status effects on Job Satisfaction

Sl. No.	Results.	Opinion
1	Married 76% & 34% in both Colleges	There is a far difference
2	Unmarried 23% & 56% is here	This looks a big difference. That indicates job security. Self-position and security is more than a private job

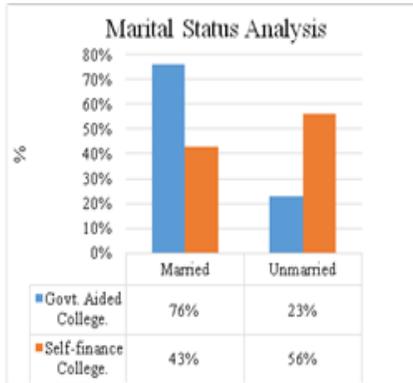


Fig 2: Graphical Presentation of Marital Status Effects on Job Satisfaction

The number of married teachers in Government-aided B.Ed. Colleges and private Colleges are 29 out of 38 and 64 out of 153, respectively. Whose percentage will be 76% and 43% in that case? In both cases, the percentage of unmarried teachers is 23% and 56%.

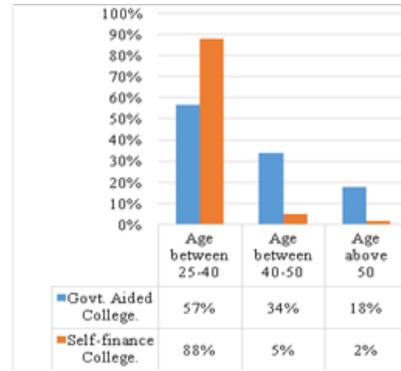


Fig 3: Graphical presentation of Age Status effects on Job Satisfaction

The number of teachers between the ages of 25-40 is 22 and 135 respectively for both types of Colleges. In that case, their percentage would be 57% and 88% per cent. The number of teachers between the ages of 50-60 years is 13(34%) and 8(5%) respectively in both Colleges. The number of teachers in both Colleges above the age limit of 50 is 7(18%) and 3(2%).

Age of Educators

Sl. No	Results	Opinion
1	% of teachers Age between 25-40: 57% & 88%	Most of the teachers age between 25-40yrs. So, most of the teaches in this field are young.
2	% of teachers Age between 40-50: 34% & 5%	The number of middle-aged teachers in government-aided Colleges is quite satisfactory, but this number is very low in private Colleges.
3	Age above 50yrs: 18% & 2%	The number of experienced senior teachers is also quite satisfactory in government-aided Colleges. The number of senior teachers is very low in private Colleges. It may be seen that there are no experienced teachers in any private college.

Experience and Income Status effects on Job Satisfaction

Sl. No.	Results	Opinion
1	Teaching experience below 5 years: 34% & 51%	The number of teachers with less than five years of experience is more than the number of Private B.Ed. Colleges.
2	Teaching experience 5-10years: 47% & 41%	In both type of Colleges, the teacher's equanimity of middle-aged experience is almost the same.
3	Teaching experience above 10years: 18% & 7%	The number of teachers with more than ten years of experience is quite satisfactory in government-aided B.Ed. Colleges. This number is very low in private B.Ed. Colleges.
4	Monthly income below Rs.20000 : 21% & 28%	The number of teachers who earn less than twenty thousand monthly salaries is very low in both Colleges.

5	Monthly income Rs.2000-3000 : 15% & 56%	The number of teachers who have paid thirty thousand monthly salaries is more than the number of Private B.Ed. Colleges in the government Colleges.
6	Monthly income above Rs.30000 : 63% & 14%	More than 30 thousand monthly salary teachers get more in government. In this case, the number of private Colleges is very low. The salary of government college teachers is quite satisfactory compared to private B Ed Colleges.

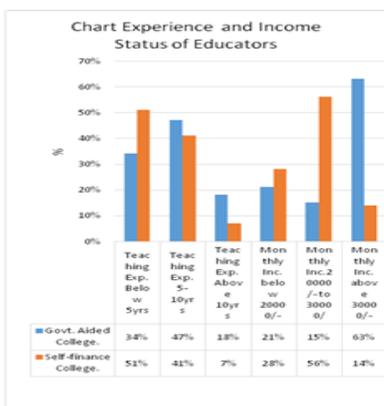


Fig 4: Graphical presentation of Experience and Income Status of Educators effects on Job Satisfaction

The number of teachers with less than five years of experience is 13(34%) and 78(51%) in Government-aided and private Colleges respectively. The number of teachers with experience within five to ten years is 18(47%) and 64(41%) respectively in both types of Colleges. The number of teachers with over ten years' experience is 7(18%) and 11(7%) respectively. The number of teachers earning less than twenty thousand monthly benefits is 8(21%) and 44(28%) respectively in the college. The number of teachers earning monthly income from twenty to thirty thousand monthly is 6(15%) and 87(56%) respectively. The number of teachers earning above 30 thousand monthly is 24(63%) and 22(14%) respectively.

Discussion

Researchers found out from the results obtained in his studies that teachers do not have any special effect on their employment in terms of gender discrimination. Even in married or unmarried areas, there is no special effect on the workplace. The number of highly qualified teachers is more than government-aided B.Ed. Colleges. It may be mentioned here that in government-aided Colleges, Teachers' salary structure is good enough. Many private B.Ed. Colleges do not have a monthly payment system through the bank. In that case, there may be some incorrect pay structure due to direct pay. The teacher's experience, age, family status, and the distance of the field of work from their home must influence their work. In the first, second, third, and fourth tables, we have discussed these. So it can be said clearly that a teacher's job satisfaction comes only when the monthly salary will be good. Apart from this, the job security of the course must satisfy the job.

Conclusion

Finally, if we talk about private B, Ed. Colleges, then the teacher's salary-structure must be done well. It is important to emphasize the importance of teachers' job security in private B.Ed. Colleges. Although both qualified teachers are employed, there is a great deal of monthly salary in both cases for the same purpose. The salary structure of teachers in two different organizations is quite different. Private B.Ed. Colleges have nothing to do with the safety, and security of the work and there is no specific guidance for it. As important as the importance of experience in the field of teaching is concerned, its monthly income is also significantly related. Marital status correlates with higher income and job security. As a person grows older, his performance as a normal person diminishes. Although the teacher is approaching the age of fifty, his varied life experience helps give the teacher a new dimension. So how can we get equal work from both? At the door of the twentieth century, it is a big question to all of us. Therefore, there is a need to bring consistency in both the wages structure. Only if this is possible will the teacher's satisfaction come.

Future Research

Since the present study was limited to B.Ed. Colleges at North 24 Parganas. Research should be carried out in other Colleges like General Degree Colleges, Polytechnic Colleges, D.El.Ed. Colleges & Schools. More general studies and further studies on sample size are needed to increase the generalizability of the results.

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