

An Assessment of Job Satisfaction Among College Teachers of Different Subjects

Dr. Sravanthi Giri Giri¹

¹M.sc (Botany), M.A (English), M.Ed., MPhil. (Education), Ph.D. (Education), Qualified UGC NET (EDU), TS-SET (EDU)

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Abstract

The present study was conducted on 180 college teachers (teacher educators) are teaching in different subjects (Telugu, English, Mathematics, Bio-Science, Physics and Social) of lecturers (Teacher Educators) to assess their job satisfaction. Results suggested that job satisfaction level was found maximum in Physics college teachers (teacher educators) subject and minimum in English college teachers (teacher educators). The key findings of this study was lack of better opportunity, low salary and the work that an individual find boring are certain issues which affect college teachers' (teacher educators) responsibility. Low level of satisfaction was a significant cause to move out from their objectives and it proportionally affects learning methodology of student teachers.

Keywords: English, Telugu, Mathematics, Bio-Science, Job satisfaction, Teacher Educators

Introduction

In India, the imparting of education has always been regarded as a noble task, and the teachers of this country had so much renown and prestige that the students comes from Tibet, China and Japan to study under them in foreign countries, too, Indian teachers imparted education with a unique devotion. Society gave these teachers the highest respect because they were committed to bringing about the comprehensive and harmonious development of the student's personality. This sentiment is succinctly expressed in the statement "*Aacharya Devobhava*" which occurs in the paitriya Upanishad.

Importance of Teacher Education

Teacher Education- it was generally believed that teachers are born, not made. In olden days professional training was not considered necessary. But with the increasing knowledge about child psychology and science of pedagogy, it is being recognised that the teacher should not only know history but also know how to teach history. Teaching is being considered an art, a science and a skill, In order to do the job of teaching well.

Kochhar (2006) point out well-organised teacher education is very essential for evenness of preparation, maturity of approach and more purposeful education. The contention that teachers are born not made can be true only in a comparatively few cases. It is not contended that no one can be a great or good teacher unless he is trained. He says a good teacher is possible to be properly guide and oriented. Hence, there is the necessity of proper training and education before a person is put on the job of teaching children.

George Dais (2008), was point out the quality of Education is improvement in the teaching. Teachers are the heart of the education system, they are the main players. Teaching and learning makes the institution. It is the teacher who makes it. Thus their preparation, performance and accountability for educational task should relieve top priority.

Teachers should always try to reflect on their own training. There is need for self-assessment to be better teacher. Thus, there can be no question regarding the necessity of teacher education. Without education and knowledge of modern teaching techniques teacher would remain incomplete. They will not realize their own heritage. The need of the hour is re-engineering the teacher architects who are in the process of mankind.

Education and skilled teachers are required who will master a new approaches and technique (George Dais 2008).

Objectives of the study:

1. To construct a Scale to measure the Job Satisfaction of Lecturers working in Teacher Education Institution.
2. To Assesses the Job Satisfaction of College Teachers (teacher educators) of Different Subjects.

Hypothesis

There is no significant mean difference in job satisfaction among college teachers (teacher educators) teaching different subjects.

Sample of the study

The present investigation is restricted to Warangal District B.Ed. colleges only. A total 180 lecturers were selected by using Simple Random Sampling Technique.

Development of research tool for the study

The researcher reviewed the A.M.P Chapman thesis Job Satisfaction Scale (1982), S.K. Mangal Job Satisfaction Scale (1984), Meera Dixit Job Satisfaction Scale (1993) and Job Satisfaction Scale by Dr. P.V.S.R. Raju (1999), Seshasree thesis Job Satisfaction Scale (2002). And finally Job Satisfaction Scale developed and adopted standardized techniques. The research tool was developed by the scholar labeled as Job Satisfaction Scale (JSS) to measure the Job Satisfaction of lecturers working at teacher education institutions. In this scale, against each item is provided with two alternatives i.e. 'Yes' or 'No' initially, tool was prepared with 60 items.

Statistical analysis: For the analysis of data Mean, Standard Deviation and "t" ratio was calculated.

Analysis and Interpretation

The obtained values of mean and standard deviation from table 1 revealed that the mean score for job satisfaction among Bio-science, English, Maths, Physics, Social and Telugu and above of lecturers are found to be 38.7, 39.3, 38.6, 40.6, 38.5 and 40.3 respectively. And the SDs of the above is 5.7, 4.8, 5.1, 5.0, 6.3 and 6.4. There was insignificant difference in job satisfaction among college teachers (teacher educators) of Physics and Telugu subjects after the analysis of data. It means both groups of teachers were almost similar in their job satisfaction.

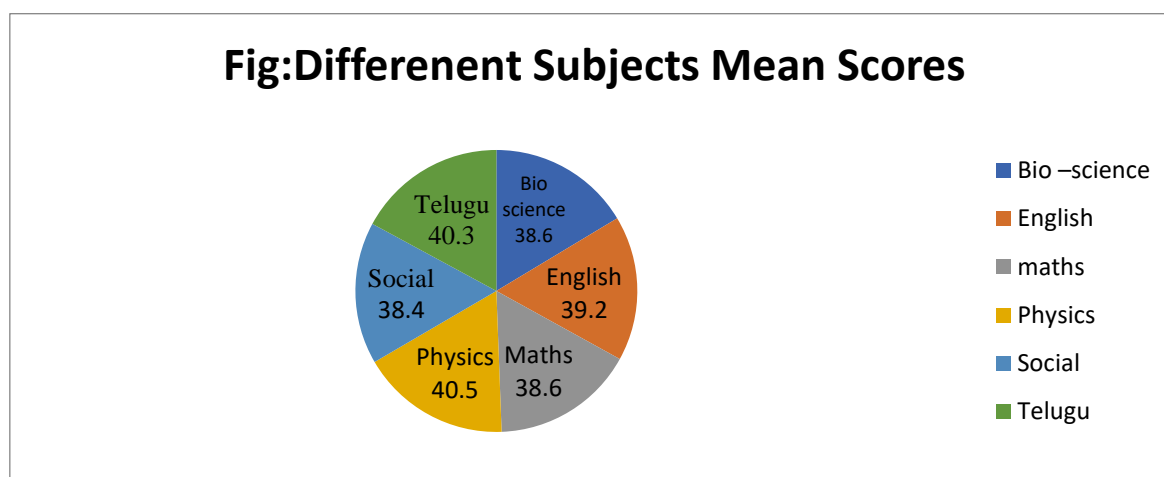


Table: Shows the summary of Subject Taught mean difference of college teachers among job satisfaction.

S.NO	Subject taught	Sample	Mean	SD
1	Bio –science	34	38.6	5.72**
2	English	30	39.2	4.84*
3	maths	19	38.6	5.05 **
4	Physics	17	40.5	4.95*
5	Social	56	38.4	6.31***
6	Telugu	24	40.3	6.35***

Significant level 0.05 and Highly significant level 0.001) *** highly significant, **significant, *low significant

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Table also indicates that there is a significant difference in the job satisfaction between social and Telugu subjects after the analysis of data. It means both groups of teachers were almost similar in their job satisfaction. Table also indicates that there is a significant difference in the job satisfaction between Bio-science and Maths teachers (teacher educators). Highly significant difference was found among every subject teacher. Hence, our null hypothesis revealed that there is no significant difference in job satisfaction levels between different subject teachers of college teacher (teacher educators) not accepted.

The results as revealed by the study are following:

1. There was highly significant difference in the job satisfaction of Social and Telugu college teacher (teacher educators).
2. There was significant difference in the job satisfaction of social and English teachers college teacher (teacher educators).
3. There was highly significant difference in the job satisfaction of Bio-science and Maths college teacher (teacher educators).
4. There was highly significant difference in the job satisfaction of English and Physics college teacher (teacher educators).
5. There was significant difference in the job satisfaction of Telugu and English teachers college teacher (teacher educators).
6. There was significant difference in the job satisfaction of Bio-science and English teachers college teacher (teacher educators).
7. There was significant difference in the job satisfaction of Maths and Physics teachers college teacher (teacher educators).

Conclusions:

Based on results of the study it can be concluded that Social and Telugu college teacher (teacher educators) of had more job satisfaction as compared to other subjects. Similarly, teachers of Maths and Bio-science had more job satisfaction in comparison to English and Physics subject. But there was no significant difference in the job satisfaction of the teachers of English and telugu as a whole. It was hypothesized that there would be no significant difference in job satisfaction among different subject teachers working. Keeping this in view, it was predicted that different subject teachers would be on same satisfactory levels. On the basis of the results discussed above, the hypothesis that no significant difference would exist on job satisfaction

among teachers working for different subjects i.e. Bio-science, English, Maths, Physics, Social and Telugu, is rejected.

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