

## A STUDY ON EDUCATIONAL PLEASURE OF TEACHERS IN COLLEGES OF TEACHER EDUCATION

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### **ABSTRACT:**

*College educators play a pivotal role in shaping our nation's future. However, it is disheartening to discover that many college teachers still experience dissatisfaction in their work. The well-being of both these educators and society at large hinges on their job satisfaction. Job satisfaction among college teachers not only enhances their personal fulfillment but also boosts productivity and classroom performance within the college environment. The vitality of any society is closely tied to the contributions of its teachers, who provide essential guidance throughout students' academic journeys. When teachers find joy and satisfaction in their profession, they can carry out their responsibilities with heightened concentration and dedication. For this reason, a study was conducted to identify the factors influencing the level of job satisfaction among college teachers in Nagpur District. The data utilized in this research is primarily derived from personal interviews conducted through questionnaires administered to a sample of 135 college teachers. This study employs two statistical methods for analysis: percentage analysis and chi-square analysis. The research findings indicate that the majority of teacher educators report moderate satisfaction in their profession.*

**KEYWORDS:** *Educational pleasure, college teachers, performance, job security, quality education.*

### **INTRODUCTION:**

Students constitute a fundamental pillar of any society. The welfare and progress of a society are intricately linked to its students because they are the future custodians responsible for the society's success. In this pursuit, the role of teachers becomes exceedingly significant. Teachers serve as the guiding lights in the pivotal stages of a student's academic journey. Individuals are inclined to work in institutions and professions where they find satisfaction. Professional dissatisfaction can lead to a decrease in performance levels, an increase in employee turnover and intentions to leave, and also result in higher absenteeism rates. In today's context, the extent to which job satisfaction is guaranteed for college teachers has become a pertinent issue. When teachers derive

satisfaction from their work, they are better equipped to fulfill their responsibilities with enhanced concentration and unwavering dedication.

In today's interconnected global landscape, job satisfaction has emerged as a critical concern, particularly within the realm of education. It plays a pivotal role in the sustained development of educational systems worldwide. In this context, educational satisfaction refers to the capacity of teaching positions to fulfill teachers' requirements and enhance their job performance. The acquisition of knowledge, skills, and competencies is closely intertwined with the experience of satisfaction in one's work. Consequently, for college educators to engage in productive activities within their institutions, it is imperative that they derive satisfaction from their roles and responsibilities. Educational satisfaction refers to the level of contentment an individual derives from their occupation. It pertains to an individual's emotional state and outlook concerning the nature of their work. In essence, it encompasses the concept of engaging in a job that one finds enjoyable, executing it proficiently, and experiencing enthusiasm and happiness in one's professional endeavors.

The definition of educational satisfaction varies among individuals and can differ from one institution to another, as well as between genders. In simple terms, when someone is content with their job, they are said to be experiencing educational satisfaction. This satisfaction represents a positive emotional state resulting from an assessment of one's job or job-related experiences. It stems from the perception that one's job aligns with, or facilitates the realization of, their significant job-related values, to the extent that these values are congruent with their needs.

Therefore, Educational pleasure is such phenomenon which comes not only from the job, but also from one's personal, social, academic, administrative and economical condition.

### **STATEMENT OF THE PROBLEM:**

In comparison to other tiers of the education system in society, higher education assumes a significantly more substantial role. Occupying the upper echelons of the educational hierarchy, it wields the potential to influence and shape other educational levels. With its broader access to a wealth of knowledge, higher education unquestionably serves as a potent catalyst for fostering social change within Indian society.

Higher education plays a pivotal role in nurturing the competence and leadership qualities of students, who harbor the potential to drive societal development. It equips them to adeptly shoulder diverse responsibilities in the realms of social, economic, and political progress. Additionally, higher education stands as the vanguard of knowledge, continually pushing the boundaries of what is known.

College teachers undoubtedly constitute one of the most critical professional groups for the future of our nation. Thus, it is disconcerting to observe that a significant number of today's higher education teachers express dissatisfaction with their roles. Job satisfaction carries benefits not only for the teachers themselves but also for society as a whole. It contributes to heightened productivity and enhanced classroom performance within the college environment, aspects of utmost significance in Indian higher education.

The government of India is deeply committed to providing quality education at the college level. However, without the presence of job satisfaction among college teachers, the goal of delivering quality education may remain elusive. Hence, promoting job satisfaction, or "Educational pleasure," among college teachers is imperative to advance the cause of quality education in India.

### **SIGNIFICANCE OF THE STUDY:**

The primary objective of this study is to investigate the factors influencing the level of job satisfaction, or "Educational pleasure," among college teachers in Jammu. This inquiry is significant because it could directly impact the learning experience of students within these colleges. The quality of education imparted to students might be influenced by the degree of job satisfaction that teachers experience. Given the potential link between a teacher's job satisfaction and the quality of instruction they provide to students, it becomes crucial to gain insights into the factors that can influence job satisfaction.

It's worth noting that most existing research on job satisfaction primarily focuses on management within industrial, banking, and business organizations. There is relatively limited research pertaining to the job satisfaction of college teachers. Therefore, there is a pressing need for more research in this specific area – the job satisfaction of college educators – especially if our goal is to offer high-quality education to our college-level students. This study aims to make a valuable contribution in that regard.

### **OBJECTIVE OF THE STUDY:**

To study the Educational pleasure of the college teachers.

### **RESEARCH HYPOTHESES**

There is no significant difference between the Educational pleasure of teacher educator working in college of teacher education.

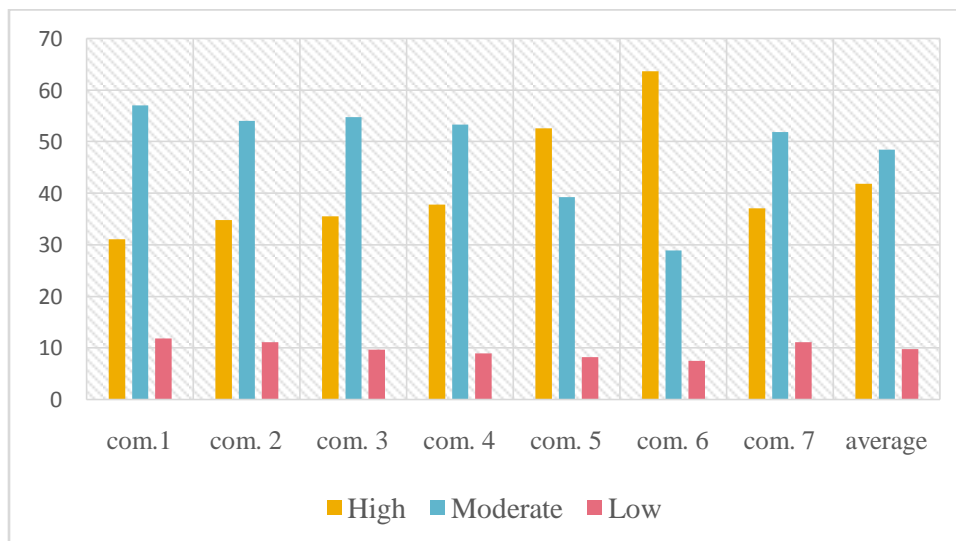
### **METHODOLOGY:**

This study is an empirical research and based on the survey method. We have selected 135 teacher educator by using convenience sampling method. The target population of this study consists of college teachers and the size of the sample is 135 respondents. A well designed questionnaire was used for collecting data from the different colleges teacher educators for their Educational pleasure of the college teachers educators. In this questionnaire had proposed seven factors of Educational pleasure to seek the opinion of the college teachers educators. Which may impact the level of Educational pleasure of the college teacher's educators. These are: handsome salary, job security, dignity and social status, job matching with academic qualification, favorable physical environment, vacations and fringe benefits and to work in a desired profession.

**STATISTICAL ANALYSIS:**

**Table no. 1.1**  
**Educational pleasure for teacher educators.**

	Educational pleaser	High		Moderate		Low		Chi square
		N	%	N	%	N	%	
1	Getting handsome salary educational pleasure	42	31.11%	77	57.03%	16	11.85%	41.64
2	Dignity and social status educational pleasure	47	34.81%	73	54.07%	15	11.11%	37.51
3	Job security educational pleasure	48	35.55%	74	54.81%	13	9.62%	41.64
4	Job matching academic qualification educational pleasure	51	37.77%	72	53.33%	12	8.88%	41.20
5	Favorable physical environment educational pleasure	71	52.59%	53	39.25%	11	8.14%	42.13
6	Vacations and fringe benefits educational pleasure	86	63.70%	39	28.88%	10	7.40%	65.37
7	Work desired profession educational pleasure	50	37.03%	70	51.85%	15	11.11%	34.44
	Average	56.42	41.79%	65.42	48.46%	13.14	9.73%	34.73



From the above table shown that the educational pleasure of teacher educators working in college of education. It's indicated that, 31.11% teacher educators belonging in high level getting handsome salary educational

pleasure, 57.03% teacher educators are belonging in moderate level getting handsome salary educational pleasure and 11.85% teacher educators are belonging low level getting handsome salary educational pleasure.

Dignity and social status educational pleasure 34.81% teacher educators belonging in high level Dignity and social status educational pleasure, 54.07% teacher educators are belonging in moderate level Dignity and social status educational pleasure and 11.11% teacher educators are belonging low level Dignity and social status educational pleasure.

Job security educational pleasure 35.55% teacher educators belonging in high level Job security educational pleasure, 53.33% teacher educators are belonging in moderate level Job security educational pleasure and 8.88% teacher educators are belonging low level Job security educational pleasure.

Favorable physical environment educational pleasure 52.59% teacher educators belonging in high level Favorable physical environment educational pleasure, 39.25% teacher educators are belonging in moderate level Favorable physical environment educational pleasure and 8.14% teacher educators are belonging low level Favorable physical environment educational pleasure.

Vacations and fringe benefits educational pleasure 63.70% teacher educators belonging in high level Vacations and fringe benefits educational pleasure, 28.88% teacher educators are belonging in moderate level Vacations and fringe benefits educational pleasure and 7.40% teacher educators are belonging low level Vacations and fringe benefits educational pleasure.

Work desired professional educational pleasure 37.03% teacher educators belonging in high level Work desired professional educational pleasure, 51.85% teacher educators are belonging in moderate level Work desired professional educational pleasure and 11.11% teacher educators are belonging low level Work desired professional educational pleasure.

## **CONCLUSION:**

In this study conclude that, most of the teachers educators are belonging moderate level of professional pleasure. i.e. most of the 48.46% teacher educators are belonging moderate level of educational pleasure for their profession. 41.79% teacher educators are belonging high level of educational pleasure and 9.37% teacher educators are belonging in low level of educational pleasure. It's indicated that, the significant difference between the educational pleasure and their component with respect to teacher educators working in college of education.

## **EDUCATIONAL IMPLICATION:**

The findings of this study lead to the conclusion that job satisfaction, often referred to as "educational pleasure," is a measure of an individual's overall positive sentiment regarding their occupation. It is characterized by a state of pleasure derived from one's assessment of their job experiences. Importantly, the level of job satisfaction is not uniform; it can vary significantly from person to person, place to place, job to job, and institution to institution. In a general sense, factors such as salary, working conditions, job security, alignment of the job with one's desired

profession, the extent to which the job matches one's academic qualifications, availability of vacations, and fringe benefits, among others, can influence the level of job satisfaction among college educators within the field of education.

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