



Teaching Profession and Job Satisfaction: A Comparative Study of Teachers in B.Ed. Colleges of Dhanbad

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Abstract: *Teaching is a vital profession that contributes significantly to individual development and national progress. The effectiveness of teacher education largely depends on the professional commitment and job satisfaction of teacher educators, which influence teaching quality, research productivity, institutional commitment, and the preparation of future teachers. With the rapid expansion of B.Ed. colleges in India, particularly private self-financed institutions, disparities in salary, service conditions, workload, organizational climate, and professional development opportunities have emerged, making it necessary to examine teachers' job satisfaction across different institutional settings.*

The present study investigated the level of job satisfaction among teacher educators working in B.Ed. colleges of Dhanbad district, Jharkhand, and compared it across selected demographic and institutional variables. The study adopted a descriptive survey method with a comparative research design. A sample of 100 teacher educators (50 from government/government-aided and 50 from private B.Ed. colleges) was selected using the stratified random sampling technique. Data were collected through a Teacher Job Satisfaction Scale (TJSS) and a Personal Information Schedule (PIS). The collected data were analyzed using Mean, Standard Deviation, independent samples t-test, ANOVA, Pearson's Product Moment Correlation, and multiple regression analysis.

The findings revealed that teacher educators possessed a moderately high level of job satisfaction. Significant differences were observed with respect to institutional type and teaching experience, while no significant gender differences were found. Organizational climate, salary, leadership support, and professional development emerged as significant predictors of job satisfaction. The study offers useful implications for educational administrators and policymakers to improve faculty welfare and strengthen teacher education institutions.

Keywords: *Teaching Profession, Job Satisfaction, Teacher Educators, B.Ed. Colleges, Teacher Education, Dhanbad District, Organizational Climate.*

Introduction: Education is a fundamental instrument for individual development, social transformation, and national progress, with teachers playing a pivotal role in determining the quality and effectiveness of the education system. Teacher education institutions are therefore crucial, as they prepare future teachers who contribute to the development of society and the nation (UNESCO, 2015; NEP, 2020).

Over the past three decades, teacher education in India has expanded considerably, particularly with the growth of private institutions. The National Education Policy (NEP) 2020 emphasizes the preparation of professionally competent, innovative, and ethically committed teachers through multidisciplinary education, continuous professional development, and institutional quality enhancement (Government of India, 2020). Consequently, teacher educators have assumed greater responsibilities in teaching, mentoring, research, curriculum development, and institutional administration.

Job satisfaction is a significant determinant of teachers' professional effectiveness and organizational commitment. It reflects the extent to which teachers derive fulfillment from their profession and influences teaching quality, creativity, motivation, productivity, and student learning outcomes (Locke, 1976; Spector, 1997). Teacher educators who experience higher job satisfaction are generally more committed to their profession, whereas dissatisfaction may lead to stress, burnout, absenteeism, and reduced instructional effectiveness (Herzberg, 1959).

Both intrinsic factors, such as professional autonomy, recognition, achievement, and opportunities for growth, and extrinsic factors, including salary, workload, leadership, job security, institutional support, and promotion, significantly influence teachers' job satisfaction (Herzberg, 1959; Dinham & Scott, 1998). Previous studies have shown that supportive organizational climate and collegial relationships enhance professional satisfaction, while inadequate remuneration and limited career advancement reduce it (Skaalvik & Skaalvik, 2017; Collie et al., 2012).

The rapid privatization of teacher education in India has created disparities between government and private B.Ed. colleges in terms of salary, service conditions, research opportunities, infrastructure, and professional development, which may influence teacher educators' job satisfaction (Government of India, 2020). Dhanbad district of Jharkhand has witnessed considerable growth in teacher education institutions; however, empirical research examining the professional satisfaction of teacher educators in this region remains limited.

Review of Related Literature

Klassen and Chiu (2010) examined teacher self-efficacy, occupational stress, and job satisfaction among secondary school teachers. Their study demonstrated that teachers with higher professional confidence reported greater job satisfaction, whereas increased workload and emotional exhaustion negatively influenced satisfaction.

Collie, Shapka, and Perry (2012) found that supportive school leadership, collaborative organizational climate, and teacher autonomy significantly enhanced professional satisfaction and organizational commitment. Their study highlighted the importance of institutional support in maintaining teachers' psychological well-being.

Skaalvik and Skaalvik (2017) reported that emotional support from institutional leaders, manageable workload, and opportunities for professional development were among the strongest predictors of teacher job satisfaction. They also observed that occupational stress and work-family conflict reduced teachers' professional commitment.

Patel and Patel (2019) studied teacher educators in Gujarat and concluded that institutional leadership, collegial support, research opportunities, and professional development programmes significantly influenced job satisfaction.

Rani and Singh (2020) examined teacher educators during the implementation of digital learning initiatives. They reported that teachers who received institutional support for technology integration experienced higher professional satisfaction than those lacking adequate resources.

Kumar, Verma, and Sharma (2021) found that supportive leadership, professional autonomy, and work-life balance significantly predicted job satisfaction among higher education teachers. They also reported that excessive administrative workload negatively affected teachers' professional well-being.

Yadav and Mishra (2022) investigated the impact of organizational climate on teacher educators' satisfaction in teacher education institutions. Their study concluded that democratic leadership, transparent administration, and effective communication enhanced organizational commitment and job satisfaction.

Gupta and Sharma (2023) reported that opportunities for research, faculty development programmes, digital infrastructure, and participative management significantly improved job satisfaction among teacher educators in Indian higher education institutions.

Research Gap: Although numerous studies have examined teachers' job satisfaction, limited attention has been given to teacher educators working in B.Ed. colleges, particularly in Jharkhand and Dhanbad district. Comparative studies involving government, government-aided, and private B.Ed. colleges are scarce. Existing research has mainly focused on salary and service conditions, while factors such as organizational climate, leadership, professional autonomy, and career development remain underexplored. Moreover, the implementation of NEP 2020 has transformed teacher education, creating a need for updated empirical studies on teacher educators' professional experiences. The present study addresses these gaps by comparatively examining the teaching profession and job satisfaction of teachers in B.Ed. colleges of Dhanbad.

Need and Significance of the Study: Teacher educators play a vital role in preparing competent and professionally committed teachers, and their job satisfaction directly influences teaching quality, research productivity, and institutional effectiveness. With the rapid expansion of B.Ed. colleges, especially private institutions, disparities in salary, workload, service conditions, and professional opportunities have increased. Since limited research has been conducted in Dhanbad district, this study seeks to compare job satisfaction among teachers of different B.Ed. colleges, identify factors influencing professional satisfaction, and provide recommendations for improving faculty welfare, organizational climate, and institutional performance. The findings will support policymakers, educational administrators, and institutions in implementing effective human resource practices aligned with the objectives of NEP 2020.

Statement of the Problem: The quality of teacher education depends largely on the professional competence and job satisfaction of teacher educators. Despite the rapid expansion of government and private B.Ed. colleges, considerable differences exist in salary, workload, job security, leadership, infrastructure, and opportunities for professional development, which may affect teachers' job satisfaction. The reforms introduced under NEP 2020 have further increased the responsibilities of teacher educators, making supportive institutional environments more essential than ever. However, empirical studies examining job satisfaction among teacher educators in Dhanbad district remain limited. Therefore, the present study investigates and compares the teaching profession and job satisfaction of teachers working in different B.Ed. colleges of Dhanbad to identify key influencing factors and provide evidence-based recommendations for strengthening teacher education institutions.

Objectives of the Study

1. To study the level of job satisfaction among teacher educators working in B.Ed. colleges of Dhanbad district.
2. To compare the job satisfaction of teacher educators working in government/government-aided and private B.Ed. colleges.
3. To compare the job satisfaction of male and female teacher educators working in B.Ed. colleges of Dhanbad district.

4. To examine the differences in job satisfaction among teacher educators with different levels of teaching experience.
5. To examine the relationship between professional commitment and job satisfaction among teacher educators.
6. To investigate the relationship between organizational climate and job satisfaction among teacher educators.
7. To identify the significant predictors of job satisfaction among teacher educators with reference to salary, organizational climate, professional development, and leadership support.

Hypotheses of the Study

H₀₁: There is no significant difference in the job satisfaction of teacher educators working in government/government-aided and private B.Ed. colleges of Dhanbad district.

H₀₂: There is no significant difference in the job satisfaction of male and female teacher educators working in B.Ed. colleges of Dhanbad district.

H₀₃: There is no significant difference in the job satisfaction of teacher educators with different levels of teaching experience.

H₀₄: There is no significant relationship between professional commitment and job satisfaction among teacher educators.

H₀₅: There is no significant relationship between organizational climate and job satisfaction among teacher educators.

H₀₆: Salary, organizational climate, professional development, and leadership support do not significantly predict the job satisfaction of teacher educators.

Research Methodology

Method: The present study adopted the descriptive survey method, which is appropriate for collecting information about the existing level of job satisfaction among teacher educators and comparing it across different categories of B.Ed. colleges. The survey method facilitates the collection of reliable data from a representative sample and enables the examination of the influence of personal and institutional factors on job satisfaction.

Research Design: A comparative research design was employed to compare the level of job satisfaction among teacher educators working in different B.Ed. colleges of Dhanbad district. The study focused on variations in job satisfaction with respect to the type of institution, gender, and teaching experience.

Population of the Study: The population comprised all teacher educators working in NCTE-recognized B.Ed. colleges affiliated with the concerned university in Dhanbad district, Jharkhand. The study included teachers from both government/government-aided and private self-financed B.Ed. colleges.

Sample and Sampling Technique: A sample of 100 teacher educators was selected using the stratified random sampling technique to ensure adequate representation from different categories of institutions. The sample consisted of 50 teachers from government/government-aided B.Ed. colleges and 50 teachers from private B.Ed. colleges. Both male and female teacher educators with varying years of teaching experience were included to enhance the representativeness of the sample.

Research Instruments: The following instruments were used for data collection:

Personal Information Schedule (PIS): A Personal Information Schedule developed by the researcher was used to collect demographic information such as age, gender, educational qualification, teaching experience, designation, and type of institution.

Teacher Job Satisfaction Scale (TJSS): A standardized Teacher Job Satisfaction Scale (TJSS) was administered to measure the level of job satisfaction among teacher educators. The scale assessed multiple dimensions, including salary, promotion, work environment, leadership, interpersonal relationships, professional autonomy, workload, job security, and opportunities for professional development.

Validity and Reliability of the Instruments: The content validity of the instruments was established through expert review by specialists in education and educational psychology. The standardized Teacher Job Satisfaction Scale had established psychometric properties, and its reliability was confirmed using Cronbach's Alpha, yielding a reliability coefficient of above 0.80, indicating high internal consistency.

Procedure of Data Collection: Prior to data collection, formal permission was obtained from the principals of the selected B.Ed. colleges. The objectives of the study were clearly explained to the participants, and informed consent was obtained. The respondents were assured of the confidentiality of their responses and informed that the data would be used solely for academic research purposes. The questionnaires were administered personally by the researcher and collected after completion.

Statistical Techniques Used: The collected data were coded, classified, tabulated, and analyzed using appropriate statistical techniques. Descriptive statistics, including Mean and Standard Deviation, were used to summarize the data. The independent samples t-test was employed to compare the job satisfaction of teachers working in government/government-aided and private B.Ed. colleges, as well as differences based on gender. One-way Analysis of Variance (ANOVA) was used to examine differences in job satisfaction with respect to teaching experience, while Pearson's Product Moment Correlation was applied to determine the relationship between the selected variables. All hypotheses were tested at the 0.05 level of significance.

Data Analysis

Objective 1: To study the level of job satisfaction among teachers working in B.Ed. colleges of Dhanbad District.

Table 1: Descriptive Statistics of Job Satisfaction Scores

Variable	N	Mean	SD	Minimum	Maximum
Job Satisfaction	100	148.72	15.63	112	181

Table 1 shows that the mean job satisfaction score of the teacher educators is **148.72** with a standard deviation of **15.63**. The scores range from **112 to 181**, indicating moderate variability among the respondents. The findings suggest that the teacher educators possess a **moderately high level of job satisfaction**.

Objective 2: To compare the job satisfaction of teachers working in Government and Private B.Ed. colleges.

H₀₁: There is no significant difference in the job satisfaction of teachers working in Government and Private B.Ed. colleges.

Table 2: Comparison of Job Satisfaction Based on Type of Institution

Institution	N	Mean	SD	t-value	p-value
Government/Govt.-Aided	50	154.18	13.52		
Private	50	143.26	16.08	3.68	0.001

Level of Significance = 0.05

The calculated **t-value (3.68)** is statistically significant at the **0.05 level (p = 0.001)**. Hence, the null hypothesis is rejected. Teachers working in Government/Government-aided B.Ed. colleges exhibit significantly higher job satisfaction than teachers working in Private B.Ed. colleges.

Objective 3: To compare job satisfaction between male and female teacher educators.

H₀₂: There is no significant difference in job satisfaction between male and female teacher educators.

Table 3: Comparison of Job Satisfaction Based on Gender

Gender	N	Mean	SD	t-value	p-value
Male	56	150.84	15.18		
Female	44	146.02	15.89	1.55	0.124

The calculated **t-value (1.55)** is **not significant** at the **0.05 level (p = 0.124)**. Therefore, the null hypothesis is accepted. The findings indicate that **male and female teacher educators do not differ significantly in their level of job satisfaction.**

Objective 4: To compare job satisfaction based on teaching experience.

H₀₃: There is no significant difference in job satisfaction among teacher educators with different teaching experience.

Table 4: One-Way ANOVA of Job Satisfaction According to Teaching Experience

Teaching Experience	N	Mean	SD
Up to 5 Years	28	143.61	15.81
6–10 Years	34	147.56	14.72
Above 10 Years	38	153.89	14.31

ANOVA Summary

Source	SS	df	MS	F	p-value
Between Groups	2194.68	2	1097.34	4.89	0.010

Within Groups	21763.82	97	224.37		
Total	23958.50	99			

The obtained **F-value (4.89)** is significant at the **0.05 level ($p = 0.010$)**. Hence, the null hypothesis is rejected. Teacher educators with **more than ten years of teaching experience** report significantly higher job satisfaction than those with fewer years of experience.

Objective 5: To examine the relationship between teaching profession and job satisfaction.

H₀₄: There is no significant relationship between professional commitment and job satisfaction.

Table 5: Correlation between Professional Commitment and Job Satisfaction

Variables	N	r-value	p-value
Professional Commitment & Job Satisfaction	100	0.684	0.000

The Pearson correlation coefficient (**$r = 0.684$**) indicates a **moderately strong positive relationship** between professional commitment and job satisfaction, which is statistically significant at the **0.01 level**. Therefore, the null hypothesis is rejected. Teacher educators with higher professional commitment tend to report higher job satisfaction.

Objective 6: To examine the influence of organizational climate on job satisfaction.

Table 6: Correlation between Organizational Climate and Job Satisfaction

Variables	N	r-value	p-value
Organizational Climate & Job Satisfaction	100	0.731	0.000

The correlation coefficient (**$r = 0.731$**) reveals a **strong positive relationship** between organizational climate and job satisfaction. This indicates that supportive leadership, collegial relationships, and a positive work environment significantly enhance the job satisfaction of teacher educators.

Objective 7: To determine the predictors of job satisfaction.

Table 7: Multiple Regression Analysis

Predictor			B	Beta	t	p-value
Salary			0.46	0.351	4.52	0.000
Organizational Climate			0.39	0.298	3.96	0.000
Professional Development			0.28	0.224	2.91	0.005
Leadership Support			0.22	0.189	2.43	0.017
R	R ²	Adjusted R ²	F		p-value	
0.792	0.627	0.611	39.82		0.000	

The regression model is statistically significant ($F = 39.82$, $p < 0.001$) and explains **62.7%** of the variance in job satisfaction. Salary, organizational climate, professional development opportunities, and leadership support emerge as significant predictors of job satisfaction among teacher educators.

Discussion of Findings: The present study examined the level of job satisfaction among teacher educators working in different B.Ed. colleges of Dhanbad district and compared their job satisfaction across institutional and demographic variables. The findings revealed that teacher educators generally possessed a **moderately high level of job satisfaction**, suggesting that despite increasing academic and administrative responsibilities, they maintain a positive attitude towards the teaching profession. This finding supports the view that teaching is intrinsically rewarding and that professional satisfaction contributes significantly to teachers' effectiveness and institutional commitment (Locke, 1976; Spector, 1997).

The comparative analysis indicated a **significant difference** in job satisfaction between teacher educators working in government/government-aided and private B.Ed. colleges. Teachers employed in government institutions reported significantly higher levels of job satisfaction than those working in private colleges. This difference may be attributed to better salary structures, greater job security, promotional opportunities, retirement benefits, and improved service conditions available in government institutions. Conversely, teachers in private colleges often experience contractual employment, relatively lower remuneration, heavier workloads, and limited opportunities for career advancement. These findings are consistent with earlier studies that identified institutional management, salary, and service conditions as major determinants of teachers' job satisfaction (Herzberg, 1959; Sharma & Jyoti, 2006; Bhatia & Kaur, 2014).

The study further found **no significant gender difference** in job satisfaction among teacher educators. Both male and female teachers reported comparable levels of professional satisfaction, indicating that gender has little influence on job satisfaction in teacher education institutions. Instead, institutional climate, leadership support, and professional opportunities appear to play a more significant role in shaping teachers' professional experiences. Similar findings have been reported by Singh and Saxena (2018), who observed that organizational factors have a stronger impact on job satisfaction than demographic characteristics.

The analysis based on teaching experience revealed that **teacher educators with longer professional experience reported significantly higher job satisfaction** than those with fewer years of experience. Experienced teachers generally possess greater professional confidence, stronger institutional commitment, better classroom management skills, and enhanced adaptability to organizational expectations. These factors contribute to higher levels of satisfaction and professional well-being, a finding that is supported by previous research on teacher motivation and professional development (Klassen & Chiu, 2010; Skaalvik & Skaalvik, 2017).

The study also established a **significant positive relationship** between professional commitment and job satisfaction. Teacher educators who demonstrated stronger commitment to their profession experienced higher levels of job satisfaction. Likewise, organizational climate exhibited a strong positive association with job satisfaction, highlighting the importance of supportive leadership, participative decision-making, effective communication, collegial relationships, and a positive work environment in promoting teachers' professional well-being. These findings are in agreement with the studies of Collie, Shapka, and Perry (2012) and Patel and Patel (2019), which emphasized the critical role of organizational support and institutional climate in enhancing teachers' satisfaction and commitment.

Finally, the regression analysis identified **salary, organizational climate, professional development opportunities, and leadership support** as significant predictors of job satisfaction. The findings indicate that both intrinsic and extrinsic factors contribute substantially to teachers' professional satisfaction. Institutions that ensure equitable remuneration, encourage continuous professional development, recognize faculty achievements, and promote collaborative leadership practices are more likely to foster higher levels

of job satisfaction and organizational commitment among teacher educators (Herzberg, 1959; Dinham & Scott, 1998; Gupta & Sharma, 2023). Overall, the findings underscore the need for strengthening institutional support systems to enhance teacher educators' well-being and improve the quality of teacher education.

Major Findings of the Study: The major findings of the study are summarized as follows:

1. The overall level of job satisfaction among teacher educators working in B.Ed. colleges of Dhanbad district was found to be moderately high, indicating a generally positive attitude towards the teaching profession.
2. A significant difference was observed in the level of job satisfaction between teachers of government/government-aided and private B.Ed. colleges. Teachers employed in government/government-aided institutions reported higher job satisfaction than those working in private institutions.
3. No significant difference was found in job satisfaction between male and female teacher educators, suggesting that gender does not substantially influence professional satisfaction in the selected institutions.
4. Teaching experience significantly influenced job satisfaction. Teacher educators with longer teaching experience demonstrated higher levels of job satisfaction than those with fewer years of experience.
5. A significant positive relationship was found between professional commitment and job satisfaction, indicating that teachers who were more committed to their profession experienced greater satisfaction in their work.
6. Organizational climate showed a strong positive association with job satisfaction. Teacher educators working in institutions with supportive leadership, effective communication, and a collaborative work environment reported higher satisfaction levels.
7. Salary, organizational climate, professional development opportunities, and leadership support emerged as significant predictors of job satisfaction among teacher educators.
8. The findings suggest that both intrinsic factors (professional commitment, recognition, and opportunities for growth) and extrinsic factors (salary, job security, and institutional support) contribute significantly to teachers' job satisfaction.

Conclusion: The present study concludes that teacher educators working in B.Ed. colleges of Dhanbad district exhibit a **moderately high level of job satisfaction**. Significant differences were found between government/government-aided and private institutions, with teachers in government colleges reporting higher satisfaction. While gender did not significantly influence job satisfaction, teaching experience, professional commitment, and organizational climate emerged as important factors. The study further identified salary, leadership support, organizational climate, and professional development opportunities as significant predictors of job satisfaction. Therefore, improving institutional support, ensuring equitable service conditions, and promoting continuous professional development are essential for enhancing teacher educators' job satisfaction and strengthening the quality of teacher education. The findings provide useful insights for educational administrators and policymakers in developing strategies to improve faculty welfare and institutional effectiveness.

Recommendations: Based on the findings of the study, the following recommendations are proposed:

1. Government and regulatory bodies should formulate policies to ensure equitable service conditions for teacher educators across different categories of B.Ed. colleges.
2. Private institutions should adopt transparent recruitment, promotion, and appraisal systems to improve faculty satisfaction and organizational commitment.
3. Faculty members should be encouraged to participate in research projects, publications, Faculty Development Programmes (FDPs), and professional training initiatives.
4. Institutions should establish effective grievance redressal mechanisms and counselling support to address professional concerns and occupational stress.
5. Modern teaching resources, ICT facilities, library services, and research infrastructure should be strengthened to improve the academic work environment.
6. Institutional leaders should adopt participative management practices by involving faculty members in academic planning and decision-making processes.
7. Regular assessments of teachers' job satisfaction should be conducted to identify emerging issues and implement timely corrective measures.

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