



TEACHERS SATISFACTION REGARDING HUMAN RESOURCE MANAGEMENT PRACTICES IN GOVERNMENT COLLEGES AT SIRAJGANJ DISTRICT OF BANGLADESH

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ABSTRACT

Job satisfaction is a set of favorable or unfavorable feeling of teachers which they feel about their work. Job satisfaction is the result of various attitudinal responses of an employee towards his/her job. These attitudes are related with specific factors such as intrinsic aspect; salary, service conditions and promotion; physical facilities; institutional plans and policies; satisfaction with authorities; social status and family welfare; rapport with students and relationship with co-workers. Education is the best approach to annihilate a wide range of social wrongs and it is an important for the development of the country. Competent and committed teachers are an integral piece of development. This is possible only when society and state attempts to give conducive working environment to teachers. To demonstrate the strength of our educational system we require teachers who are trained, and who know about their obligations, therefore they will perform their jobs with the best they can afford. Job satisfaction influences different components of a job and is influenced by numerous other components too.

KEYWORDS: *Human Resource Management Practices, Job Satisfaction, College teachers, Performance, Job security, Quality education.*

INTRODUCTION

Job is not only a fundamental wellspring of income but likewise an essential component of life and removes a huge piece of every worker's day. Because of work's central role in numerous peoples' life, satisfaction with one's job is an imperative component in overall well being (Smith, 2007). Therefore, employee job satisfaction is remarkably critical in any organization. In the event that employees are satisfied they would deliver superior quality performance in ideal time and lead to growth and development. Satisfied employees are likewise more liable to be imaginative and inventive and come up with breakthroughs that allow an institution to develop and change positively with time and evolving conditions. Along these lines, Job satisfaction is a pleasurable positive emotional state bringing about the evaluation on one's job or job experiences.

College Education is a crucial stage in the educational hierarchy as it prepares the students for higher education and also for the world of work. With the liberalization and globalization of the Indian economy, the rapid changes witnessed in scientific and technological world and the general need to improve the quality of life and to reduce poverty, it is essential that school leavers acquire a higher level of knowledge and skills. Thus Pre-university Education is stepping stone in acquiring higher education. It is a link between secondary education and higher education. Because of this role of teachers of Pre-university colleges becomes very important as they are the ones who mould students in the right direction of acquiring higher education. So the well satisfied teachers can really contribute much in the development of nation by shaping the students in the productive activities.

Today with challenging environment, in any college, most of the activities primarily depend on the teacher. There are various roles played by teachers in understanding students needs. Some of them are learning about students' interest, planning and organizing classroom activities, assessing the students' performance, understanding



the basic needs of students, encouraging them to improve, calling for parent-teachers meeting and discussing with parents about the students performance or discipline, motivating them to participate in extra-curricular activities, etc. the basic role for any teacher is to create a very interesting lecture for students. Students should be thought the right path and knowledge or matter should be conveyed in such a manner that students would find it very easy to understand.

Teachers are the pillars of the society, who help students to grow to shoulder the responsibility of taking their nation ahead of others. They desire security, recognition, new experience and independence. A high quality teaching staff is the cornerstone of successful education system. Attracting and retaining high quality teacher is thus a primary requirement for an educational institution. For the development of quality teachers one has to understand factors associated with it. Job Satisfaction is one of those important factors. Researchers, policymakers, and education leaders agree that teacher satisfaction is a vital factor that affects students' achievement. Teachers' job satisfaction is one of the key factors in institutional dynamics and is generally considered to be primary dependent variable in terms of which effectiveness of an organization human resource is evaluated. Thus, the understanding of factors affecting teachers' satisfaction at the workplace is of paramount importance for a successful educational system.

JOB SATISFACTION AND ATTITUDE

The term job satisfaction and attitudes are generally used interchangeably but there are some differences between two. Attitudes are predispositions that make the individual behave in a characteristic way across situations. They are precursors to behaviour and determine its intensity and direction. Job satisfaction, on the other hand, is an end state of feeling which may influence subsequent behaviour. In this respect job attitudes and job satisfaction may have something in common. But if we freeze behaviour, attitude would initiate it while job satisfaction would result from it. Attitude refers to predisposition to respond. Job satisfaction, on the other hand, relates to performance factors. Attitudes reflect one's feeling towards individuals, organizations and objects. But satisfaction refers to one's attitude to a job. Job satisfaction is, therefore, a specific subset of attitudes. Attitudes endure generally, but job satisfaction is dynamic, it can decline even more quickly than it developed. Managers therefore, cannot establish the conditions leading to high satisfaction now and then neglect it, for employee need to pay attention to job satisfaction constantly.

An attitude is not job satisfaction, although it may contribute to it, since the job satisfaction comprises number of attributes, it is the combined result of various attitudes, which the employee has framed towards his job, job related factors and life in general. In other words, job satisfaction of an employee is the combination of mental, physical and environmental circumstances in an organization.

Now-a-days, there is, however, a general feeling that the teachers are not satisfied with their jobs. There seems to be growing discontentment towards their job as a result of which standard of education is falling. Teachers are dissatisfied in spite of different plans and programs, which have been implemented by the Government to improve their job satisfaction. Much has been said about the need for maintenance of equality of pay in professions requiring similar basic qualification and skills. Yet, it is unfortunate that the teachers are in no way comparable to others like doctors, lawyers, engineers, etc. the facilities, status and incentives in this profession are so low that many of the talented do not think of becoming teachers but seek positions elsewhere in the world of work. However, many are said to be taking up teaching profession as a career not because they are interested in it but because they are not able to get any better employment. It is opined many who have taken up teaching, repent over their choice and would be, too, willing to change their job in favour of some other lucrative ones, if any opportunities are available. A dissatisfied teacher is loss not to himself but also to the entire society and spells disaster to the country's future. Dissatisfaction of the individuals, whatever may be the profession in which they are engaged, results in professional stagnation and deterioration. It is just suicidal if it occurs in the teaching profession. Lack of public recognition of the teachers in this country is a very sore point. Teachers of today suffer from neglect, indifference and insecurity. A lot is always expected from the teacher, but with so little recognition and insufficient facilities. Under such circumstances, it is essential that the proper understanding concerning satisfaction emanating from the job be obtained.

FACTORS AFFECTING JOB SATISFACTION

Today skilled persons with high and improved quality are of paramount importance for the nation's economic growth and development. The higher academic performance was promoted by evaluating the quality of teaching and



research. Quality of teaching mainly depends on job satisfaction of teachers. The committed and dedicated teachers mould skilled individuals. Commitment and dedication depends on their job satisfaction. Job satisfaction is the extent to which a job provides general satisfaction to the worker, meets personal and professional needs and goals of the worker. Job satisfaction is a state and level of satisfaction which is a result of various interests and attitudes of a person towards his/her job. Job satisfaction is a general affective reaction that individuals exhibit in their job. Researchers and practitioners most often measure global job satisfaction. There is also interest in measuring different facets of satisfaction. Facets include co-worker, pay, job conditions, supervision, nature of the work and benefits. The job of an individual affects every aspect of his life and living conditions, his status in the society, his friendship, how he spends his leisure time etc. Each person should, therefore, have a satisfying job. It also increases the quality of the work done. Various factors effect job satisfaction of teachers. The theoretical formulations cited above make it clear that job satisfaction is a complex phenomenon derived from the weighing up of the positive and negative feelings towards various aspects of the job of an individual. Its determinants, too, are complex and inclusive of the interaction of several 'on the job' and 'off the job' variables. For the present study, selected factors under investigation had been grouped into three categories, namely:

- a) Personal characteristics which included age, intelligence, socio-economic status and life satisfaction.
- b) Professional characteristics which included qualification, salary, experience and professional growth/development programmes.
- c) Organizational characteristics which included the organizational climate and leadership behaviour.

REVIEW OF LITERATURE

Gahlawat (2017) designed to inspect the mental health and job satisfaction of government and private secondary school teachers. The sample consisted of randomly selected 100 secondary school teachers (50 government teachers and 50 private teachers), aged 30-40 from different government and private schools of Sonipat area. Mental Health Battery developed and standardized by A.K. Singh and A.S. Gupta and Job Satisfaction Scale developed and standardized by Singh and Sharma were administered on the subject. The obtained data was analyzed as far as mean, SD and 't' test. The consequences of the study show that the secondary school teachers working in government schools have better mental health and job satisfaction than their counterparts.

Dehal. et al., (2017) aimed at study the job involvement of college teachers in their job. A sample of 546 teachers both male and female was drawn from 36 degree colleges of Himachal Pradesh. The data was collected by utilizing Job Involvement Scale by Dhar and Srivastava. Mean, SD and t-test were employed for analysis of data. The outcome revealed that male teachers are more involved in their job than female teachers. The study demonstrates that Government teachers are more involved in their job. There was more job involvement in Government teachers than private college teachers. It was likewise observed that teachers belonging to rural areas are more involved in their job than those of urban areas. In conclusion it was likewise observed that 39% of teachers have high job involvement, 41.6% have moderate and 19.4% have low levels of job involvement.

Ziaei. et al., (2015) determined the relationship between teachers' job involvement and demographic characteristics in Dalahou (Kermanshah) secondary schools in 2013. This cross-sectional study was performed on 211 teachers (161 male and 50 female). Data were collected utilizing the Job Involvement Scale. The collected data were analyzed utilizing Spearman's correlation coefficient, independent t-test, and analysis of variance (ANOVA). Aftereffects of the study demonstrate that, the teachers' mean age and work experience were 32.21 and 8.49 years, individually. Low, moderate, and high dimensions of job involvement were detected in 22.3%, 54.5% and 23.2% of the teachers, separately. Job involvement was significantly higher among married teachers than unmarried subjects. Moreover, teachers without a second job had higher job involvement than those with a second job. There were no statistical correlations between job involvement and age, sex, work experience, or stage of education.

Rastegar. et al., (2016) analyzed the relationship among Iranian EFL teachers' job satisfaction, self-efficacy, and their spiritual well-being. The samples were selected randomly from male and female teachers who were in service and the number of the member in this study was 46 English teachers and their age extend was 27 to 40. For this reason, Job Satisfaction Survey (Spector, 1994), Teacher Self-Efficacy Scale (Tschannen-Moran and Woolfolk Hoy, 2001), and Spiritual Well-being Scale (Paloutzian and Ellison, 1982) were used to collect data. The measurable procedure of Pearson Product Moment Correlation was utilized for evaluated the data. The aftereffects of the factual test yielded a significant negative relationship between teachers' job satisfaction and their spiritual well-being and there was no relationship between their job satisfaction and self-efficacy. Moreover, there was no significant relationship between teachers' feeling of efficacy and spiritual well-being.



Srinivasan. et al., (2015) made an endeavor to investigate job satisfaction towards teaching profession among the higher secondary school teachers of Krishnagiri and Salem Locale. 646 teachers were selected as sample for the study. Normative survey method and Job Satisfaction Scale (JSS) Prepared by Amar Singh and Sharma T.R. (1999) was used to collect the data. Descriptive Analysis: Mean, Standard Deviation; Differential Analysis and 't'- test were used as strategies for the study. The study revealed that most of the higher secondary school teachers selected as samples are having average dimension of job satisfaction towards teaching profession. With respect to variables urban higher school teachers and higher secondary school level teaching teachers show more job satisfaction towards teaching profession than their counterparts.

Alemi (2014) conducted a study on job satisfaction among Afghan teacher educators in relation to their personal demographics, for example, gender, age, year of experience, level of education, marital status and area. The study was conducted by utilizing convenient sampling with the participation of 132 teacher educators of four neighboring regions (Balkh, Jawzjan, Samangan and Sarepul) in the north zone of Afghanistan. The data of the study were collected by means of five-point Likert scale questionnaire including six parts of job satisfaction (job itself, supervision, promotion, colleagues, salary and work condition). The data analysis was based on the recurrence and percentages of the reactions and the following outcomes are reported: A large portion of the teacher educators were satisfied with the job itself and with relation to colleagues. The least fulfilling perspectives among them were salary and work condition. The study additionally revealed the way that separated from area there were insignificant relations between job satisfaction angles and other selected demographics of this study. Area had a significant relation with two parts of job satisfaction to be specific supervision and work condition.

Usop. et al., (2013) attempted to discover the relationship of work performance and job satisfaction among teachers of Division of Cotabato City. Results stated that most of the teachers are 31-40 age. Most of them were females, married, earned a college degree and further master's unit. Sixty-four percent of them had 11 to 15 years of service. Therefore, the discoveries concluded that the teachers of Division of Cotabato City show a high stage of performance.

Subramonian. et al., (2012) study was carried out to study on job satisfaction of the high school teachers towards their profession. The investigator took a sample of 75 high school teachers of Sulur Taluk, Coimbatore area in comparison with the varied variables gender, age group, experience, locality, family type, marital status and distance traveled to their work place. Normative study method was followed with the assistance of the questionnaire constructed by the investigator. The study revealed that the job satisfaction showed no variation with other variables aside from the distance traveled to their work place.

NEED FOR PRESENT STUDY

A teacher is a dynamic person. He plays many different and vital roles in grooming and development of his students' personalities. He acts as a Communicator, disciplinarian, and conveyor of information, counselor and surrogate parent. It is the teacher - a maker of a man who enables an individual not only to think rationally but also to inculcate ethical values among youth for the assumption of the responsibility of citizenship.

In order to get the above objectives fulfilled on the part of a teacher, it is necessary to keep the maker of men free from the element of worries and problems. An ideal teacher can come up to the national expectations only when he or she is satisfied in all aspects.

Gaining a thorough understanding of job satisfaction has implications for improving the working conditions of teachers via providing insights to policy makers. There may be many factors in college environment that cause job satisfaction or dissatisfaction. Answer to the above questions is must, to find out remedies for it. So it is thought necessary to conduct a scientific survey for determining the opinion of the college teachers of Sirajganj district of Bangladesh regarding the extent to which they are satisfied with their profession.

OBJECTIVES OF THE STUDY

- To understand the attitude of College teachers towards their profession.
- To assess the perception about the Job satisfaction, HR and colleges teachers Sirajganj district of Bangladesh .
- To assess the perception about acquiring higher educational qualification and the recognition they receive from job.
- To suggest means to improve the job satisfaction based on the findings of the study.



HYPOTHESIS

H-1: There is no significant association between opinion of male and female teacher educators with regard to Job Satisfaction.

H-2: There is no significant association between opinion of educators belonging to the age group of below 40 years and above 40 years with regard to Job Satisfaction.

H-3: There is no significant association between opinion of married and unmarried teacher educators with regard to Job Satisfaction.

H-4: There is no significant association between opinion of Teaching Experience with regard to Job Satisfaction.

H-5: There is no significant association between opinion of teacher educators teaching Social Science, languages and General Science subjects with regard to Job Satisfaction.

Methodology

This present study is completely based on primary data. The primary data have been collected with help survey method. The sample size is 300 from college teachers of Sirajganj district of Bangladesh. For findings the results and testing of hypothesis, the collected data has been analyzed through SPSS Tools.

DATA ANALYSIS

Table-4.1 Descriptive Data on Raw scores of Job Satisfaction (Dependent Variable) of teacher educators. (N=300)

Statistics	Raw Scores of Job Satisfaction
Mean	193.270
Standard Error of Mean	2.392
Median	205
Mode	223
Standard Deviation	41.445
Variance	1717.689
Skewness	-0.918
Standard Error of Skewness	0.141
Kurtosis	-0.172
Standard Error of Kurtosis	0.281
Range	156
Minimum	91
Maximum	247
Sum	57981

The above Table-4.1 explained the descriptive data such as mean scores of Job Satisfaction is 193.270, Median is 205; Standard Deviation is 41.445, Variance is 1717.689, Skewness is -0.918, Kurtosis is -0.172, Range is 156, Minimum is 91, Maximum is 247 and Sum of scores is 57981 on raw scores of Job Satisfaction. From the above table-4.1, it is understood that raw scores of Job Satisfaction, skewness value is found to be -0.918 which shows that the skewness is negligible and distribution of these scores is tending to normal. For the raw scores of Job Satisfaction, the value of kurtosis is -0.172 which is less than the standard value 0.263 of kurtosis. Therefore, the distribution is leptokurtic.

The table shows negative skewness of the frequency distribution comes out to -0.918 means which is nearly normal for the 300 distribution of scores of Job Satisfaction which is also clear from kurtosis value that is -0.172. This type of distribution is leptokurtic nature.

Table-2: Descriptive Data on Raw scores of HRM Practices and its factor of teacher educators (Independent Variable).

	Raw Scores of HRM Practices and its Job satisfaction factors					
	Job satisfaction	HRM Practices	Commitment towards the Profession	Commitment towards the Institution	Commitment towards the Students	HRM Practices (Overall)
Mean	14.793	10.446	13.610	15.286	10.176	64.313
Standard Error of Mean	0.253	0.228	0.268	0.322	0.226	1.109
Median	16	11	13	15	10	64
Mode	17	15	17	21	15	84
Standard Deviation	4.388	3.963	4.657	5.590	3.917	19.211
Variance	19.255	15.713	21.690	31.249	15.343	369.099
Skewness	-0.380	-0.250	0.109	-0.060	-0.118	0.023
Standard Error of Skewness	0.141	0.141	0.141	0.141	0.141	0.141
Kurtosis	-0.501	-1.403	-0.810	-1.279	-1.424	-0.983
Standard Error of Kurtosis	0.281	0.281	0.281	0.281	0.281	0.281
Range	20	12	20	20	12	80
Minimum	5	3	5	5	3	23
Maximum	25	15	25	25	15	103
Sum	4438	3134	4083	4586	3053	19294

The above Table2 displays the descriptive data such as mean scores of HRM Practices factor ‘Job satisfaction’ is 14.793, Median is 16; Standard Deviation is 4.388, Variance is 19.255, Skewness is -0.380, Kurtosis is -0.501, Range is 20, Minimum is 5, Maximum is 25 and Sum of scores is 4438 on raw scores of Job satisfaction as a first factor of HRM Practices. The above table shows that raw scores related to Job satisfaction, skewness value is found to be -0.380 which shows that the skewness is negligible and distribution of these scores is tending to normal. For raw scores of Job satisfaction, the value of kurtosis is -0.501 which is greater than the standard value 0.263 of kurtosis. Therefore, the distribution is platykurtic.

The table 2 shows negative skewness of the frequency distribution comes out to -0.380 means which is nearly normal for the 300 distribution of scores of Job satisfaction which is also clear from kurtosis value that is -0.501. This type of distribution is platykurtic nature.

Further the above table 2 demonstrates the descriptive data such as mean scores of HRM Practices factor ‘Teachers efficiency’ is 10.446, Median is 11; Standard Deviation is 3.963, Variance is 15.713, Skewness is -0.250, Kurtosis is -1.403, Range is 12, Minimum is 3, Maximum is 15 and Sum of scores is 3134 on raw scores of Teachers efficiency as a second factor of HRM Practices.

The above table shows that raw scores related to HRM Practices, skewness value is found to be -0.250 which shows that the skewness is negligible and distribution of these scores is tending to normal. For raw scores of Teachers efficiency, the value of kurtosis is -1.403 which is greater than the standard value 0.263 of kurtosis. Therefore, the distribution is platykurtic. These things are also depicted negative skewness of the frequency distribution, that comes out to -0.250 means which is nearly normal for the 300 distribution of scores of Teachers efficiency which is also clear from kurtosis value that is -1.403. This type of distribution is platykurtic nature.

It also seen table 2 the descriptive data such as mean scores of Teachers’ Commitment factor ‘commitment towards the profession’ is 13.610, Median is 13; Standard Deviation is 4.657, Variance is 21.690, Skewness is 0.109, Kurtosis is -0.810, Range is 20, Minimum is 5, Maximum is 25 and Sum of scores is 4083 on raw scores of commitment towards the profession as a third factor of Teachers’ Commitment. The above table shows that raw scores related to commitment towards the profession, skewness value is found to be 0.109 which shows that the skewness is negligible and distribution of these scores is tending to normal. For raw scores of commitment towards the profession, the value of kurtosis is -0.810 which is greater than the standard value 0.263 of kurtosis. Therefore, the distribution is platykurtic.



It also shows positive skewness of the frequency distribution comes out to 0.109 means which is nearly normal for the 300 distribution of scores of commitment towards the profession which is also clear from kurtosis value that is -0.810. This type of distribution is platykurtic nature.

The above table 2 also displays the descriptive data such as mean scores of Teachers' Commitment factor 'commitment towards the institution' is 15.286, Median is 15; Standard Deviation is 5.590, Variance is 31.249, Skewness is -0.060, Kurtosis is -1.279, Range is 20, Minimum is 5, Maximum is 25 and Sum of scores is 4586 on raw scores of commitment towards the institution as a fourth factor of Teachers' Commitment. The above table shows that raw scores related to commitment towards the institution, skewness value is found to be -0.060 which shows that the skewness is negligible and distribution of these scores is tending to normal. For raw scores of commitment towards the institution, the value of kurtosis is -1.279 which is greater than the standard value 0.263 of kurtosis. Therefore, the distribution is platykurtic.

It also shows negative skewness of the frequency distribution comes out to -0.060 means which is nearly normal for the 300 distribution of scores of commitment towards the institution which is also clear from kurtosis value that is -1.279. This type of distribution is platykurtic nature.

It also seen table 2, also exhibits the descriptive data such as mean scores of Teachers' Commitment factor 'commitment towards the students' is 10.176, Median is 10; Standard Deviation is 3.917, Variance is 15.343, Skewness is -0.118, Kurtosis is -1.424, Range is 12, Minimum is 3, Maximum is 15 and Sum of scores is 3053 on raw scores of commitment towards the institution as a fourth factor of Teachers' Commitment. The above table, it is also shows that raw scores related to commitment towards the students, skewness value is found to be -0.118 which shows that the skewness is negligible and distribution of these scores is tending to normal. For raw scores of commitment towards the students, the value of kurtosis is -1.424 which is greater than the standard value 0.263 of kurtosis. Therefore, the distribution is platykurtic.

It also shows negative skewness of the frequency distribution comes out to -0.118 means which is nearly normal for the 300 distribution of scores of commitment towards the students which is also clear from kurtosis value that is -1.424. This type of distribution is platykurtic nature.

The above table 2 also presents the descriptive data such as mean scores of Teachers' Commitment (Overall) is 64.313, Median is 64; Standard Deviation is 19.211, Variance is 369.099, Skewness is 0.023, Kurtosis is -0.983, Range is 80, Minimum is 23, Maximum is 103 and Sum of scores is 19294 on raw scores of Teachers' Commitment (Overall). The above table shows that raw scores related to HRM Practices (Overall), skewness value is found to be 0.023 which shows that the skewness is negligible and distribution of these scores is tending to normal. For raw scores of HRM Practices (Overall), the value of kurtosis is -0.983 which is greater than the standard value 0.263 of kurtosis. Therefore, the distribution is platykurtic.

'T' AND F TEST ANALYSIS

Job Satisfaction a) 't' test Analysis Results To examine the effect of background variables on the dependent variable 't' test was used. The 't' test shows the effect of independent and background variables on Job Satisfaction of B.Ed. teacher educators.

Table -3

Data table showing the number, mean, standard deviation, 't' value, P value and level of significance with regard to Job Satisfaction scores of teachers.

	Variable and Groups	N	Mean	Standard Deviation	't' Value	P Value	Level of Sig.
Gender	Male	183	198.606	37.608	2.70	0.007	**
	Female	117	184.923	45.750			
Marital Status	Married	216	195.152	41.823	1.28	0.201	NS
	Unmarried	84	188.428	40.295			
Teaching Experience	Below 10 years	153	191.803	39.575	0.62	0.534	NS
	Above 10 years	147	194.795	43.388			
Age	Below 40 years	105	187.581	41.855	1.74	0.083	NS
	Above 40 Years	195	196.333	41.002			

(df=298, t value @ *0.05 level =1.97; **0.01 level =2.59); NSNot Significant

The table-3 illustrates that the male and female teacher educators differ significantly with respect to Job Satisfaction as the obtained 't' value of 2.70 is greater the table value of 2.59 (P=0.007; P <0.01). Hence, the stated



null hypothesis is rejected and in its place an alternative hypothesis has been formulated that “there is a significant difference in the Job Satisfaction of male and female teacher educators.” Furthermore the male teachers (M=198.606) had higher job satisfaction than female teachers (M=184.923). It concludes that gender of the teacher educators affect on their Job Satisfaction.

It is shows that the married and unmarried teacher educators differ insignificantly with respect to Job Satisfaction as the obtained ‘t’ value is 1.28 is less than the table value of 1.99. (P=0.201; P>0.05). Hence the stated null hypothesis is retained that “there is no significant difference in the Job Satisfaction of married and unmarried teacher educators.” It was concluded that both married and unmarried teacher educators working with similar type of Job Satisfaction.

It is explained that the teacher educators are having teaching experience of below 10 years and above 10 years differ insignificantly with respect to Job Satisfaction as the obtained ‘t’ value is 0.62 is less than the table value of 1.97. (P=0.534; P>0.05). Hence the stated null hypothesis is retained that “there is no significant difference in the Job Satisfaction of teacher educators are having teaching experience of below 10 years and above 10 years.” It was concluded that teachers having teaching experience of below 10 years and above 10 years teacher educators are having similar type of Job Satisfaction.

From the table 3, it is observed that the age group of below 40 years and above 40 years teacher educators differ insignificantly with respect to Job Satisfaction as the obtained ‘t’ value is 1.74 is less than the table value of 1.97. (P=0.083; P>0.05). Hence, the stated null hypothesis is retained that “there is no significant difference in the Job Satisfaction of age group of below 40 years and above 40 years teacher educators.” It was concluded that both age group of below 40 years and above 40 years teacher educators working with similar type of Job Satisfaction.

Table-4 Descriptive Statistics on Job Satisfaction of teacher educators teaching Social Science, language and General Science subjects as subjects taught.

Subjects Taught	N	Mean	Standard Deviation
Social Science	129	189.814	42.203
Languages	56	187.803	43.910
General Science	115	199.808	38.778
Total	300	193.270	41.445

The above table-4 shows a comparison mean scores of Job Satisfaction of teacher educators with different subjects taught. The Job Satisfaction mean scores of teacher educators who have teaching Social Science, language and General Science subjects are 189.814; 187.803; and 199.808 & their standard deviations are 42.203; 43.910 and 38.778 respectively. The teachers teaching General Science subject had higher job satisfaction when compared with teachers teaching Social Science and language subjects.

CONCLUSION

Job satisfaction is a set of favourable or unfavourable feeling of teachers which they feel about their work. Job satisfaction is the result of various attitudinal responses of an employee towards his/her job. These attitudes are related with specific factors such as intrinsic aspect; salary, service conditions and promotion; physical facilities; institutional plans and policies; satisfaction with authorities; social status and family welfare; rapport with students and relationship with co-workers. Education is the best approach to annihilate a wide range of social wrongs and it is an important for the development of the country. Competent and committed teachers are an integral piece of development. This is possible only when society and state attempts to give conducive working environment to teachers. To demonstrate the strength of our educational system we require teachers who are trained, and who know about their obligations, therefore they will perform their jobs with the best they can afford. Job satisfaction influences different components of a job and is influenced by numerous other components too. The findings of the Study revealed that there was positive significant relationship of Job Satisfaction of teacher educators with their job involvement and teachers’ commitment and HRP policies. The teacher educators working with more involvement and higher commitment were more satisfied in their job.

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