

**A Study of Job Satisfaction of Female Teacher
Educators of Sardar Patel University**

A

DISSERTATION

**SUBMITTED TO THE SARDAR PATEL UNIVERSITY,
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**IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR
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2013-14

Certificate

This is to certify that the work incorporated in the dissertation bearing the title “**A Study of Job Satisfaction of Female Teacher Educators of Sardar Patel University**” submitted by **Ms. Ankita Vaghela** comprises the result of independent and original investigations carried out. The materials that have been obtained (and used) from other sources have been acknowledged in the dissertation.

Vallabh Vidyanagar

March , 2014

Signature of the Researcher

Certified that the work mentioned above is carried out under my guidance.

Vallabh Vidyanagar

March , 2014

Signature of the Research Guide

Certificate of Approval

This dissertation directed and supervised by the candidate's guide has been accepted by the Waymade College of Education, Sardar Patel University, Vallabh Vidyanagar in partial fulfillment of the requirement for the degree of

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Chapter 1 Introduction

1.0 Introduction

The Successful running of any educational system depends mainly upon the teacher, the pupils, the curriculum and the facilities. Of these, the teacher is the most important one and is the pivot on whom the entire educational structure rests. If the teachers are well educated and if they are intellectually alive and take keen interest in their job then only success is ensured. Hence, the teacher is a dynamic force of the school. According to Kothari Commission (1964-66), “*a teacher who is unlike an ordinary worker, acts as a master, crafts man, an artist, a strategist and a powerful motivator*”. The environs of a classroom are enlivened by the inspiring, dynamic, enthusiastic, encouraging, skillful and dedicated teacher. The teacher is who shapes the destiny of students and that of the future citizens who eventually shape the destiny of the country. The teacher only can successfully inculcate among children values that strengthen the ideals of social justice, equity, secularism and pluralism.

A school without teacher is just like a body without the soul, a skeleton without flesh and blood. Mukherji (1957), observed that four terms are used to refer to the teacher ‘Acharya’, ‘Guru’, ‘Sikshak’ and ‘upadhyay’. The teacher, in India, has always been held in high esteem. Saiyidain (1950) made role of a teacher quite illustrative by saying that the teacher has to patiently cut from a crude and unshaped stone, proportion and balance. As Peter Donker (2000) has correctly said that the teaching job is the single most important profession in the world. Teachers pass on knowledge and values to students, prepared them for further education and for working life and are main contributors to good education. This most important profession however does not get the recognition it deserves. Teachers are one of the main pillars of a sound and progressive society. They bear the weight and responsibility of teaching and apart from parents, are the main source of knowledge and values for students. They are the resource by excellence. The books are important, the pencil and the black board are important and so are the chairs to sit on, but if there is no teacher to write on the black board, the goal will never be achieved. The main duty of the teacher is to carry out the ongoing teaching programme continuously, without any obstruction due to conditions at work or so. They have to show competence to bring out the best of themselves and to inspire students for such imitation.

Teaching is a lifetime profession and also due to the rapid explosion of knowledge and scientific inventions, the attitude of teachers towards their profession is changing rapidly. Teacher Education holds the most crucial position in the Education System. Teacher Education in India has to face the challenge of producing teachers for a new society. However, in order to meet the challenge successfully, it is a necessary to improve the quality of Teacher Educators. Teacher Educator is the topmost academic and professional person in the educational pyramid (Jasmine Maria, 2010).The Teacher Educator is responsible for the education of teachers under whose charge the destiny of our children is placed by the community. The onus of the quality of teachers therefore, rests on the Teacher Educator. For producing quality teachers, such training is required. This training is given to the student teachers by the teacher educators.

The Swami Mudaliar (1954) observed that other aspects such as working conditions, service, job security, leave facilities, work load, retirement benefits, etc...should be given for the teacher, so that, he can do his job more successfully. Teacher is a service provider whose job satisfaction study is inevitable due to his enormous role in nation building, so as to make him comfortable and stay on the job.

1.1 Statement of the Problem

A Study of Job Satisfaction of Female Teacher Educators of Sardar Patel University

1.2 Research Questions

1. What is the overall level of Job Satisfaction of the female teacher educators at the S.P. University ?
2. What is the relative Job Satisfaction of Female Teacher Educators of self financed and grant-in-aid colleges?

1.3 Objectives of the study

1. To study the Job Satisfaction of Female Teacher Educators of Sardar Patel University.
2. To compare the Job Satisfaction of Female Teacher Educators of Self financed & Grant-in-Aid colleges of Sardar Patel University.

1.4 Hypothesis of the Study

For the Present study, null hypothesis was framed by the researcher :

H₀ : There will be no significant difference in the level of Job Satisfaction of Female Teacher Educators of Grant-in-Aid and Self Finance B. Ed Colleges.

1.5 Rationale of the study

Professional success of every professional in profession depends mainly on the up-to-date professional knowledge, fullest devotion and dedication along with professional's efficiency and effectiveness. In the present world, with advancement in technology, these qualities can be inducted through education. The purpose of Teacher Education is to engender the qualifications judged to be necessary for doing the work as the teacher. The central phase of the teacher's work is instruction, i.e. stimulating, directing, and guiding the learning of pupils. The role of teacher is more crucial like other professional, to become teacher training is required. Training is necessary for efficient work in a particular job. If, a person is trained before employing him in a job – this is called pre – training. Without pre- service training, it is risky to employ a person in a job, as the person does not have any knowledge about it. The profession likes teaching which is base for building nation. The satisfaction of Teacher Educator is an important since it is associated with the teacher effectiveness, which ultimately affects the student's achievements.

Job Satisfaction has been the centre of concentration for researchers over the last three decades. The reasons for such concentration that Job Satisfaction has some relation with the mental health of the people. Dissatisfaction with one's job may have especially volatile spillover effects on many other things such as family life, leisure activities, etc. Many unresolved personality problems and maladjustments arise out of a person's inability to find satisfaction in his work. Job Satisfaction is an important for the adjustment and happy living of an individual. Job Satisfaction has some degree of positive correlation with physical health of individuals also. A Study by Palmore (1996) has come to a conclusion that people who like work, are likely to live longer. Here the logic behind such result is that people with greater satisfaction tend to have greater incomes and more education and thus coincidentally enjoy greater benefits, which promote longevity. On the other side, dissatisfaction represents stress, as physicians contend has been implicated as a contributory factor in the genesis of

hypertension. Therefore, Job Satisfaction is essential to maintain physical health. The researcher also focus on the matter that Job Satisfaction spread goodwill about the organization, people who feel positive about their work life are more apt to voice ‘favorable sentiments’ about the organization to the community at large. When the goodwill of the company goes up, new qualified and dynamic entrants show their interest in joining the organization. Job satisfaction of employees reduce absenteeism and enhance output, higher Job satisfaction of employee lower the absenteeism.

Today, The Female are standing beside the men. Female are taking the place of men. In India, such mentality is prevailing that the women cannot do the job as men do. The Teacher provides the opportunities to students to learn. The teaching profession is a most preferable profession for Female. At school level, the female teachers can provide motherly love & attention to children & can teach comparatively better the nature, habits & need of children. The female teachers can help to formulate the educational policies more effectively & establish a more productive human growth & stimulating the administration system at higher level. The female teacher educators are not equally treated in comparison with their male counterpart. The female teacher educators’ contribution is hardly recognized by the organization as well as the society. The female teacher educators like the job but they are kept aside from important responsibility and their importance is not so much recognized. The unfavorable working environment, unhealthy inter-personal relationship makes them unsatisfied. Poor salary and status keep the female teacher educators away from being work with full devotion. At professional, female has to play dual role, one that is at home with the children & secondly at the job. In few states, the teachers are available for being hired on considerably reduced rates of emoluments. So that, requirement to know job satisfaction of female teacher educators is becomes essential.

For the Present Study, Various terms are used which are explained and defined as under.

1.6 Explanation of the terms

For the Present Study, Various terms are used which are explained and defined as under.

Job Satisfaction: The term Job Satisfaction refers to the Teacher Educators feelings toward their job with reference to Job Responsibility, Accountability, Their

Relationship with Management and Colleagues, Relationship with Students, Salary and Gender Discrimination.

Teacher Educator : . The teacher who trains the student teachers is known as Teacher Educator. The term ‘teacher educator’ generally refers to a teacher with training and experience in education who uses specialized knowledge of teaching and learning. For this study, the term is used to describe Teacher Educators who are currently working in the B.Ed colleges of both Grant-in-Aid and Self Finance colleges affiliated to the Sardar Patel University, Vallabh Vidyanagar.

Measures: For the study, measures means strategies or ways could be adopted to enhance Job Satisfaction of Teacher Educators.

1.7 Definition of the terms

Self Financed B. Ed College : A Self Financed college B.Ed. college is one which does not receive any financial aid from the central Govt. of India or the state Govt. where it is located. They also do not get any financial grants from the UGC nor do they get any benefits from UGC. This institute finances itself through the fees paid by the students who enroll for the courses and may get private financing from other sources such as corporate house.

Grant-in-Aid B. Ed college : For the present study, Grant- in –Aid colleges are those colleges which are being partially funded by the government. A grant provided by the central government or local education authority to ensure consistent standards in buildings and other facilities

(Collins English Dictionary – Complete and Unabridged © HarperCollins Publishers 1991, 1994, 1998, 2000, 2003)

1.8 Delimitation of the study

The present study was delimited to Gujarati medium Grant-in-Aid and Self-Finance B.Ed. Colleges affiliated to Sardar Patel University, Gujarat.

1.9 Scheme of Chapterisation

The dissertation has been divided into five chapters. The scheme of chapterisation is as follows :

Chapter-1 : Introduction

This chapter includes:

- Introduction of the Subject
- Statement of the problem
- Research Questions
- Objectives of the Study
- Hypothesis of the Study
- Rationale of the Study
- Explanation of the terms
- Definition of the terms
- Scheme of Chapterisation

Chapter-2 Review of Related literature

This chapter focuses on conceptual frame-work and Reviews of related literature of the study undertaken. The conceptual framework includes:

- Introduction of the chapter
- Characteristics of the teacher
- Need for training
- Need for teacher training
- Teacher Education
- Present Scenario of Teacher Education
- Job Satisfaction
- Theories of Job Satisfaction

The second part of this chapter Review of Related Literature includes :

- Introduction
- Reviews related to school education

- Reviews related to Higher Education
- Emerging observations
- Implications of the reviews

Chapter-3 Research Methodology

This chapter focuses on the methodology adopted by researcher in which the researcher describes in detail about the research design selected for the present study, different methods used and the procedure adopted for data collection.

Chapter- 4 Data Analysis

In this chapter, the researcher includes analysis of scale and interpretation.

Chapter-5 Findings, Suggestions and Summery

In this chapter, the researcher includes findings, suggestions for further study and summary.

1.10 Conclusion

This Chapter provides a description of the research topic and overall picture of the study undertaken by the researcher. The general introduction of the study is presented by the researcher.

CHAPTER 2 Conceptual Framework and Review of Related Literature

This Chapter is divided into two parts one is conceptual framework and other is review of related literature. Conceptual framework of the study is presented in detail and under the review of related literature various studies reviewed.

2.0 Conceptual Framework

Introduction

In this part of the chapter, conceptual framework of the study is presented. The conceptual framework of the study includes characteristics of teacher, Need of teacher training, Teacher education, Present scenario of teacher education, Job Satisfaction, theories of Job Satisfaction.....

2.0.1 Characteristics of the Teacher

Today, the Effective Teacher is one who, sometimes, sees himself in his students. Therefore, a teacher is just like an actor who plays many roles. The Teacher should possess certain quality to become effective teacher. The Teacher is received equal status of God in Indian Society. He is not an ordinary person. The effective teacher has following characteristics :

- * A teacher is a *helping natured*. It is the teacher who through the class room imbibes the feeling of 'Share and Tell', 'Give and Take', 'Think and Do' in the students which is later on generated in the society.
- * A teacher is always *Flexible* in his Approach. The teacher encourages new trends in the field of education. The teacher is ready to make experiments to make the teaching learning process effective by keeping in view the new trends, new waves in the modern society.
- * A teacher welcomes *changes and accommodates* the society with upcoming trends. As the technological advances are taking place rapidly, everyday, new thought, new wave are emerging and teacher welcomes the changes and makes the society ready to face the new challenges, new trends.
- * A teacher is *Good Counsellor*. The role of Teacher field is not limited up to covering the academic side but he also performs the role of a counsellor for the

students and the society. He is considered to be the specialist and highly knowledgeable person. People look up to him as a person who can really give a good piece of advice.

* A Teacher work as *Transmitter of values*: Teacher is the one who carries the higher values, virtues within him so as to become a role model of the society and thus strengthening the moral aspect of the society.

According to *Mrs. Indira Gandhi* “Nation’s well being depends on teacher’s well being. Our teachers are the custodian of our future.” Teacher has an important role to play to shape the future of the country. The teacher is the *architect* of our future. They are the one who show us the right path. According to *Dr. Radha Krishnan*, “The teacher’s place in the society is of vital importance. The teacher acts as the pivot for the transmission of intellectual traditions and technical skill from generation to generations and help to keep the lamp burning”.

When the role of teacher is crucial for building future of the nation. It is an essential that teacher must be competent enough. Like other profession, teaching is also considered as profession. It is correctly said that “Teacher can be train”.

2.0.2 Need for Training

In the glossary of training terms published in 1971 in London by the department of employment, training has been defined as “Systematic development of attitude, knowledge, skill, behavior patterns required by an individual in order to perform adequately a given job or task.” A teacher must have knowledge of his subject, methods and techniques of teaching which affect his role in teaching field. For training purpose depending upon the nature of the job, it is necessary to know which part of knowledge is essential. There are various purpose for which training provided. Thus, Needs for training is as follows :

1. In order to perform the job successfully and effectively.
2. It is seen that a trained person learns effectively in a lesser time then untrained person. A person can learn these things without training also when he is in job but efforts and time will go waste and he may learn many irrelevant things also.

3. More complex jobs require more specific knowledge, attitude, and skills and behavior patterns that more specificity is there hence training is more important in these jobs. The risk is involved if anyone learns on job even it may cause danger to his life and secondly trial and error results into wastage of time and energy.
4. Organized and systematic programme of training make them to learn easily in a more efficient way and in lesser time.
5. If there is no specificity of objectives for a job then there is no need of training but for every job certain specific objectives are required. Therefore, training is necessary for all kinds of job.

2.0.3 Need for Teacher Training

As the training is an essential for each employee to perform efficiently his job. Like other employees, teacher has to get train before enter into the field of education. The teacher is the responsible of not only for his behavior/ performance but also behaviors and performance of his students. As he is considered as nation builder. There is need to train teacher. Few needs are presented as follows :

1. To have mastery over subject matter and to communicate with students is quite different. Many skills are needed to communicate the information effectively e.g., skill of questioning, illustrating, explaining etc.,
2. Teaching is not only related with the subject matter but also related with the alround development of personality of the child. There are the things to be taught to the teachers, e.g., what are teacher's responsibilities and duties, etc. For this systematic training is required.
3. Teacher should have positive attitude towards students and job. Attitudes are learned through experiences. In training programme, many pleasant experiences are provided to student teachers by which teacher can develop favourable attitude towards himself, his job and students.
4. The technical knowledge and skill can be developed in the teacher through the training.

As the above points have highlighted needs for teacher training. It is advisable to provide be prior training to those who want to enter in the field of education.

2.0.4 Teacher Education

In India, task of teacher training is performed by the Teacher Education. There are two type of Teacher training such as Pre Service Teacher Training and another is In Service Teacher Training.

Pre-service Teacher Education is a process of transformation of a layperson into a competent and committed professional practitioner. The main purpose of Pre-Service Teacher Education is to develop the abilities, skills and competencies of the student Teachers as per the requirement of the society. In other words, it is a process of informing a graduate into a trained professional. It can be said that the main aims of Pre-Service Teacher Education is to prepare a person for teaching profession with right knowledge, skills, attitude and values. The requirement of different school is different. So, The purpose of preparing good teacher is only possible by providing professional training relating different level of school education.

In-service teacher education refers to the education a teacher receives during his service period. In-Service Teacher Education, is to enhance teachers understanding and have scope for 'on field' experience. In-Service Teacher Education within the overall framework of teacher development has a crucial role to play. The broad aims of continuing professional development programmes for teachers are to : Explore, reflect on and develop one's own practice, deepen one's knowledge and update oneself about one's academic discipline or other areas of school curriculum, research and reflect on learners and their education, understand and update oneself on educational and social issues, prepare for other roles professionally linked to education/teaching, such as teacher education, curriculum development or counseling, break out of intellectual isolation and share experiences and insights with others in the field, both teachers and academics working in the area of specific disciplines as well as intellectuals in the immediate and wider society.

Teacher education encompasses teaching skills, sound pedagogical theory and professional skills.

Teacher Education = Teaching Skills + Pedagogical theory + Professional skills.

Teaching Skills would include providing training and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills.

Pedagogical Theory includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. The theory is stage specific and is based on the needs and requirements that are characteristic of that stage.

Professional Skills include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skills and above all life long learning skills.

An amalgamation of teaching skills, pedagogical theory and professional skills would serve to create the right knowledge, attitude and skills in teachers, thus promoting holistic development.

2.0.5 Objectives of Teacher Education:

The objectives of Teacher Educators are as follows:-

2.0.5.1 Vision of Teacher Education :

Teacher education has to become more sensitive to the emerging demands from the school system. For this, it has to prepare teachers for a dual role of; Encouraging, supportive and humane facilitator in teaching learning situations who enables learners (students) to discover their talents, to realize their physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as responsible citizens; and, An active member of the group of persons who make conscious effort to contribute towards the process of renewal of school curriculum to maintain its relevance to the changing societal needs and personal needs of learners, keeping in view the experiences gained in the past and the concerns and imperatives that have emerged in the light of changing national development goals and educational priorities.

These expectations suggest that teacher operates in a larger context and its dynamics as well as concerns impinge upon her functioning. That is to say, teacher has to be responsive and sensitive to the social contexts of education, the various disparities in the background of learners as well as in the macro national and global contexts, national concerns for achieving the goals of equity, parity, social justice as also excellence.

To be able to realize such expectations, Teacher Education has to comprise such features as would enable the student teachers to

- Care for children, and who love to be with them;

- Understand children within social, cultural and political contexts;
- View learning as a search for meaning out of personal experience;
- Understand the way learning occurs, possible ways of creating conducive conditions for learning, differences among students in respect of the kind, pace and styles of learning.
- View knowledge generation as a continuously evolving process of reflective learning.
- Be receptive and constantly learning.
- View learning as a search for meaning out of personal experience, and knowledge generation as a continuously evolving process of reflective learning.
- View knowledge not as an external reality embedded in textbooks, but as constructed in the shared context of teaching-learning and personal experience.
- Own responsibility towards society, and work to build a better world.
- Appreciate the potential of productive work and hands-on experience as a pedagogic medium both inside and outside the classroom.
- Analyze the curricular framework, policy implications and texts.
- Have a sound knowledge base and basic proficiency in language.

2.0.5.2. The objectives of teacher education would therefore be to,

- Provide opportunities to observe and engage with children, communicate with and relate to children
- Provide opportunities for self-learning, reflection, assimilation and articulation of new ideas; developing capacities for self directed learning and the ability to think, be self-critical and to work in groups.
- Provide opportunities for understanding self and others (including one's beliefs, assumptions and emotions); developing the ability for self analysis, self-evaluation, adaptability, flexibility, creativity and innovation.
- Provide opportunities to enhance understanding, knowledge and examine disciplinary knowledge and social realities, relate subject matter with the social milieu and develop critical thinking.
- Provide opportunities to develop professional skills in pedagogy, observation, documentation, analysis, drama, craft, story-telling and reflective inquiry.

The different Professional courses are available which are recognized by NCTE and UGC as follows:

- D.E.C.Ed
- D.EL.Ed
- B.EL.Ed
- B.Ed
- M.Ed
- D.P.Ed
- B.P.Ed
- M.P.Ed
- D.EL.Ed (open and distance learning)
- B.Ed (open and distance learning)
- M.Ed (open and distance learning)
- Diploma In Visual Arts
- Diploma In Fine Arts

Teacher Education is the education and training provided to student teachers before they have undertaken any teaching at school level. Before entering into any Teacher Education, most students will have obtained a previous academic degree, either a general or honours, in a subject of their choice.

- There are various pre – service teacher training programme available in India. Teacher education is carried on for preparing different types of teachers. For example, PTC, D.Ed., D.P.Ed., B.Ed., B.Ed. (Special), M.Ed. etc. These programmes are intended to support and develop teacher competency.
- The duration of the professional courses to be two years for Primary Teachers. For Example, PTC, D. Ed. etc. Primary Teacher Training Institutes prepare student teachers for teaching to the children of Primary School Education. These institutes prepare the student teachers for Junior Basic Training Certificate (J.B.T).
- One year duration for the graduate student and Post Graduate student courses are B.Ed., B.Ed. (Special),.. The colleges prepare teachers for Middle, High (or) Secondary School Education. Generally, in these Educational institutions, it is one year course after B.A/M.A. or B.Sc./M.Sc. and M.Com.

The Teacher Education programme needs to allow the space where in a teacher's personality could be developed as someone who is reflective, introspective and capable of analyzing his or her own life and the process of education at school, so that, after becoming a teacher, he becomes an agent of change. To train the student teachers, competent teachers are required. The teacher who trains the student teachers is known as Teacher Educator. The role of Teacher Educator is more crucial. To become teacher educator, the person has to acquire UGC prescribed qualification. The *University Grants Commission (UGC)* of India is a statutory organization set up by the Union government in 1956, charged with coordination, determination and maintenance of standards of university education. It provides recognition to universities in India, and disburses funds to such recognized universities and colleges. The UGC has given guidelines for the selection teaching facilities for higher education. The selection criteria for Teacher Educators are given by UGC as follows:

- The minimum qualification to become Teacher Educator, Good academic record as defined by the concerned university with at least 55% marks(or equivalent grade in a point scale wherever grading system is followed) at the Master's Degree level in a relevant subject from an Indian University, or an equivalent degree from an accredited foreign university.
- Besides fulfilling the above qualifications, the candidate must have cleared the National Eligibility Test (NET) conducted by the UGC, CSIR or similar test accredited by the UGC like SLET/SET.
- Candidates, who are, or have been awarded a Ph.D. degree in accordance with the University Grant Commission (Minimum Standards and Procedure for Award of Ph.D. Degree) regulations, 2009, shall be exempted from the requirement of the minimum eligibility condition of NET/SLET/SET for recruitment and appointment of Teacher educator or equivalent positions in the Universities or Colleges.

2.0.6 Changing Scenario of Teacher Education in India :

The well-established tradition of teaching and learning in India has retained its inherent strength even under adverse circumstances. The post-independence period was characterized by major efforts being made to nurture and transform teacher

education. The system of teacher preparation has come under considerable pressure as a result of the expansion and growth of school education, through efforts to universalize elementary education. Having inherited a foreign model of teacher preparation at the time of independence, major efforts have been made to adapt and up-date the teacher education curriculum to local needs, to make it more context based, responsive and dynamic with regard to best meeting the particular needs of India. The current system of teacher education is supported by a network of national, provincial and district level resource institutions working together to enhance the quality and effectiveness of teacher preparation programs at the pre-service level and also through in-service programs for serving teachers throughout the country. India has made considerable progress in school education since independence with reference to overall literacy, infrastructure and universal access and enrolment in schools. Two major developments in the recent years form the background to the present reform in teacher education-

- The political recognition of Universalization of Elementary Education that led to the Right to Education Bill, 2008 and
- The National Curriculum Framework for school education, 2005.

The Bill has been passed by the Parliament and the Right to Education Act has come into being making it mandatory for the state to provide free and compulsory education to almost 20 crore children in the 6-14 age group till class 8. The Act mandates a schedule for the functioning of schools which includes a teacher-student ratio of 1:30 till a student population of 200 students at the primary stage. This would increase the demand for qualified elementary school teachers many times. The country has to address the need of supplying well qualified and professionally trained teachers in large numbers in the coming years. The launch of the massive Sarva Shiksha Abhiyan in 2002 and the recent financial commitment and education cess to augment the Universal Elementary Education mission have underscored the need to adequately prepare teachers to address the growing demand for quality education. With increasing school enrolments and the launch of pan-Indian primary education development programmes like Operation Blackboard, District Primary Education Programme, Sarva Shiksha Abhiyan and Universalization of Elementary Education, there was a natural increase in the demand for teachers. Added to this, the backlog of untrained teachers in the system and the essential requirement of pre-service teacher

certification for appointment as a teacher led to mounting pressure on existing institutional capacity.

2.0.7 Job Satisfaction

Job satisfaction contains two words Job & Satisfaction. According to *Business Dictionary*, “A Job is a group of homogeneous tasks related by similarity of functions. When performed by an employee in an exchange for pay, a job consists of duties, responsibilities, and tasks that are defined and specific, and can be accomplished, quantified, measured, and rated”. From a wider perspective, a Job is synonymous with a role and includes the physical and social aspects of a work environment. Often, individuals identify themselves with their job or role and derive motivation from its uniqueness or usefulness. According to *Your Dictionary*, “Satisfaction is getting what you wanted or desired or the payment of a debt. An example of Satisfaction is feeling content after you get a good job and get married.” “An example of satisfaction is when you repay your credit card bill in full.”

Job Satisfaction is difficult to define because it is intangible, unseen, unobserved variable and a complex assemblage of cognitions and emotional feeling and such behavior tendencies. Job Satisfaction has been defined in different ways by different people many of these definition are largely verbal and others are rigorously operational, but most of these are somewhere in between.

According to Boundless, Job Satisfaction is the level of contentment a person feels regarding his or her job. This feeling is based on an individual's perception of satisfaction. Job Satisfaction can be influenced by a person's ability to complete required tasks, the level of communication in an organization, and the way management treats employees. There are often two different levels of Job Satisfaction: Affective Job Satisfaction and Cognitive Job Satisfaction. Affective Job Satisfaction is a person's emotional feelings toward the job as a whole. Cognitive Job Satisfaction is how satisfied a person feels concerning an aspect of his or her job, such as pay, hours, or benefits.

Porter, Lawler and Hackman (1975) define Job Satisfaction as feeling about a job that is determined by the difference between all those things a person feels he should receive from his job and all those things he actually does received.

According to Blum and Naylor (1968), Job Satisfaction is the result of various attitudes possessed by an employee. In the narrow sense, their attitudes are related to the job and are concerned with such specific factors as wages, opportunities for advancements, recognition for ability, fair evaluation for work, social relation on the job, prompt settlement of grievances and other similar factors.

Gilmer (1966), Job Satisfaction or dissatisfaction is the result of various attitudes, the person holds towards his job towards related factors and towards life in general. Job satisfaction is the level of contentment a person feels regarding their job. Job Satisfaction can be influenced by a person's ability to complete required task, the level of communication in an organization and the way management treats employees. Job Satisfaction is an attempt to motivate employees by giving them the opportunity to use the range of abilities.

Keith Devis (1977) defined Job Satisfaction as the favourableness or unfavourableness with which employee view their work. Job Satisfaction results when the job characteristics and the want of the employee agree with each other. A worker is satisfied if he gets what he expects from his job.

Locke (1976) defines Job Satisfaction as pleasurable experience or positive emotional resulting from the appraisal of one's job or job experiences.

Porter (1961) has developed an interesting approach to measuring Job Satisfaction. He related actual condition to those perceived as ideal by the employee.

Brin (1988) was of the view that Job Satisfaction is the amount of pleasure of contentment associated with a job. If you like your job intensely you will experience high Job Satisfaction. If you dislike your job intensely, you will experience Job Dissatisfaction.

From the above definitions, Job Satisfaction means the individual is satisfied from his job or not. The person must have satisfaction with his job, so that, he can work as better as possible.

Job Satisfaction is directly related with the motivational level of the individual. Luthans(1995) notes that "*there is nothing as practical as a good theory.*" Theory is a systematic grouping of interdependent concepts and principles resulting into a

framework that ties together a significant area of knowledge. There are so many theories which are related with Job Satisfaction but here few of them are taken into consideration. Maslow's theory of needs. Maslow (1943), presents a hierarchy of needs which can be divided into basic needs and growth needs. Another theory is Affect –Theory by Edwin A. Locke (1976) studied the most famous Job Satisfaction model. It is also known as goal setting theory. The main premise of this theory is that satisfaction is determined by a discrepancy between what one wants in a job and has in a job. Equity theory given by Stacy Adams J.(1963) shows how a person views fairness in regard to social relationships. During a social exchange, a person identifies the amount of input gained from a relationship compared to the output, as well as how much effort another person puts forth. Equity Theory suggests that if an individual thinks that there is an inequality between two social groups or individuals, the person is likely to be distressed because the ratio between the input and output are not equal. Herzberg Theory attempts to explain satisfaction and motivation in the workplace. This theory states that satisfaction and dissatisfaction are driven by different factors- motivation and hygiene factors, respectively. An employee's motivation to work is continually related to Job Satisfaction of a subordinate. Motivation can be seen as an inner force that drives individuals to attain personal and organizational goals. Hygiene factors are those job factors which are essential for existence of motivation at workplace. These do not lead to positive satisfaction for long-term. But if these factors are absent / if these factors are non-existent at workplace, then they lead to dissatisfaction. From the above theories it is concluded that motivation plays a vital role in one's life. If reward is given to the person he can work more effectively.

2.0.8 THEORIES OF JOB SATISFACTION

Job Satisfaction results when the job characteristics and the wants of the employees agree with each other. To understand the concept of Job Satisfaction and factors which determine Job Satisfaction of employee, different people have carried out different research work and arrive at theory of Job Satisfaction. Here few theories of Job Satisfaction discussed to derive factors of Job Satisfaction.

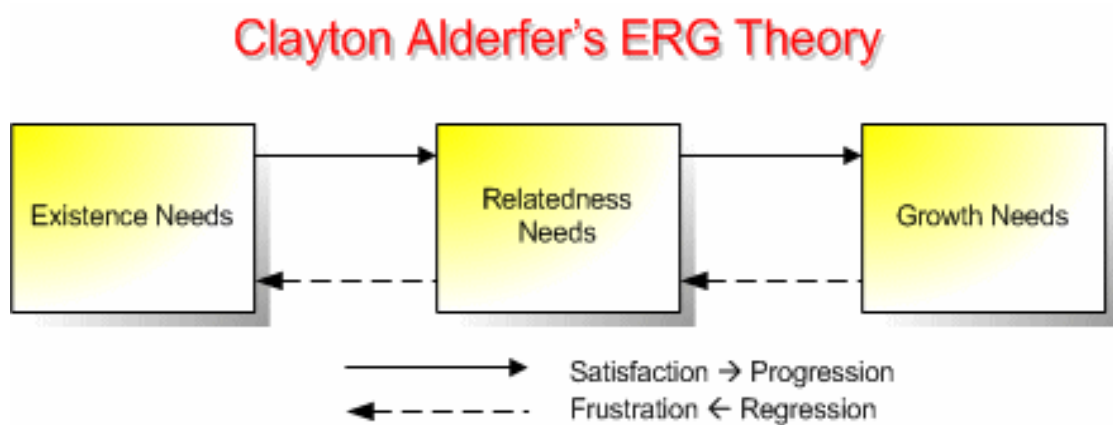
2.0.8.1 MASLOW THEORY (HIERARCHY OF NEEDS)



Maslow (1970) believed that people, who come out of an environment which does not meet their basic needs, tend to experience psychological complaints later in life. Based on the application of this theory to organisational settings, it can be argued that people who do not meet their needs at work will not function efficiently. Maslow's Theory is based on two assumptions; one is that the: people always want more and another is people arranged their needs in order of importance.

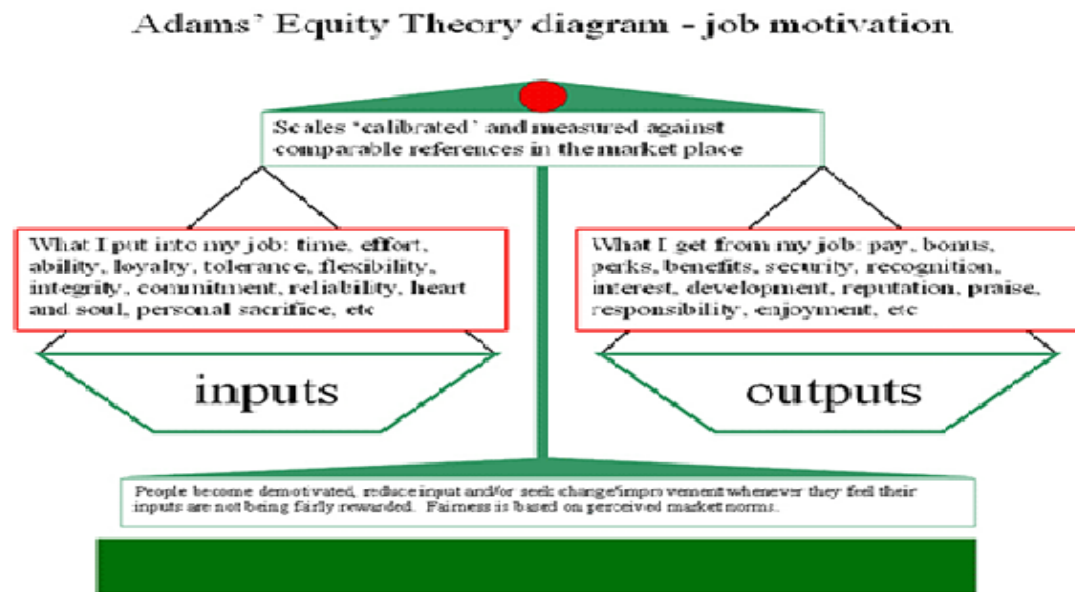
As per this theory, individual get more satisfaction from fulfillment of their needs in hieratical way. The organization has to give more importance to needs of employee to make them more productive in the organization. The employee becomes productive employee for the organization when he gets Job Satisfaction by fulfilling their needs.

2.0.8.2 ALDERFER'S ERG THEORY



Alderfer revised Maslow's theory to align work with more empirical research. Alderfer's Theory is referred to as ERG theory and is based on the following three needs; Existence, Relatedness and Growth. Existence is involved with providing individuals with their basic existence requirements and it subsumes the individual's physiological and safety needs. Relatedness is the desire to keep good interpersonal relationships, which Maslow labeled social and esteem needs. Growth needs are an intrinsic desire for personal development based on the self-actualization needs of Maslow. The ERG Theory pivots around the axial point that more than one need is in operation at the same time. When the aspiration to satisfy a higher need is subdued, the desire to satisfy a lower order level need increases. These theories reflect on the importance of employee's satisfaction in order to have sound organization and hence it is true for school as an organization and teachers as an employee.

2.0.8.3 ADAMS EQUITY THEORY



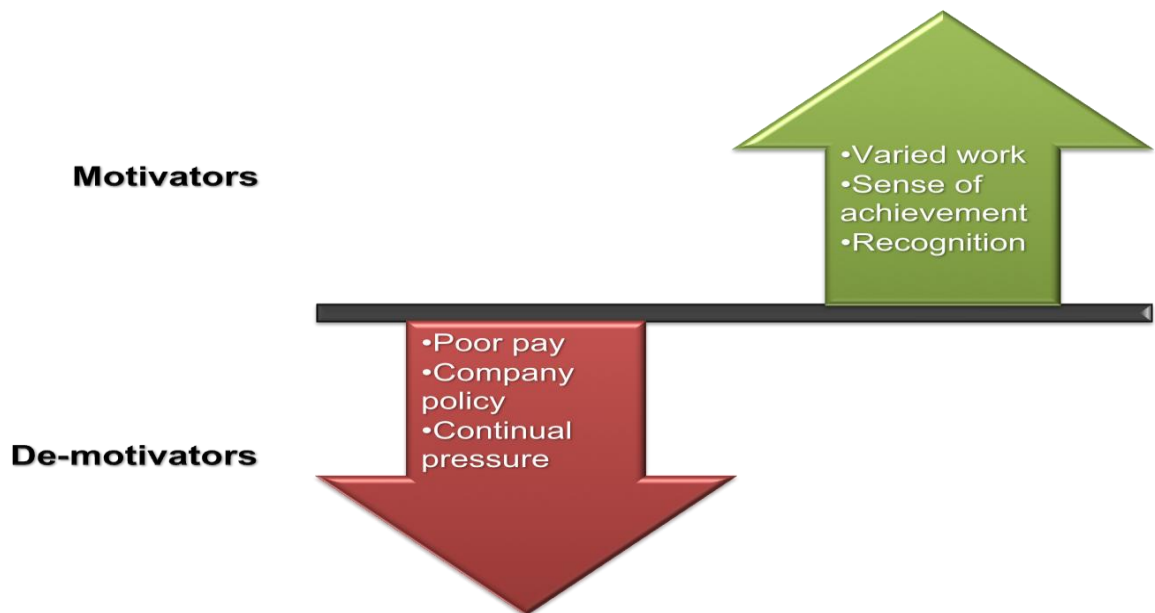
Equity Theory is given by Adams in 1963. It is also calls for a fair balance to be struck between employees' inputs (e.g., hard work, skill levels, tolerance, and enthusiasm) and employees' outputs (e.g., salary, benefits, and intangibles such as recognition). According to the theory's finding, a fair balance serves to ensure a strong and productive relationship with the employees, with the overall result being satisfied, thus motivated employees. The theory is built-on the belief that employees become demotivated, both in relation to their job and their employer, if they feel as though their inputs are greater than the outputs. Employees can be expected to respond to this is different ways, including de-motivation (generally to the extent the employee perceives the disparity between the inputs and the outputs exist), reduced effort, becoming disgruntled, or, in more extreme cases, perhaps even disruptive.

2.0.8.4 AFFECT THEORY

Affect theory is given by Edwin A. Locke in 1976. The main premise of this theory is that satisfaction is determined by a discrepancy between what one wants in a job and what one has in a job. Further, the theory states that how much one value a given facet of work (e.g. the degree of autonomy in a position) moderates how satisfied / dissatisfied one becomes when expectations are / aren't met. When a person values a particular facet of a job, his satisfaction is more greatly impacted both positively (when expectations are met) and negatively (when expectations are not met), compared to one who doesn't value that facet. This theory also states that too much of

a particular facet will produce stronger feelings of dissatisfaction the more a worker values that facet.

2.0.8.5 TWO - FACTOR THEORY



Frederick Herzberg's Two factor theory is also known as Motivator Hygiene Theory. This theory explains satisfaction and motivation in the workplace. This theory states that satisfaction and dissatisfaction are driven by different factors – motivation and hygiene factors, respectively. An employee's motivation to work is continually related to Job Satisfaction of a subordinate. Motivation can be seen as an inner force that drives individuals to attain personal and organizational goals. Motivating factors are those aspects of the job that make people want to perform, and provide people with satisfaction, for example, achievement in work, recognition, promotion opportunities. These motivating factors are considered to be intrinsic to the job, or the work carried out. Hygiene factors include aspects of the working environment such as pay, company policies, supervisory practices, and other working conditions.

These theories of Job Satisfaction have focused on two major factors which are responsible for Job Satisfaction. One factor is internal factors and another is external factors. These two factors are identified as responsible for Job Satisfaction of employee under different heading.

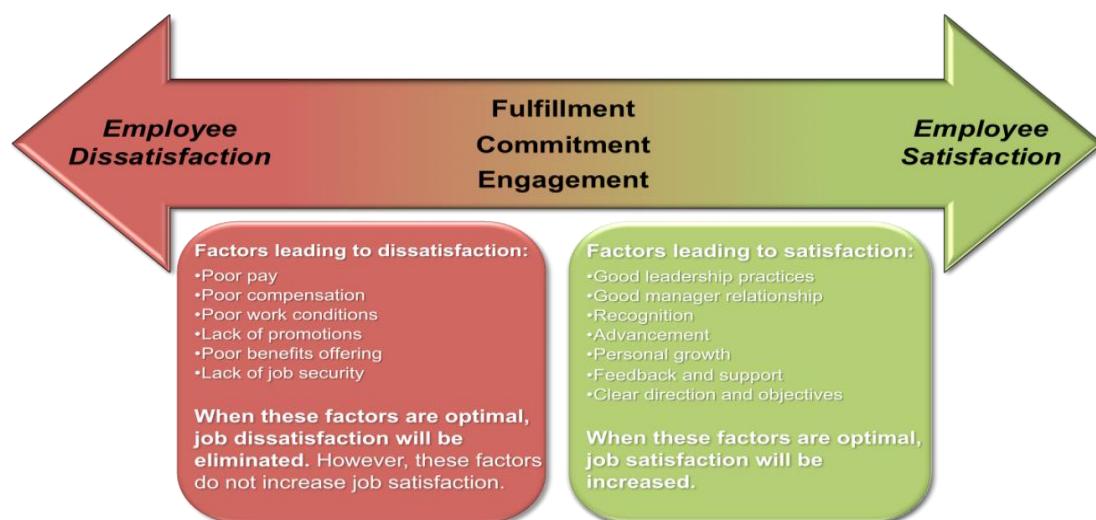
As per Maslow's theory- needs are factors of Job Satisfaction. He has divided needs into two category-one is basic or survival needs which means internal needs and

another related to environment as higher order needs. With same line on Maslow Theory, Alderfer's ERG Theory has given importance to individual needs. The Adams Equity Theory is giving importance to both internal and external factors for Job Satisfaction of employee. In this theory, input and output is considered as factors for Job Satisfaction and these input factors are internal factors and output are external factors of Job Satisfaction. Affection Theory is clearly indicating internal and external factors as factors of Job Satisfaction. Two factors Theory is also emphasizing on motivation and hygiene as factors of Job Satisfaction where motivation is internal factor and hygiene is external factors.

As per the theories of Job Satisfaction, there many factors as internal and external which lead to Job Satisfaction of employee.

2.0.9 FACTORS LEADING TO JOB SATISFACTION

On the basis of the theories of Job Satisfaction, it is clear that Job Satisfaction of employee is based on factors which could be internal and or external forces. The fulfillment of expectations, engagement and commitment towards job depends on the employee's satisfaction for the job. Good leadership practices, good manager relationship, recognition, advancement, personal growth feedback and support, clear direction and objectives, relationship with peer staff, adequate pay and professional development are few factors leading to Job Satisfaction. The poor pay, poor compensation, poor work conditions, lack of job security, poor benefits offering, poor work environment are factors for dissatisfaction of employee for his job.



These factors further classified into internal factors of Job Satisfaction and external factors of Job Satisfaction of employee.

Internal factors of Job Satisfaction	External factors of Job Satisfaction
Achievement in work	Pay / Salary
Promotion opportunities	Company policies
Recognition	Supervisory practices
Interest	Working conditions
Enthusiasm	Degree of autonomy in a position
Self Esteem	Rewards and incentives
Social and psychological needs (relationship with co-workers, management)	Safety and security needs
Skills and personal qualities	Self Actualization needs
Personal needs	
Goals of life (personal goals)	

In any organization, it is essential to fulfill internal and external needs of the employees for providing Job Satisfaction to them.

B.Ed college is an organization in which the training is given to the student teachers and it is must that the management of the college should see the positive Job Satisfaction of its Teacher Educators. The college must be able to meet the internal and external needs of Teacher Educators properly. The college employees are classified into major two categories, one is teaching staff and another is non-teaching staff (administrative staff). As both type of staff are contributing in success of college. *But the teaching staff is more important as they are preparing future teachers of India.*

2.1 Review of Related Literature

2.1.1 INTRODUCTION

Review means a critical appraisal of a play, a book or other work or formal assessment of something with the intention of instituting change if necessary. Review of Related Literature means referring to materials related to the research topic.

The ability to carry out the literature review is an important skill for any researcher. The Review of the literature is carried with an aim to gain insight to the problem under study.

In order to do a literature review it is needed to spend time reading the literature relevant to the topic of the research. Understanding the literature in the research topic prevents researcher from repeating previous errors or redoing work which has already been done. It also gives insight into aspects of the topic which might be worthy of exploration and future research.

Reviewing of related literatures before and after selecting the problems is very much important for planning and carrying out the study, establishing the need of study and limiting the scope of study. Every piece of ongoing research needs to be connected with the work already done, to attain an overall relevance and purpose. The review of literature, thus, becomes a link between the research proposed and the studies already done. It tells the reader about aspects that have been already established or concluded by other authors, and also gives a chance to the reader to appreciate the evidence that has already been collected by previous research, and thus, projects the current research work in the proper perspective.

In this part of the chapter, the researcher includes the fifteen reviews which are related to the researcher's subject. By doing this, the researcher getting the clear idea about the study that how to plan study material. Here, the researcher includes the reviews related to school education and Higher education.

2.1.2 Reviews related to School Education

Agarwal. S. (2012) studied A Correlation study of Teacher Effectiveness & Job Satisfaction of Higher Secondary School Teachers. The objectives of the study were to study the effectiveness of teachers of Government, Aided and Non-aided Higher Secondary Schools, To study the Job Satisfaction of teachers of Government Aided & Non-Aided Higher Secondary Schools, to study the relationship between Teacher Effectiveness and Job Satisfaction of Government, Aided and Non- Aided Secondary School Teachers. Lottery Random was used as sampling technique. The Teacher Effectiveness Scale (Kumar & Mutha 1999) and Job Satisfaction Scale (Singh & Sharma 1999) as a tools to collect the data Mean S.D and correlation have been used

for analyzing the data. The major findings revealed that the Teachers of Aided Schools and Non-Aided Schools were found to be moderately effective, teachers working in Non- Aided Schools were least satisfied than teachers working in Government and Aided School. The relationship between Teacher Effectiveness and Job Satisfaction of Aided Boys' School Teachers was found to be significantly positive at 0.01 level , similarly Non Aided Boys – Schools' Teachers also shown significant positive relationship at the level of 0.05.

Patel .S. (2011) Studied *Job satisfaction of secondary school Teachers in relation to certain variables*. The Objectives of the study were to study teacher's satisfaction in relation to their financial status and to study teacher's satisfaction in relation to their social status, to study the work pressure on teacher, to study the satisfaction of teacher in relation to syllabus completion, to study the facilities provided by the school, to study the rules regulations followed by the teacher, to study the relation of teacher with staff-members & to study the relation of teacher with Principal. The sample was selected 8 schools of Anand district by random sampling using lottery method. To collect the data open ended & close ended questionnaire was used comprised of all secondary school teachers of Anand district. The major findings of the study revealed that 97.5 % teachers were happy with the work culture of school, 82.5 % teachers were happy with their current status, 65 % teachers were happy with their current salary, mostly teachers were satisfied with the facilities & infrastructure of school.

Darmody .M. & Smyth.E.(2010) studied *Study on Job satisfaction & Occupational stress among primary school teachers & School principals in Ireland*. The main Objectives of the study were to study the impact of background variables (Gender, age, qualification, years of experience) on job satisfaction among primary school teachers & principals of Ireland, to study the impact of institutional variables (school size, number of staff, condition of school building) on Job Satisfaction among primary school teachers & principals of Ireland, to find out the variables which are the best predictors of high Job Satisfaction & low levels of occupational stress among primary school teachers & principals in Ireland. The data was collected by employing questionnaire. The major findings of the study indicated that overall Irish primary school teachers & principals are satisfied with their jobs.

Chamundeswari & Vasanthi (2009) studied *Job satisfaction and occupational commitment among Teachers*. The objectives of the study were to investigate if there is any significant difference in Job Satisfaction & Occupational Commitment among teachers in different categories of schools, namely, state, matriculation & central board schools, to investigate if there is any significant relationship between the selected variables among teachers in different categories of schools. 588 teachers were selected as Sample. Manual for the Minnesota Satisfaction Questionnaire (Weiss & Others, 1967) and Occupational Commitment Scale (Blau Paul & John, 1993) were used as a tools for the study. Mean, standard deviation were used to analyze the data. The Major Findings were found that there was a significant difference in Job Satisfaction and Occupational Commitment between teachers in different categories of schools, it was evident that the selected variables of the present study job satisfaction & occupational commitment were all positively correlated with each other & significant at 0.01 level.

Metalia B.M. (2006) Studied *A study of Job Satisfaction of Teachers in Navodaya Vidyalaya in Gujarat State*. The Main Objectives of the study were to study the Job Satisfaction of Teachers Teaching in Navodaya Vidyalaya, To find out the Job Satisfaction of teachers teaching in Navodaya Vidyalaya with respect to their age, gender, marital status, cast/ category, stream, qualification, designation, nature of job & teaching experience, to find out the job satisfaction of teachers teaching in Navodaya Vidyalaya towards different job security, pay/salary, recognition, responsibility, school administration, interpersonal relationship, family welfare, higher authority & curriculum transaction and to rank these factors in terms of importance accorded to them. The Population for the study was constituted of all the teachers teaching in eighteen Navodaya Vidyalaya of Gujrat and the sample of four Navodaya Vidyalaya was taken for the study. Personal Information Schedule, Job Satisfaction Rating Scale, Job Satisfaction Ranking Scale, Open Ended Questionnaire were used to collect the data. The Major Findings were found that 15.51 % of the teachers teaching in Navodaya Vidyalaya were found to have high Job Satisfaction, 56.90% of the teachers were having moderate Job Satisfaction whereas 27.59 % of teachers were found to have low Job Satisfaction. As a whole the teachers teaching in Navodaya Vidyalaya have moderate Job Satisfaction, the mean Job Satisfaction of Male and female teachers were 132.21 and 146.7 respectively. These mean values

were not found significantly different at 0.05 level, the mean Job Satisfaction of married and unmarried teachers were 138.35 and 129.25 respectively. These mean values were not found significantly different at 0.05 level, the mean job satisfaction of teachers with respect to age, below 25, 25 to 35 and above 35 were found 144, 134.47 and 138.32 respectively. The mean Job Satisfaction of teachers above 35 was highest Followed by 25 to 35 and below 25 year. These mean values were not found significantly different at 0.05 level, Job security has been accorded the highest important by the teachers of Navodaya Vidyalaya, whereas other important factors were pay /salary, professional growth, responsibility, school administration, inter personal relationship, family welfare, curriculum transaction, recognition & higher authority.

Malik. V. (1993) Studied *Job Satisfaction of teachers working in Kendriya Vidyalaya*. The main objectives of the study were to find out the level of Job Satisfaction of teachers working in Kendriya Vidyalaya, to find out the level of Job Satisfaction of various categories of teachers like Post graduate teachers, trained graduate teachers, primary teachers and other categories of teachers including drawing teacher, music teacher, SUPW teacher, to find out the level of Job Satisfaction of teachers in respect to their sex, marital status and teaching experience, to find out the reasons, factors responsible for the Job Satisfaction/Dissatisfaction of teachers, to inform the findings of research to the authority for the timely implementation. Questionnaire was developed by the researcher with help of previous studies already done in the field of Job Satisfaction and was distributed among the teachers & their responses were collected after 5 months of implementation of programme. The Major Findings revealed that teachers who were working in Kendriya Vidyalaya were generally satisfied with their job, Post graduate teachers were having shown much more satisfaction in comparison to other categories of the teachers, Marital status put no influence on the satisfaction level of teachers, Male teachers have been found more satisfied in comparison of their female counterpart, the members of society demands more and more money to live a luxurious life, Office routine and paperwork involved in that had been proved major point of dissatisfaction for the teachers.

Padmanabhaiah (1986) studied *Job satisfaction & Teaching Effectiveness of Secondary School Teachers*. The objectives of the study were to estimate the general

level of dissatisfaction among secondary school teachers, to find out the influence of personal and demographic variables on teachers' Job Satisfaction or Dissatisfaction, to find out the relationship between Job Satisfaction and Job related variables, Job Satisfaction and general satisfaction variables, to identify the personality factors which influenced the level of Job Satisfaction of teachers, to develop an instrument for measuring teaching effectiveness, to find out the influence of personal and demographic variables on Teaching Effectiveness. In this study, 180 heads of institutions and 2160 students were selected for obtaining the ratings on the teaching effectiveness of 960 teachers included in the sample. A Job Satisfaction Scale, a Job Discrimination Index, a Rating Scale were used to measure teaching effectiveness. The data were analyzed employing appropriate statistical techniques like Chi-Square, Critical Ratio and F-test and Multiple r. The Major Findings found that the teachers in general were dissatisfied with their job, the teachers in general were satisfied with the factors of Job Satisfaction, All the personal and demographic variables, except the variable could significantly influence the level of satisfaction with various job factors but not the total Job Satisfaction, Male and Female teachers were not significantly different in the level of their overall Job Satisfaction.

2.1.3 Emerging Observations

- Job Satisfaction Rating scale, Job Satisfaction Ranking Scale, Open Ended Questionnaire with personal information scheduled were commonly used tools to study the Job Satisfaction of the teachers.
- All studies have taken pay / salary, qualification, teaching experience as one of factors of Job Satisfaction of teachers.
- Only one Study of Malik .V. (1993) is on Kendriya Vidyalaya and one study of Metalia .B.M. (2006) is on Navodaya Vidyalaya.
- Few Studies have taken age, marital status, family welfare, cast, gender, Interpersonal relationship as factors of Job Satisfaction.
- Most of studies have found that experience, professional growth, pay/salary, recognition, responsibilities, administration, curriculum transaction have direct correlation with teacher's Job Satisfaction.
- One study by Padmanabhaiah (1986) revealed that Male and female teachers were not significantly different in the level of their overall Job Satisfaction.

- Few studies have taken some factors like job security, pay/salary, recognition, responsibility, school administration, interpersonal relationship, family welfare, higher authority and curriculum transaction which were related to the Job Satisfaction and also ranked them as per the importance given to them.

2.1.4 Reviews Related to Higher Education

8 studies related to higher education are reviewed by the researcher.

Vaidya. M.(2012) Studied “ Job Satisfaction of Teacher Educators of Sardar Patel University”. The objectives of the study were: to get first hand knowledge about Job Satisfaction of Teacher Educators of S.P. University, To study the influence of demographic factors on the satisfaction level at work place, to develop insights into what makes people happy at their work places, to understand the correlation of people’s mental and physical health with their level of Job Satisfaction, To develop skills of interaction with the people. The sample was selected 12 B.Ed. colleges comprising all the Teacher Educators of Anand. The Teacher Educators Job Satisfaction Questionnaire was used to collect the data. The Major findings revealed that the majority of the teacher educators were either satisfied or very satisfied with their current positions, 84.39 % Female Teacher Educators were more satisfied with their positions than Male Teacher Educators, 87.08 % Grant-in Aid Teacher Educators were more satisfied with their positions than Teacher Educators of Non Grant-in Aid.

Agarwal. S. (2012) studied A Correlation study of Teacher Effectiveness & Job Satisfaction of Higher Secondary School Teachers. The objectives of the study were to study the effectiveness of teachers of Government, Aided and Non-aided Higher Secondary Schools, To study the Job Satisfaction of teachers of Government Aided & Non-Aided Higher Secondary Schools, to study the relationship between Teacher Effectiveness and Job Satisfaction of Government, Aided and Non- Aided Secondary School Teachers. Lottery Random was used as sampling technique. The Teacher Effectiveness Scale (Kumar & Mutha 1999) and Job Satisfaction Scale (Singh & Sharma 1999) as a tools to collect the data Mean S.D and correlation have been used for analyzing the data. The major findings revealed that the Teachers of Aided Schools and Non-Aided Schools were found to be moderately effective, teachers working in Non- Aided Schools were least satisfied than teachers working in

Government and Aided School. The relationship between Teacher Effectiveness and Job Satisfaction of Aided Boys' School Teachers was found to be significantly positive at 0.01 level, similarly Non Aided Boys – Schools' Teachers also shown significant positive relationship at the level of 0.05.

Katoch. O. (2012) studied *Job Satisfaction among College Teachers: A Study on Government Colleges in Jammu (J & K)*. The main objectives of the study were to know the level of Job Satisfaction of the college Teachers with respect to designation, gender, income To know whether female college teachers are more satisfied than male college teachers or not To identified the factors which impact the Job Satisfaction of college teachers. A well designed Questionnaire was used for collecting data from different colleges. The Chi-Square technique and Percentage Analysis were used to analyze the data. The Major findings showed that 30.61 % of male and 69.39 % Of females were satisfied, it has been seen that majority of the respondents have 3 to 5 members in their families & two earning members are found in majority of the families, Female college teachers were more satisfied with their job than the male teachers It was found that more than 70% of the respondents opined that job matching academic qualification and to work in a desired profession was Job Satisfaction.

Singh. S. (2012) studied *A Comparative study of Job Satisfaction and Attitude towards Education among Male & Female Teachers of Degree Colleges*. The main objectives were to analyze the Job Satisfaction level among the Male and Female teachers of degree colleges To analyze the attitude of the male and female teachers of degree colleges towards education To find out the impact of Job Satisfaction & attitude of teachers on education. Quata sampling technique was used to collect the data. t- test was used to analyze the data. The Major findings of the study revealed that teachers were very satisfied with their jobs. The male groups of teachers had the mean value 74.35, thus it corresponded to the extremely satisfied category with the mean value of 74.55. Both male & female teachers did not differ significantly regarding the attitude towards education.

Solanki. J. (2005) studied *A Study on the Job Satisfaction of teachers teaching commerce subjects in the English medium schools of Vadodara city*. The main objectives of study were to study the Job Satisfaction of teachers teaching commerce

subject To find out the Job Satisfaction of teachers teaching commerce subject with respect to their sex, marital status, age, experience and qualification To find out the Job Satisfaction of teachers teaching commerce subjects towards different job factors like advancement, individual development, interpersonal relationship, job security, pay, personal life, recognition/ appreciation, responsibility, school administration, working conditions and work itself To rank these factors in terms of importance accorded to them. The sample of the study included 22 schools of Vadodara City. Personal Information Schedule, Job Satisfaction Rating Scale, Job Satisfaction Ranking Scale and Open Ended Questionnaire were used to collect the data. The Major findings were found that the teachers teaching commerce subjects were satisfied with their job, though there was a wide difference in the opinions of the teachers teaching commerce subjects. 5% of teachers were highly dissatisfied, 17% of teachers were dissatisfied, 28% of teachers were moderately satisfied, 37% of teachers were having satisfied and 13% of teachers were highly satisfied. The Chi Square value was 26.4 which was significant at both 0.01 & 0.05 level with $df = 4$. Hence, it was concluded that there was a significant difference in the Job Satisfaction of Male and Female teachers teaching commerce subjects. The Job Satisfaction of female teachers was 13% of which was more than that of male teachers which was 9%. The Job Satisfaction of married teachers was 13% which was more than that of unmarried teachers which was 6%. The satisfaction of teachers above 35 years was 15% which was more than the teachers below 35 years which was 11%. The job satisfaction of Teachers above 10 years of experience was 14% which was more than the teachers below 10 years of experience which was 1.

Patel, N. (2004) studied *A Study on satisfaction of Higher secondary school Teachers of vadodara city*. The main objectives were to study the Job Satisfaction of Science, Commerce and Arts Teachers. To find out the Job Satisfaction of Higher Secondary School Teachers with respect to their sex, marital status, age, experience and qualification. To find out the Job Satisfaction of Higher Secondary School Teachers towards different job factors like : school administration & working conditions, interpersonal relationship, pay, job security, personal life, recognition, advancement, work itself, individual development, responsibility. To rank these factors in terms of importance accorded to them. The sample of the study included seven schools of Vadodara City. Job Satisfaction Rating Scale, Job Satisfaction

Ranking Scale, Personal Information Schedule were used to collect the data. The Major findings found that the mean Job Satisfaction of teachers teaching Science, Arts and Commerce subject were 171.58, 175.52 & 150.25 respectively. The mean Job Satisfaction of teachers teaching Arts subject was highest followed by Science and Commerce teachers. This difference was less between Arts and Science teachers (3.94) and more between Arts and Commerce (25.27) and Science and Commerce (21.33). The mean Job Satisfaction of male & female teachers was 169.29 & 167.32 respectively. The t-value was 0.238 which was not significant at both 0.01 & 0.05 level with $df = 53$. The mean Job Satisfaction of married & unmarried teachers was 177.71 & 161.5 respectively. The t-value was 4.802 which was significant at both 0.01 and 0.05 level with $df = 53$. The mean Job Satisfaction of married teachers was more than that of unmarried teachers. The co efficient of correlation of Job Satisfaction with school administration & working condition was 0.899. The co efficient and correlation of Job Satisfaction with pay was 0.456. The co efficient of correlation of Job Satisfaction with job security was 0. 649. The coefficient of correlation of Job Satisfaction with individual development was 0.650.

Singh. G. (1999) studied *The study on Job satisfaction of teacher educators in relation to their attitude towards teaching*. The objectives of the study were to compare the Job Satisfaction of teacher educators with their attitude towards teaching, to compare the Job Satisfaction of male teacher educators with their attitude towards teaching To compare the job satisfaction of female teacher educators with their attitude towards teaching. The product moment correlation technique was used to find the relation between Job Satisfaction and attitude towards teaching. The major findings of the study were the Job Satisfaction of teacher educators was positively but not significantly related to their attitude towards teaching. The Job Satisfaction of male and female teacher educators was also positively but not significantly related to their attitude towards teaching.

Rana. A. (1993) studied *A Study on major factors influencing job satisfaction among secondary & higher secondary school teachers*. The main objectives of the study were to determine the level of Job Satisfaction among teachers in a specific school under study, to find out those academic duties that contribute to Job Satisfaction, to find out those academic duties that hinder Job Satisfaction. To find out those administrative duties which contribute to Job Satisfaction, to find out those

administrative duties which hinder Job Satisfaction, to identify those administrative/academic duties currently not performed that will if introduced, raise Job Satisfaction levels. Questionnaire was used to collect the data. The Major Findings found that respondents are fairly satisfied with their job as 13 out of 20 respondents have positively towards their job however their degree varies It was found that academic factors in terms of assign and setting of assignment, holding educational tours, developing various tours for teaching, searching various talented students and getting collective work done from them and taking tuitions enhance Job Satisfaction among teachers It was found that none of the academic factors decrease the Job Satisfaction level however respondents are on low positive scores with respect to the preparation of pupils cumulative card, administrative test, general supervision, administrative prayers.

Kaur. B. (1986) studied *Job Satisfaction of Home – Science Teachers : It's Relationship with Personal, Professional and Organizational Characteristics*. The main objectives of the study were to study the relationship between Personal Characteristics and Job Satisfaction Home Science Teachers, to examine the nature of the relationship between Personal Characteristics and Job Satisfaction of Home Science Teachers, to study the relationship between Organizational Characteristics and Job Satisfaction of Home Science Teachers, to Identify the factor structure underlying Personal, Professional and Organizational Characteristics and Job Satisfaction of Home Science Teachers. The data collected by Raven's Standard Progressive Matrices (1960) , The Jalota Socio Economic Status Scale, the Srivastava need Satisfaction Scale and Questionnaire (1963).The data were analysed through Factor Analysis & Step-Up Regression analysis. The major findings found that from among personal variables : (age, intelligence, socio- economic status & need satisfaction) need satisfaction including – physical security, social ego. It was found to be a correlate of Job Satisfaction, Professional Characteristics (experience, salary, qualification) did not act as a correlate of Job Satisfaction, Personal and Organizational Characteristics conjointly were found to be better predictors of Job Satisfaction than when taken separately, Job satisfaction and its various dimensions clustered together in factorial structure on the same general factor of satisfaction followed by the appearance of one or more dimensions of Job Satisfaction in subsequent group factors.

2.1.5 Emerging observation

- Most of the study have used Questionnaire as a tool for data collection.
- One study has used quota sampling technique Singh. S. (2012) and one study has used Lottery Random Sampling,(Agarwal. S. (2012))
- One study has used t-test for data analysis, (Singh. S. (2012))
- Kaur. B. (1986) had used factor analysis & step-up regression analysis for data analysis.
- Singh.G.(1999) has used Product Moment correlation Technique for data analysis.
- Majority of the study found that few factors are affecting level of Job Satisfaction are Salary, Gender, Age, experience.
- Personal and Organisational Characteristics conjointly were found to be better Predictors of Job Satisfaction (Kaur. B.(1986))
- Professional Characteristics did not act as a correlation of Job Satisfaction (Kaur. B. (1986))
- One Study of Singh. G.(1999) has studied Job Satisfaction in relation to their attitude towards teaching

2.1.6 Implications of the Studies

The Researcher came across the number of Studies Related to Job Satisfaction at different levels of Education. Teacher's Job Satisfaction was Studied by different researcher at different point of time. At Primary School level, 2 Studies were Conducted by Darmody .M. and Smyth E .(2010) and Chamundeswari and Vasanthi (2009), at Secondary level, 2 Studies were Carried out by Patel .S. (2011). Padmanabhaiah (1986), at Higher Secondary level, 10 Studies were carried out by Malik .V. (1993) Vaidya .M. (2012), Agarwal .S. (2012), Katoch .O. (2012), Singh .S. (2012), Patel .N. (2004), Solanki .J. (2005), Singh .G. (1999), Kaur .B. (1986), Rana .A. (1993). Only one study was conducted by Rana .A. (1993) at Secondary and higher Secondary level. Two Studies were conducted on commerce teachers by Solanki .J. (2005), and Patel .N. (2004) and one Study was conducted on teachers of Navodaya Vidyalaya by Metalia .B. (2006), one Study conducted by Patel .N. (2004) has Studied Job Satisfaction of Science, Arts and Commerce Teachers, only one Study, by Malik .V. (1993) has carried out on Job Satisfaction of Teacher's of

Kendriya Vidyalaya. Only one study, by Patel .N. (2004) has carried out comparative study on Job Satisfaction of science, Arts and commerce Teachers. Most of studies have adopted survey method and most of studies have employed Job Satisfaction Rating Scale, Open Ended Questionnaire with Personal Information scheduled as tools For data Collection. Only one Study by Solanki. J. (2005) has taken whole Population as Sample for the study.

Most of Studies have used quantitative techniques for data analysis. Few studies have used mixed Method (qualitative and quantitative) For data analysis, All studies have taken Pay / salary, qualification, teaching experience as one of the factors of Job Satisfaction of teachers. Few studies have considered personal factors namely age, marital status, gender as factors of Job Satisfaction of Teacher. Few studies have taken work condition, administrative work workload as factors of teacher's Job Satisfaction. Most of studies have found that experience, Professional growth, Pay / salary, recognition, responsibilities, administration, have direct correlation with teacher's Job Satisfaction. Most of studies revealed that workload, undefined working hours Job insecurity were moderately correlated with teacher's Job Satisfaction. The study conducted by Padmanabhaiah (1986) revealed that there was Satisfaction and teacher effectiveness.

For the reviewed literature related to Job Satisfaction researcher came across studies which were conducted on higher secondary level, and different medium of instruction, The researcher has not come across any study of Female's Teacher Educators. The Present study is an attempt to study Job b Satisfaction of female Teacher Educators.

2.1.7 Conclusion

This chapter provides a description about the reviews which were reviewed by the researcher for the study. By reviewing the related literature the researcher got the emerging observations and implications of the studies.

Chapter-3 Research Methodology

3.0 Introduction

The word research means to investigate thoroughly.

Research is the systematic process of collecting and analyzing information to increase our understanding of the phenomenon under study. It is the function of the researcher to contribute to the understanding of the phenomenon and to communicate that understanding to others.

In this Chapter, Research Methodology of the study is presented. The research Methodology indicates Research design, Population, Sample, Tools Technique used for data collection and data analysis technique.

3.1 Research Design

The Present study was descriptive in nature. The survey method was adopted for the study.

3.2 Population

The Population of the study comprised all Female Teacher Educators serving in B.Ed. Gujarati Medium Colleges of Sardar Patel University for academic year 2013-14. There were total 11 B.Ed. Gujarati Medium Colleges including Grant-in-Aid and Self Finance Colleges affiliated to Sardar Patel University. The list of B.Ed. Colleges is as follows.

List of Grant-in Aid B.Ed. College

	Name of B.Ed. College	Number of Female Teacher Educator
1.	Anand Education College, Anand	03
2.	M. B. Patel College of Education, Vidyanagar	10
3.	N. H. Patel College of Education	03
	Total	16

List of Self Finance B. Ed Colleges

Serial No.	Name of B. Ed College	Number of Female Teacher Educator
1.	Anand College of Education, Anand	03
2.	Christian College of Education, Anand	04
3.	Shri I. J. Patel B. Ed College, Mogri	05
4.	Bavisgam B. Ed College, Vidyanagar	05
5.	P. K. Inamdar College of Education, Bakrol	02
6.	P. M. Patel College of Education, Anand	02
7.	N. R. Patel Mahila B. Ed College, Karamsad	03
8.	Sardar Patel College of Education, Bakrol	03
	Total	27

There were total 16 Female Teacher Educators in the Grant-in-Aid Gujarati Medium B. Ed colleges and 27 Female Teacher Educators in the Self Finance colleges. The population for the present study consisted of 43 Female Teacher Educators serving in B. Ed Gujarati Medium Colleges of Sardar Patel University for academic year 2013-14.

3.3 Sample

The present study had undertaken the entire population as a sample.

For the present study, sample consisted of 14 Female Teacher Educators of Grant-in-Aid Gujarati Medium B. Ed colleges and 25 Female Teacher Educators of Self Finance Gujarati Medium B. Ed colleges were taken as sample. So, sample size was 39 Female Teacher Educators of B. Ed Gujarati Medium Colleges of Sardar Patel University for the academic year 2013-14.

The List of Female teacher Educators taken as sample is presented as follows:

List of Grant-in-Aid B. Ed Colleges

Serial No.	Name of B.Ed. College	Number of Female Teacher Educator
1.	Anand Education College, Anand	03
2.	M. B. Patel College of Education, Vidyanagar	08
3.	N. H. Patel College of Education	03
	Total	14

List of Self Finance B. Ed Colleges

Serial No.	Name of B. Ed College	Number of Female Teacher Educator
1.	Anand College of Education, Anand	03
2.	Christian College of Education, Anand	03
3.	Shri I. J. Patel B. Ed College, Mogri	05
4.	Bavisgam B. Ed College, Vidyanagar	05
5.	P. K. Inamdar College of Education, Bakrol	02
6.	P. M. Patel College of Education, Anand	02
7.	N. R. Patel Mahila B. Ed College, Karamsad	03
8.	Sardar Patel College of Education, Bakrol	02
	Total	25

3.4 Tool & Technique

To achieve the objectives of the study, the researcher had prepared and employed Job Satisfaction Scale and interview as tool and technique for data collection. The detailed description about each tool and technique was given as follows.

i. Job Satisfaction Scale

To study the status of Job Satisfaction of Female Teacher Educators of both Grant- in-Aid and Self Finance Colleges, Job Satisfaction Scale was prepared by the researcher. In the Job Satisfaction Scale, five point Likert Rating Scale were used 1 to 5 number in which 1 indicates High Dissatisfaction, 2 indicate

Dissatisfaction, 3 indicate Neutral, 4 indicate Satisfaction and 5 indicate High Satisfaction. The Job Satisfaction Scale consisted of 50 statements which has covered different components of Job Satisfaction as Salary, Workload, Relationship with Management, Responsibility, Relationship with Colleagues, Relationship with students, Gender Discrimination.

ii. Interview

Interview technique was used by the researcher. Through the Semi Structured Interview further information was collected to find out Job Satisfaction of Female Teacher Educators. Number of questions were asked by the researcher related to various components of Job Satisfaction to the Female Teacher Educators. The researcher had broadly framed interview questions priorly or taking interview of Female Teacher Educators.

3.5 Construction of Tools

Tool was constructed by the researcher for collecting data. The following steps were followed for tool construction:

Phase: 1 Deciding Components of Job Satisfaction:-

- The Researcher had taken a very first step for preparing tool for the study. To construct Job Satisfaction Scale researcher had discussed with teachers and academicians about various aspects of the tool. By this, the researcher got the clear idea about procedure for the construction of the Job Satisfaction Scale.
- Preparation of tool was really a very difficult task for researcher. The researcher had referred many Education Journals, Thesis, Articles, Dissertations and few related books for getting idea about the preparation of Job Satisfaction Scale.
- Based on review of related literature, researcher had decided few components of Job Satisfaction under the study.

Phase 2 Preparation of Job Satisfaction Scale

- Based on selected components of the Job Satisfaction, the researcher had planned out first draft of tool.
- The Likert five point Scale was used for Job Satisfaction Scale.

- The first draft was checked by the guide and as per corrections and suggestions, the researcher had made modifications in the Job Satisfaction Scale.

Phase 3 Finalization of Job Satisfaction Scale

- The researcher had made proper modifications as per guidance of guide. After that the researcher had given the Modified Job Satisfaction Scale to three Scholars in the field of education for their suggestions in Job Satisfaction Scale.
- Based on suggestions provided by the experts, the researcher had made modifications in the Job Satisfaction Scale and final Job Satisfaction Scale was prepared by the researcher.

3.6 Data Collection

As the study was survey type, the data were collected personally by the researcher for the study by administering tool and technique required for data collection. To Collect the data certain procedure adopted by the researcher. The procedure of collecting data was s follows:

- The researcher has taken prior permission from the B. Ed College Principals of Grant-in-Aid and Self Financed B. Ed Colleges for collecting data from Female Teacher Educators.
- The researcher Personally met to Female Teacher Educators serving in Grant-in Aid and Self Financed B. Ed Gujarati Medium colleges.
- The researcher administered Job Satisfaction Scale on Female Teacher Educators and also conducted Semi- structured interview with them.

3.7 Data Analysis

For the present study, t- test and percentage analysis were employed to analyze the data. Below in tabular form data analysis technique with reference to objective as presented:

No.	Objective	Data Analysis Technique
1	To Study the Job Satisfaction of Female Teacher Educators of Sardar Patel University.	Percentage Analysis
2	To Compare the Job Satisfaction of Female Teacher Educators of Self Financed and Grant-in-Aid B.Ed Colleges of Sardar Patel University.	t-test

3.8 Conclusion

The Chapter provides a description of the research methods used in the study. Methodological strategies recognized all participants, instrumentation, and data collection procedures are discussed.

Chapter-4 Data Analysis and Interpretation

4.0 Introduction

The present chapter is devoted to the analysis and interpretation of the collected data to achieve objectives and answer the research questions as presented in the initial chapter. The data collected through various tools were analyzed qualitatively and quantitatively to achieve the objectives. The percentage and t-test were used to analyze the data. Along with data analysis the data interpretation is presented in the chapter.

4.1 Objective wise Analysis

The data were analyzed objective wise. The objective wise data analysis and interpretation is presented as follows:

4.1.1 Objective 1 : To Study the Job Satisfaction of Female Teacher Educators of Sardar Patel University.

The Job Satisfaction of Female Teacher Educators were studied through Job Satisfaction Scale and Semi Structure interview techniques. The data collected through Job Satisfaction Scale were classified in to three categories to find out Job Satisfaction of Female Teacher Educators. The researcher has decided three categories of Job Satisfaction as Low Job Satisfaction, Moderate Job Satisfaction and High Job Satisfaction. The Job Satisfaction Scale was prepared on five points Scale as *Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree*. The score was allocated to each scale point as 5 to Strongly Agree, 4 to Agree, 3 to Nutural, 2 to Disagree and 1 to Strongly Disagree. The Job Satisfaction Scale consisted of 50 statements on various components of Job Satisfaction as taken under the study. The minimum score would be 50 and maximum score 250. The Low Job Satisfaction means the score obtained in the score range of 50-116, Moderate Job Satisfaction refers to score obtained in the score range 117-183 and High Job Satisfaction means score obtained in the score range 184- 250.

The overall Job Satisfaction of Female Teacher Educators divided into three categories: Low Job Satisfaction, Moderate Job Satisfaction and High Job Satisfaction.

Table No. 4.1.1 Overall Job Satisfaction of Female Teacher Educators of B. Ed Colleges

Type of college	Low Job Satisfaction	Moderate Job Satisfaction	High Job Satisfaction
Self financed	0.00%	84.00 %	16.00 %
Grant-in-Aid	0.00%	64.00 %	35.71 %

The above table reveals that Female Teacher Educators were having Moderate and High Job Satisfaction. The majority of the Female Teacher Educators were having Moderate Job Satisfaction at both Grant-in-Aid and Self Finance B.Ed. Gujarati Medium Colleges. 84% of the Female Teacher Educators of Grant-in-Aid B. Ed. Gujarati Medium Colleges and 64 % of the Female Teacher Educators of Self Finance B.Ed. Gujarati Medium Colleges were Moderately satisfied. 16 % of Female Teacher Educators of Grant-in-Aid B.Ed.Colleges and 35.71 % of Female Teacher Educators of Self Finance B. Ed Colleges were Highly Satisfied with their job. None of Female Teacher Educators of B.Ed. Colleges were having Low Job Satisfaction.

From the above data analysis, it was found that the Female Teacher Educators of B.Ed. Colleges were Highly Satisfied, Moderately Satisfied but it did not provide a clear idea about the Job Satisfaction of Female Teacher Educators with reference to the components of Job Satisfaction. So, to further understanding, Job Satisfaction of Female Teacher Educators of B. Ed. Colleges was analyzed component wise as follows:

4.1.1.1 Component wise Analysis of Job Satisfaction Female Teacher Educators of B.Ed. Colleges:

For the study, Various components of Job Satisfaction were taken. These Job Satisfaction components are Responsibility, Salary, Workload, Gender Discrimination, Relationship with Management, Relationship with Colleagues, and Relationship with Students. Each Job Satisfaction component wise data Analysis is presented as below:

(A) Responsibility:

Table No. 4.1.1.1 Job Satisfaction of Female Teacher Educators with respect to Responsibility component:

Level of Job Satisfaction	Percentage
Low	0.00%
Moderate	30.76 %
High	69.23 %

From the above table, it was found that 69.23 % of the Female Teacher Educators of B. Ed Colleges were Highly Satisfied with the Responsibility given to them whereas 30.76 % of the Female Teacher Educators were Moderately Satisfied with their Responsibility and none of the Female Teacher Educators of B.Ed. Colleges were having Low Job Satisfaction with reference to the Responsibility assigned to them. It indicates that Female Teacher Educators of B. Ed Colleges were Highly or Moderately Satisfied with their job with reference to responsibility as Component of Job Satisfaction.

(B) Salary

Table No. 4.1.1.2 Job Satisfaction of Female Teacher Educators of B. Ed colleges with respect to Salary component

Level of job satisfaction	Percentage
Low	0.00%
Moderate	74.36 %
High	25.64 %

The above table shows that 74.36 % of the Female Teacher Educators of B.Ed. Colleges were Moderately Satisfied with the salary provided to them whereas 25.64 % of the Female Teacher Educators are Highly Satisfied with their Salary and None of the Female Teacher Educators were having Low Job Satisfaction with reference to the salary provided to them. It indicates that Female Teacher Educators of B.Ed. Colleges were Moderately or Highly Satisfied with their job with reference to salary

as component of Job Satisfaction. Majority of the Female Teacher Educators of B.Ed. Colleges were Moderately Satisfied with their Salary.

(C) Workload

Table No. 4.1.1.3 Job Satisfaction of Female teacher educators with respect to workload component

Level of Job Satisfaction	Percentage
Low	0.00%
Moderate	61.54 %
High	38.46 %

From the above data, it was found that 61.54% of the Female Teacher Educators of B.Ed. Colleges were Moderately Satisfied with the workload provided to them whereas 38.46% of the Female Teacher Educators of B.Ed. Colleges were Highly Satisfied with the workload and None of the Female Teacher Educators of B.Ed. Colleges were having Low Job Satisfaction regarding workload. It indicates that Female Teacher Educators of B.Ed. Colleges were Moderately or Highly Satisfied with their job with reference to workload as one of the components of Job Satisfaction. Majority of Female Teacher Educators of B.Ed. Colleges were Moderately Satisfied with their workload in the Institution.

(D) Gender Discrimination

Table 4.1.1.4 Job Satisfaction of Female Teacher Educators of B.Ed. Colleges with respect to Gender Discrimination Component:

Level of Job Satisfaction	Percentage
Low	0.00%
Moderate	82.05 %
High	17.94 %

From the above table, it was found that 82.05 % of the Female Teacher Educators of B.Ed. Colleges were Moderately Satisfied with the Gender Discrimination whereas 17.94 % of the Female Teacher Educators of B.Ed. Colleges were Highly Satisfied with the Gender Discrimination and None of the Female Teacher Educators of B.Ed.

Colleges were having Low Job Satisfaction regarding Gender Discrimination. It indicates that Female Teacher Educators of B.Ed. Colleges were Moderately or Highly Satisfied with their job with reference to gender discrimination as component of Job Satisfaction. It means there was less gender discrimination in the educational institutions as in few institutions number of Female Teacher Staff is more than Male teaching staff. It also shows that majority of Female Teacher Educators were Moderately Satisfied with Gender Discrimination.

(E) Relationship with Management

Table No. 4.1.1.5 Job satisfaction of female teacher educators with respect to *relationship with management* Component:

Level of Job satisfaction	Percentage
Low	2.56 %
Moderate	23.08 %
High	74.36 %

The above table shows that 74.36 % of the Female Teacher Educators of B.Ed. Colleges were Highly Satisfied with the Relationship with Management whereas 23.08 % of the Female Teacher Educators of B.Ed. Colleges were Moderately Satisfied with the Relationship with Management and only 2.56 % of the Female Teacher Educators of B.Ed. Colleges were having Low Satisfaction regarding Relationship with Management as one component of Job Satisfaction. It indicates that Female Teacher Educators of B.Ed. Colleges were highly or Moderately Satisfied with their job with reference to relationship with management as component of Job Satisfaction and very few Female Teacher Educators of B.Ed. Colleges were Low Satisfied with respect to relationship with management. High Number of Female Teacher Educators of B.Ed. Colleges were having Satisfaction from their Relationship with Management.

(F) Relationship with colleagues

Table No. 4.1.1.6 Job Satisfaction of Female Teacher Educators of B.Ed. Colleges with respect to *relationship with colleagues* Component:

Level of Job Satisfaction	Percentage
Low	0.00%
Moderate	38.46 %
High	61.54 %

The above table indicates that 61.54 % of the Female Teacher Educators of B.Ed. Colleges were Highly Satisfied with their relationship with their colleagues whereas 38.46 % of the Female Teacher Educators of B.Ed. Colleges were moderately satisfied with their relationship with their colleagues. None of the Female Teacher Educators of B.Ed. Colleges were having Low Job Satisfaction with reference to the relationship with their colleagues. It indicates that Female Teacher Educators of B.Ed. Colleges were Highly or Moderately Satisfied with their job with reference to Relationship with Colleagues as component of Job Satisfaction. Majority of Female Teacher Educators of B.Ed. Colleges were having High Satisfaction from their Relationship with their Colleagues.

(G) Relationship with Students

Table No. 4.1.1.7 Job satisfaction of Female Teacher Educators of B.Ed. Colleges with respect to *relationship with their Students* component

Level of Job Satisfaction	Percentage
Low	0.00
Moderate	10.26 %
High	89.74 %

From the above table, it found that 89.74 % of the Female Teacher Educators of B.Ed. Colleges were Highly Satisfied to the relationship with the Students whereas 10.26 % of the Female Teacher Educators of B.Ed. Colleges were Moderately Satisfied with the Relationship with Students. None of the Female Teacher Educators of B.Ed.

Colleges were having Low Job Satisfaction with reference to the Relationship with their Students. It indicates that Female Teacher Educators of B.Ed. Colleges were Highly or Moderately Satisfied with their job with reference to Relationship with Students as component of Job Satisfaction.

From the above data analysis, it was found that all Female Teacher Educators of both Grant-in-Aid and Self Finance B.Ed. College were Moderately or Highly Satisfied with respect to components of Job Satisfaction. Only on one of the component of Job Satisfaction, Low Job Satisfaction was found. The Female Teacher Educators of B.Ed. colleges were having Low Job Satisfaction on Relationship with Management as component of Job Satisfaction.

4.1.2 Objective 2- To Compare Job Satisfaction of Female Teacher Educators of Self Financed B. Ed Colleges & Grant-in-Aid B. Ed Colleges of Sardar Patel University.

To achieve this objective, Job Satisfaction of Female Teacher Educators of Self Finance and Grant-in-Aid B. Ed Colleges were tested with the help of t-test. The analysis of the data is presented as follows:

Table No. 4.1.2.1 Comparison of the Job Satisfaction of Self Finance and Grant-in-Aid B.Ed colleges

Type of college	Mean	Standard Deviation	Standard error of Mean	df	t- value
Self- Financed B.Ed colleges	187.2	13.38	2.68	37	1.45
Grant-in-Aid B.Ed. Colleges	195.14	17.83	4.77		

The calculated t-value was tested at 0.05 and 0.01 significance level. The t value at 0.01 is 2.71 and at 0.05 is 2.02. The calculated t-value was 1.45. The $t_{(cal)} < t_{(0.01), (0.05)}$. It shows that the null hypothesis is not rejected as the t-value obtained was 1.45 which was lower at both the level of significance.

H₀: There will be no significance difference in the level of Job Satisfaction of Female Teacher Educators of Grant-In-Aid B. Ed. College and Self Finance B. Ed. College.

It means, there is no significance difference between the level of Job Satisfaction of Female Teacher Educators of Self Financed B.Ed. College and Grant-in- Aid B.Ed. Colleges. So, difference exist between Job Satisfaction of Female Teacher Educators of Self Finance B.Ed. Colleges and Grant-in-Aid B.Ed. Colleges.

The further investigation were carried out to find out whether Job Satisfaction of Female Teacher Educators of Grant-in-Aid B.Ed. College and Self Finance B.Ed. Colleges differ with reference to components of Job Satisfaction. The component wise analysis of Job Satisfaction of Teacher Educators of Grant- in- Aid B.Ed. College and self finance B.Ed. college is presented as follows:

Comparison of Job Satisfaction of Female Teacher Educators

(A) Responsibility

Table No.4.1.2.2 Comparison of Job Satisfaction of Female Teacher Educators with respect to Responsibility Component

Level of Job Satisfaction	Self finance college	Grant-in-Aid college
Low	0.00 %	0.00%
Moderate	40.00 %	14.28 %
High	60.00 %	85.71 %

From the above table, it was found that 60% of Female Teacher Educators of Self-Finance B.Ed. Colleges and 85.71% of Female Teacher Educators of Grant-in-Aid B.Ed. Colleges were Highly Satisfied With the Responsibility as Component of Job Satisfaction Whereas 40% of Female Teacher Educators of Self-Finance B.Ed. Colleges and 14.28% of Female Teacher Educators of Grant-in-Aid B.Ed. Colleges were Moderately Satisfied With the Responsibility as component of Job Satisfaction. None of the Female Teacher Educators of B.Ed. Colleges were having Low Job Satisfaction With reference to Responsibility as component of Job Satisfaction.

(B) Salary :

Table N0. 4.1.2.3. Comparison of Job Satisfaction of Female Teacher Educators with respect to Salary Component

Level of Job Satisfaction	Self Finance B.Ed. Colleges	Grant-in-Aid B.Ed. Colleges
Low	0.00%	0.00%
Moderate	96.00 %	35.71 %
High	4.00%	64.28 %

From the above table, it was found that 4% of Female Teacher Educators of Self-Finance B.Ed. Colleges and 64.28% of Female Teacher Educators of Grant-in-Aid B.Ed. Colleges were Highly Satisfied With the Salary as Component of Job Satisfaction Whereas 96% of Female Teacher Educators of Self-Finance B.Ed. Colleges and 35.71% of Female Teacher Educators of Grant-in-Aid B.Ed. Colleges were Moderately Satisfied with the Salary as component of Job Satisfaction. None of the Female Teacher Educators of B.Ed. Colleges were having Low Job Satisfaction with reference to Salary as component of Job Satisfaction.

(C) Workload

Table No. 4.1.2.4. Comparison of Job Satisfaction of Female Teacher Educators with respect to Workload Component

Level of Job Satisfaction	Self Finance B.Ed. Colleges	Grant-in-Aid B.Ed. Colleges
Low	0.00%	0.00%
Moderate	68.00%	50.00 %
High	32.00%	50.00 %

From the above table, it was found that 32% of Female Teacher Educators of Self-Finance B.Ed. Colleges and 50% of Female Teacher Educators of Grant-in-Aid B.Ed. Colleges were Highly Satisfied With the Workload as Component of Job Satisfaction Whereas 68% of Female Teacher Educators of Self-Finance B.Ed. Colleges and 50% of Female Teacher Educators of Grant-

in-Aid B.Ed. Colleges were Moderately Satisfied With the Workload as component of Job Satisfaction. None of the Female Teacher Educators of B.Ed. Colleges were having Low Job Satisfaction With reference to Workload as component of Job Satisfaction.

(D) Gender Discrimination

Table N0. 4.1.2.5 Comparison of Job Satisfaction of Female Teacher Educators with respect to Gender Discrimination Component

Level of Job Satisfaction	Self Finance B.Ed. Colleges	Grant-in-Aid B.Ed. Colleges
Low	0.00%	0.00%
Moderate	80.00%	92.85 %
High	20.00%	7.14 %

From the above table, it was found that 20% of Female Teacher Educators of Self-Finance B.Ed. Colleges and 7.14% of Female Teacher Educators of Grant-in-Aid B.Ed. Colleges were Highly Satisfied With the Gender Discrimination as Component of Job Satisfaction Whereas 80% of Female Teacher Educators of Self-Finance B.Ed. Colleges and 92.85% of Female Teacher Educators of Grant-in-Aid B.Ed. Colleges were Moderately Satisfied With the Gender Discrimination as component of Job Satisfaction. None of the Female Teacher Educators of B.Ed. Colleges were having Low Job Satisfaction With reference to Gender Discrimination as component of Job Satisfaction.

(E) Relationship with Management

Table N0. 4.1.2.6 Comparison of Job Satisfaction of Female Teacher Educators with respect to Responsibility Component

Level of Job Satisfaction	Self Finance B.Ed. Colleges	Grant-in-Aid B.Ed. Colleges
Low	4.00 %	0.00%
Moderate	24.00%	21.43 %
High	72 .00%	78.57 %

From the above table, it was found that 72% of Female Teacher Educators of Self-Finance B.Ed. Colleges and 78.57% of Female Teacher Educators of Grant-in-Aid B.Ed. Colleges were Highly Satisfied With the Relationship with Management as Component of Job Satisfaction Whereas 24% of Female Teacher Educators of Self-Finance B.Ed. Colleges and 21.43% of Female Teacher Educators of Grant-in-Aid B.Ed. Colleges were Moderately Satisfied With the Relationship with Management as component of Job Satisfaction. None of the Female Teacher Educators of B.Ed. Colleges were having Low Job Satisfaction With reference to Relationship with Management as component of Job Satisfaction.

(F) Relationship with Colleagues

Table No. 4.1.2.7 Comparison of Job Satisfaction of Female Teacher Educators with respect to Relationship with Colleagues Component

Level of Job Satisfaction	Self Finance B.Ed. colleges	Grant-in-Aid B.Ed. Colleges
Low	0.00%	0.00%
Moderate	32.00 %	50.00 %
High	68 .00%	50.00 %

From the above table, it was found that 68% of Female Teacher Educators of Self-Finance B.Ed. Colleges and 50% of Female Teacher Educators of Grant-in-Aid B.Ed. Colleges were Highly Satisfied With the Relationship with Colleagues as Component of Job Satisfaction Whereas 32% of Female Teacher Educators of Self-Finance B.Ed. Colleges and 50% of Female Teacher Educators of Grant-in-Aid B.Ed. Colleges were Moderately Satisfied With the Relationship with Colleagues as component of Job Satisfaction. None of the Female Teacher Educators of B.Ed. Colleges were having Low Job Satisfaction With reference to Relationship with Colleagues as component of Job Satisfaction.

(G)Relationship with Students

Table No. 4.1.2.8 Comparison of Job Satisfaction of Female Teacher Educators with respect to Relationship with Students Component

Level of Job Satisfaction	Self Finance B.Ed. Colleges	Grant-in-Aid B.Ed. Colleges
Low	0.00 %	0.00%
Moderate	12.00 %	7.14 %
High	88.00 %	92.85 %

From the above table, it was found that 88% of Female Teacher Educators of Self-Finance B.Ed. Colleges and 92.85% of Female Teacher Educators of Grant-in-Aid B.Ed. Colleges were Highly Satisfied With the Relationship with Students as Component of Job Satisfaction Whereas 12% of Female Teacher Educators of Self-Finance B.Ed. Colleges and 7.14% of Female Teacher Educators of Grant-in-Aid B.Ed. Colleges were Moderately Satisfied With the Relationship with Students as component of Job Satisfaction. None of the Female Teacher Educators of B.Ed. Colleges were having Low Job Satisfaction With reference to Relationship with Students as component of Job Satisfaction.

4.2 Conclusion

The chapter provides a description of the techniques used in analysis of the data by the researcher and the data interpretations of the study also provided in the chapter. The data were analyzed quantitatively as well as qualitatively. The whole procedure of data analysis is presented in the chapter.

Chapter 5: Findings, Implications and Suggestions

5.0 Introduction

The major findings of the study were derived based on data analysis and interpretation of data collected from the Female Teacher Educators of Sardar Patel University. This chapter includes findings which were drawn by the researcher after analyzing all collected data. Implications and Suggestions for further studies are presented.

5.1 Major Findings

- Majority of the Female Teacher Educators of B.Ed. Colleges Highly were highly or and moderately satisfied with their job with reference to responsibility as Component of Job Satisfaction.
- Majority of the Female Teacher Educators of B.Ed. Colleges were moderately satisfied with their job with reference to salary as Component of Job Satisfaction.
- Majority of the Female Teacher Educators of B.Ed. Colleges were moderately satisfied with their job with reference to work load as Component of Job Satisfaction.
- Majority of the Female Teacher Educators B.Ed. Colleges were moderately satisfied with their job with reference to gender discrimination as Component of Job Satisfaction.
- Majority of the Female Teacher Educators of B.Ed. Colleges were highly satisfied with their job with reference to relationship with management as Component of Job Satisfaction.
- Majority of the Female Teacher Educators of B.Ed. Colleges were highly satisfied with their job with reference to relationship with colleagues as Component of Job Satisfaction.
- Majority of the Female Teacher Educators of B.Ed. Colleges were highly satisfied with their job with reference to relationship with students as Component of Job Satisfaction.
- There were no significant difference found in the Job Satisfaction of Female Teacher Educators of Grant-in-Aid B.Ed. College and Self Finance B.Ed. College.

- Female Teacher Educators B.Ed. Colleges of Grant-in-Aid and Self Finance B.Ed. Colleges were highly satisfied with the responsibilities assigned to them.
- There was difference in the level of Job Satisfaction of Female Teacher Educators of Grant- in-Aid and Self Finance B.Ed. College with reference to the salary component. The Teacher Educators of Grant-in-Aid B.Ed. colleges were more satisfied compared to Self Finance Teacher Educators of Colleges.
- The Teacher Educators of Grant-in-Aid and Self Finance B.Ed. Colleges were moderately satisfied with component of gender discrimination. The Female Teacher Educators of Grant-in-Aid B.Ed. Colleges were more satisfied than the Female Teacher Educators of Self Finance B.Ed. College with reference to gender discrimination. In Most of B.Ed. Colleges numbers of Female Teacher Educators were More compared to Male Teacher Educators which could be one of the reason for Component of Job Satisfaction.
- There was mix response found with respect to relationship with management. Female Teacher Educators of Self Finance B.Ed. Colleges were having low Job Satisfaction whereas Female Teacher Educators of Grant in Aid B.Ed. colleges were having Moderate or High Satisfaction with respect to this component of Job Satisfaction.
- Female Teacher Educators of Self Finance B.Ed. colleges were Moderately Satisfied with their workload whereas equal number of response provided by Female Teacher Educators of Grant-in-Aid College.
- Female Teacher Educators of Self Finance B.Ed. Colleges were having high Job Satisfaction with their relationship with their colleagues compare to Female Teacher Educators of Grant-in-Aid Colleges.
- Female Teacher Educators of Self Finance B.Ed. Colleges and Grant in Aid B.Ed. Colleges were having High Job Satisfaction with reference to relationship with Students as component of Job Satisfaction.
- Female Teacher Educators of Self Finance B.Ed Colleges were having High Job Satisfaction with their relationship with their colleagues compare to Female Teacher Educators of Grant-in-Aid Colleges.

5.2 Implications of the Study

The implications of the study are given as follows:

5.2.1 For the College Management:-

The government has to take certain steps to enhance Job Satisfaction of Female Teacher Educators in both Grant-in-Aid and Self Finance B. Ed Colleges.

- The College Management has to take certain steps to enhance Job Satisfaction of their Female Teacher Educators by providing them more autonomy for taking decisions.
- The College Management has to involve them in decision making process of the College.
- The management has to provide more opportunities to attain different professional development Programmes.
- The researcher found Moderate Job Satisfaction with respect to Gender Discrimination so, to establish the relationship between the male and female involve them in group discussion.
- Generally, Female's Views are always neglected by the Male counterparts so, equal preference must be given to both Male and Female's Views.

5.2.2 For the Educational Administrator:-

For Satisfaction of Female Teacher Educators, the Educational Administrator has to take the following steps:

- There are many Female teacher Educators who are working as assistant professor or associate professor so making them permanent in the college to provide job security.
- The Researcher found that most of the Female Teacher Educators of Self Finance Colleges are dissatisfied with their salary compared to Female teacher Educators of Grant-in-Aid B.Ed. Colleges so increase in salary of Female Teacher Educators, as per their qualification and teaching experience.

5.3 Suggestions for further studies

The suggestions for further studies are as under :

- The Researcher has carried out her study on the female teacher educators of Sardar Patel University but the Job Satisfaction of Teacher Educators may differ from place to place as there are many local factors which influence the Job satisfaction. So, there may be further researches and studies about Job Satisfaction of Teacher Educators at different.
- The researcher strongly feels that research should focus on other components of Job Satisfaction to study Job Satisfaction of Female Teacher Educators.
- Comparative research should be conducted on Female Teacher Educators serving in different Universities to study the status of their Job Satisfaction.
- Comparative research should be conducted on Female Teacher Educators serving in B.Ed. colleges having different medium of instruction.
- Correlated study should be carried out to study the correlation between different components of Job Satisfaction of Female Teacher Educators OF B.Ed. colleges.
- Comparative Study should be conducted on Female and Male Teacher Educators of B.Ed. Colleges.

5.4 Conclusion

There was no much difference in the Job Satisfaction of Female Teacher Educators serving in grant-in-Aid and Self Finance B.Ed. colleges. All Female Teacher Educators were highly or Moderately Satisfied with their job with reference to relationship with colleagues, relationship with students, relationship with management, responsibility as components of Job satisfaction. All Female Teacher Educators were moderately or Highly Satisfied with their job with reference to salary, workload, gender discrimination as components of Job Satisfaction. The salary is one of important component of the Job Satisfaction which affects the level of Job Satisfaction of Female Teacher Educators of B.Ed. colleges. The Female Teacher Educators of Self Finance B.Ed. colleges were moderately satisfied with the salary gained by them.

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Appendix – 1

List of B. Ed. Colleges of Sardar Patel University

No.	Name of B.Ed. Colleges
1.	Anand Education College, Anand
2.	M. B. Patel College of Education, Vidyanagar
3.	N. H. Patel College of Education
4.	Anand College of Education, Anand
5.	Christian College of Education, Anand
6.	Shri I. J. Patel B. Ed College, Mogri
7.	Bavisgam B. Ed College, Vidyanagar
8.	P. K. Inamdar College of Education, Bakrol
9.	P. M. Patel College of Education, Anand
10.	N. R. Patel Mahila B. Ed College, Karamsad
11.	Sardar Patel College of Education, Bakrol

Appendix – 2
Job Satisfaction Scale

વે મેઈડ કોલેજ ઓફ એજ્યુકેશન

માર્ગદર્શક

તપાસનીશ

ડો. શીતલ હેલૈયા

અંકિતા વાઘેલા

માનનીય અધ્યાપક-ગણ.

હું એમ.એડ. કરું છું. મારે એમ.એડ ના ભાગરૂપે સંશોધન કાર્ય કરવાનું હોવાથી સંશોધન માટે જરૂરી માહિતી મેળવવા નોકરી સંબંધિત કેટલાક વિધાનોનો આ સ્કેલમાં સમાવેશ કરવામાં આવ્યો છે. આપના તરફથી યોગ્ય માહિતી મેળવવા સહકારની અપેક્ષા રાખું છું.

વૈયક્તિક માહિતી

સ્ત્રીમતિ/ડી.:

કોલેજનું નામ :

સરનામું :

કોલેજનો પ્રકાર : સરકારી/ બિનસરકારી

અનુભવ (વર્ષો) :

વિષય નિષ્ણાંત :

હોદ્દો: ૧. પ્રોફેસર () ૨. અસોસિયેટ પ્રોફેસર () ૩. આસીસ્ટન્ટ પ્રોફેસર ()
૪. આચાર્ય ()

નોકરીનો પ્રકાર :

સૂચના:-

- નીચે આપેલ સ્કેલ પાંચ વિકલ્પનો છે; જેમાં સંપૂર્ણ સંમત, સંમત, તટસ્થ, અસંમત, સંપૂર્ણ અસંમત નો સમાવેશ કરવામાં આવ્યો છે.
- સ્કેલમાં કુલ ૫૦ વિધાનો છે, જેની સામે પાંચ વિકલ્પો આપવામાં આવ્યા છે. તેમાંથી તમને વિધાન માટે યોગ્ય લાગતા વિકલ્પ સામે ‘√’ ની નિશાની કરવી.
- તમારા દ્વારા આપવામાં આવતી માહિતીને ગુપ્ત રાખવામાં આવશે તેમજ તે માહિતીનો ઉપયોગ સંશોધનના હેતુથી કરવામાં આવશે.

ક્રમ	વિધાન	સંપૂર્ણ સંમત	સંમત	તટસ્થ	અસંમત	સંપૂર્ણ અસંમત
૧.	કોલેજ દ્વારા સોંપવામાં આવેલ જવાબદારી અધ્યાપકની યોગ્યતા મુજબની છે.					
૨.	કોલેજ દ્વારા આપવામાં આવેલ જવાબદારી માટે લાયકાતને ધ્યાનમાં લેવાતી નથી.					
૩.	કોલેજ માં શિક્ષણકાર્યની જવાબદારી અદા કરવા માટે કાળવાયેલો સમય પૂરતો છે.					
૪.	કોલેજ માં શિક્ષણકાર્યની સાથે સહ અભ્યાસ પ્રવૃત્તિઓ પર ધ્યાન આપી શકાતું નથી.					
૫.	કોલેજના અભ્યાસક્રમનું સેમેસ્ટરમાં રૂપાંતર થવાથી જવાબદારી વધી છે.					
૬.	કોલેજ દ્વારા અપાતા પગારથી સંતોષ છે.					
૭.	કોલેજ દ્વારા પગાર યોગ્યતા અનુસાર ચૂકવવામાં આવે છે.					
૮.	કોલેજ ના એક જ ક્ષેત્રનાં તમામ અધ્યાપકોનું વેતન સમાન હોવું જોઈએ.					
૯.	કોલેજ દ્વારા કાર્યભારને ધ્યાનમાં રાખી પગાર નક્કી કરેલ છે.					
૧૦.	કોલેજ દ્વારા પગારની સાથે અન્ય ભથ્થા ચૂકવવામાં આવે છે.					
૧૧.	કોલેજ દ્વારા પગારની સમયસર ચૂકવણી થાય છે.					

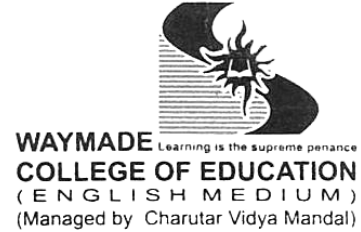
૧૨.	કોલેજ દ્વારા પગારની ચુકવણી સિન્યોરીટી મુજબ થાય છે.					
૧૩.	કોલેજમાં ચુકવતા તમામ અધ્યાપકોના વેતનમાં તકાવત તેમના કાર્યભાર મુજબ રાખેલ છે.					
૧૪.	કોલેજ દ્વારા સોપેલ જવાબદારી મુજબ પગારની ચુકવણી થવી જોઈએ.					
૧૫.	કોલેજ દ્વારા અપાતા પગારની વધ- ઘટ માટે અધ્યાપકની લાયકાતને કારણ ગણી શકાય.					
૧૬.	કોલેજમાં જાતિ મુજબ કાર્યની વહેંચણી કરવામાં આવે છે.					
૧૭.	કોલેજમાં શિક્ષણકાર્ય ઉપરાંતની પ્રવૃત્તિ માટે ભથ્થાની ચુકવણી કરવામાં આવે છે.					
૧૮.	કોલેજમાં વેકેશન માટે પગાર ચુકવવામાં આવે છે.					
૧૯.	કોલેજના વ્યવસ્થાતંત્રની કામગીરી નિયમિત છે.					
૨૦.	કોલેજનાં વ્યવસ્થાતંત્ર દ્વારા કર્મચારીઓને યોગ્ય સુવિધા પૂરી પાડવામાં આવે છે.					
૨૧.	કોલેજમાં વ્યવસ્થાતંત્રના સભ્યો સહકારયુક્ત કામગીરી બજાવે છે.					
૨૨.	કોલેજનાં વ્યવસ્થાતંત્રનું વર્તન સ્ત્રી અધ્યાપકો અને પુરુષ અધ્યાપકો પ્રત્યે સમાન છે.					
૨૩.	કોલેજ દ્વારા સોપેલ જવાબદારીની અસરકારકતા વધારવા સહકર્મચારીની ભાગીદારી ધ્યાનમાં લેવામાં આવતી નથી.					
૨૪.	કોલેજમાં સહકર્મચારીઓ વચ્ચેની આદર-ભાવ યોગ્ય છે.					
૨૫.	કોલેજમાં કામગીરી બજાવતા વડીલ અધ્યાપકો (સિનિયર) અને યુવા અધ્યાપકોની (જુનિયર) વિચારધારામાં તકાવત જોવા મળે છે.					
૨૬.	કોલેજમાં વડીલ-અધ્યાપકોની (સિનિયર) કામગીરી યુવા- અધ્યાપકોને (જુનિયર) સોંપાતી હોવાથી મતભેદ થાય છે.					
૨૭.	કોલેજનાં સહ કર્મચારીઓ પોતાના વિચારોની સહકારપૂર્વક આપ-લે કરે છે.					
૨૮.	શિક્ષણકાર્ય દરમિયાન વિદ્યાર્થીઓની ભાગીદારી અનિવાર્ય ગણવી જોઈએ.					
૨૯.	અધ્યાપકોના કામગીરી મૂલ્યાંકનમાં વિદ્યાર્થીઓનો					

	પ્રતિસાદ ધ્યાનમાં લેવામાં આવે છે.					
૩૦.	કોલેજમાં પુરુષ અધ્યાપકો અને સ્ત્રી અધ્યાપકોના કાર્યભારમાં તફાવત કરવામાં આવતો નથી.					
૩૧.	કોલેજમાં સ્ત્રી અધ્યાપકો પુરુષ અધ્યાપકો દ્વારા માર્ગદર્શન મેળવતા હોય છે.					
૩૨.	કોલેજમાં સેમેસ્ટર પદ્ધતિના કારણે અધ્યાપકો પર કાર્યભાર વધી ગયો છે.					
૩૩.	કોલેજમાં કાર્યભારની સાપેક્ષમાં સમય પૂરતો નથી.					
૩૪.	કોલેજમાં કાર્યભાર મુજબ પગાર ચુકવણી થાય છે.					
૩૫.	કોલેજ દ્વારા કાર્યભારની વહેંચણી માટે યોગ્યતાનો ચકાસણી કરેલ છે.					
૩૬.	કોલેજમાં સ્ત્રી અધ્યાપકો અને પુરુષ અધ્યાપકો વચ્ચેના સામાજિક દરજ્જામાં તફાવત જોવા મળે છે.					
૩૭.	અધ્યાપકોની કામગીરીને સમય સમય પર પ્રોત્સાહિત કરવામાં આવે છે.					
૩૮.	કોલેજમાં ઉચ્ચ સત્તામાં જાતિ મુજબ તફાવત કરવામાં આવતો નથી.					
૩૯.	સરકારના નિયમો મુજબ, સ્ત્રી અધ્યાપકોને પગારની સાથે તેમના માટે નક્કી કરેલા અન્ય લાભ આપવામાં આવે છે.					
૪૦.	અધ્યાપક તરીકેની નિમણૂક માટે જાતિને એક માપદંડ ગણવામાં આવે છે.					
૪૧.	કોલેજમાં સ્ત્રી અધ્યાપકો માટે પૂરતી સુવિધા પૂરી પાડવામાં આવે છે. દા.ત. સ્ત્રી ખંડ, સ્ટાફ રૂમ વગેરે....					
૪૨.	કોલેજ દ્વારા સ્ત્રી અધ્યાપકો માટે વર્ષની નક્કી કરેલ રજાઓ ઉપરાંત વધારાની રજાઓ આપવામાં આવે છે. દા.ત. પ્રસુતિ રજા					
૪૩.	વિદ્યાર્થીઓ સ્ત્રી અધ્યાપકો સાથે વધુ તાદાત્મ્ય અનુભવે છે.					
૪૪.	મને ખુશીનો અનુભવ થાય છે, જ્યારે વિદ્યાર્થીઓ મારા કાર્યથી સંતોષ અનુભવે છે.					
૪૫.	કોલેજના વ્યવસ્થાતંત્ર દ્વારા નિર્ણય લેતી વખતે સ્ત્રી અધ્યાપકોના મંતવ્યોને ધ્યાનમાં લેવામાં આવે છે.					
૪૬.	કોલેજમાં પુરુષ અધ્યાપકોનું સામાજિક પ્રવૃત્તિઓમાં					

	વધુ ભાગીદારી જોવા મળે છે.					
૪૭.	કોલેજ દ્વારા સોંપાયેલ કાર્યભાર અધ્યાપકોની ક્ષમતા મુજબ નક્કી કરવામાં આવે છે.					
૪૮.	કોલેજમાં પુરુષ અધ્યાપકો કરતાં સ્ત્રી અધ્યાપકોને વધુ શૈક્ષણિક જવાબદારી સોંપવામાં આવે છે.					
૪૯.	કોલેજમાં પુરુષ અધ્યાપકો અને સ્ત્રી અધ્યાપકો વચ્ચે સંકલન છે.					
૫૦.	કોલેજમાં અધ્યાપકોનું તમામ વિદ્યાર્થીઓ પ્રત્યે લોકશાહીયુક્ત વલણ છે.					

Appendix - 3

Dr. Sulabha Natraj
Professor & Head



WM/13-14/268

02/12/2013

To
The Principal

Subject: Permission to collect the data for Dissertation

Sir/ Madam

The Waymade College of Education has started M.Ed. programme from the academic year (i.e. 2010-2011). As part of the M.Ed. programme, students have to do dissertation work. For that they have to collect the data.

I request you to please allow Ms. Ankita Baghela for the same from _____ to _____ December 2013.

Thanking you,

Yours truly,

Dr. Bharti Rathore
(Coordinator M.Ed.)

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