

CHAPTER IV

DATA ANALYSIS AND INTEPRETATION

4.0.0 INTRODUCTION

Analysis and interpretation of data is one of the most important part of a research report. The previous chapter deals with the methodology adopted in the present study and the present chapter reports the analysis and interpretation of the data collected objectivewise.

4.1.0 JOB SATISFACTION OF SECONDARY TEACHER EDUCATORS IN GUJARAT

To achieve the objective 1 of the present study i.e. “To develop a job satisfaction scale for teacher educators and to standardize it”, a job satisfaction scale was developed by the investigator and the scale was standardized. Detailed process of standardization is given in chapter III.

To achieve the objective 2 of the present study, “To measure the job satisfaction of secondary teacher educators working in the secondary teacher education institutes in Gujarat”, the prepared job satisfaction scale was administered on a sample 184 secondary teacher educators working in the secondary teacher education institutes in Gujarat. Collected data was analyzed with the help of descriptive statistics. The descriptive statistics of Job Satisfaction of secondary teacher educators is represented in the table 4.1.

Table 4.1: Group Statistics for Job Satisfaction of Secondary Teacher Educators

Sr. No.	Descriptive statistics	Value
1	<i>Mean</i>	295.8
2	<i>Median</i>	294.5
3	<i>Standard Deviation</i>	23.8
4	<i>Standard Error of mean</i>	1.7
5	<i>Kurtosis</i>	0.8
6	<i>Skewness</i>	0.19
7	<i>Range</i>	166
8	<i>Minimum</i>	211
9	<i>Maximum</i>	377
10	<i>Count (N)</i>	184

Descriptive statistics for job satisfaction in table 4.1 reveals that the Mean and Median of job satisfaction are 295.8 and 294.5 respectively. It showed that there is no much difference between the mean and median of the group. It also satisfies one of the conditions for normal distribution. The mean of 295.8 out of 400 showed a moderately high level of job satisfaction among secondary teacher educators in Gujarat. The maximum score and the minimum score of job satisfaction in the group were found to be 377 and 211 respectively that resulted in a range of 166. This amount of range showed the heterogeneity in the group in terms of their job satisfaction. This amount of range also indicates that the scale is able to differentiate the individual difference in the group. Further analysis of standard deviation, standard error of mean, skewness and kurtosis will help to focus more on the distribution of the group in terms of job satisfaction.

The standard deviation for job satisfaction score was 23.87 and the standard error of mean was found to be 1.7. This less amount of standard deviation and standard error of mean indicate the homogeneity in the group in terms of job satisfaction. It showed contradiction with the range which is quite more than the standard deviation which may be due to few extreme scores in the group. Skewness of the distribution was found to be 0.19 that indicated that the distribution is very near to symmetrical which satisfied another condition for the group to be normal. But the kurtosis of 0.8 (which NPC) indicated that the group was not normal in terms of job satisfaction and the group was found to be highly platykurtic in nature. From this group analysis of job

satisfaction of the secondary teacher educators showed that the distribution of the group is highly platykurtic and like a normal curve in terms of central tendency, standard deviation and skewness. The typical nature of the distribution can also be seen very clearly from the figure 1.1.

Figure 4.1: Distribution of Secondary Teacher Educators in Gujarat in terms of Job Satisfaction

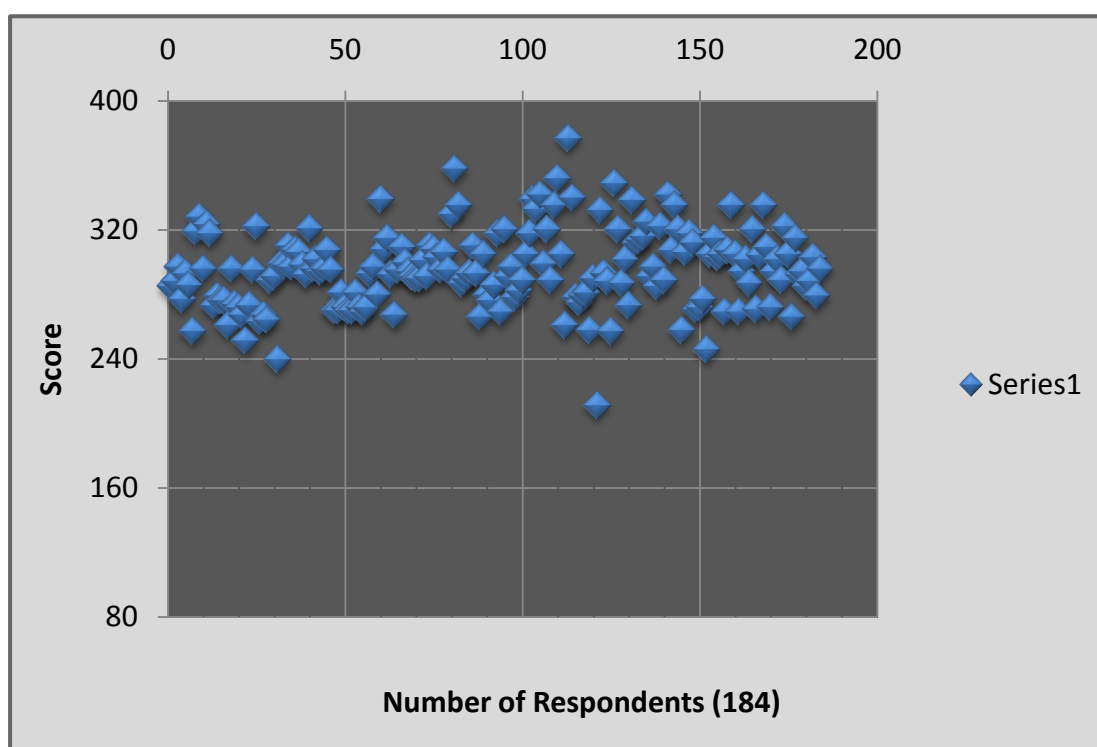


Figure 4.1 clearly indicates the platykurtic nature of the distribution. It also showed the homogeneity in the group in terms of job satisfaction. From the figure 4.1, the extreme scores (1-3 in number) in both the extreme ends are also clearly visible. From the group analysis and the inference from the figure 4.1, it can be said that the secondary teacher educators in Gujarat were found in high-moderate level (very nearer to 70% of the total score of 400) and compact in nature with very less standard deviation and standard error of mean.

Further, to know the cause of moderately high job satisfaction among secondary teacher educators in Gujarat, each and every item in the Job Satisfaction Scale were analyzed in details. From the analysis of the items in the Job Satisfaction Scale, top ten items were found out in which maximum number of respondents showed satisfied.

It was found out with the help of maximum Intensity Index i.e. items having maximum intensity index. These ten items in the Job Satisfaction Scale can be called as the items contribute for maximum score in the job satisfaction of secondary teacher educators in Gujarat. These top ten favouring items are given in the table 4.2.

Table 4.2: Top Ten Items of the Job Satisfaction Scale with highest Intensity Index

Sr. No.	Item No.	Items	Intensity Index
1	1	<i>I have chosen teaching profession willingly.</i>	4.76
2	16	<i>I always do my best to satisfy my learner.</i>	4.7
3	14	<i>I am committed to my teaching work.</i>	4.62
4	11	<i>My job requires a good set of teaching skills.</i>	4.61
5	12	<i>In case of difficulty, I discuss the teaching topic with my colleagues.</i>	4.55
6	3	<i>I am planning to remain in teaching profession.</i>	4.52
7	13	<i>I am able to improve my teaching skills because of the feedback I get on the job.</i>	4.5
8	20	<i>I understand how my research and extension work affects the success of the institution.</i>	4.49
9	46	<i>Our faculty members like to work in a team.</i>	4.42
10	7	<i>At work, I am able to do what I'm supposed to do.</i>	4.41

Table 4.2, showed the list of top ten items in accordance to intensity index on which teacher educators were most satisfied. From this top ten items it can be revealed that teacher educators' willingly joined this profession of teaching and also ready to be in the same teaching profession. It also indicates that most of the teacher educators are committed to their teaching job and do their best to satisfy the learners which in turn provides job satisfaction to them. The high level of job satisfaction among teacher educators also indicates that they understood the importance of teaching skills and research work needed for the profession and always try to improve it by working in the group with the faculty members. These are also some of the factors that satisfy the teacher educators in their job.

Similarly, from the analysis of the items in the Job Satisfaction Scale, bottom ten items were found out in which maximum number of respondents showed dissatisfied. It was found out with the help of minimum Intensity Index i.e. items having minimum intensity index. These ten items in the Job Satisfaction Scale can be called as the

items contribute for minimum score in the job satisfaction of secondary teacher educators in Gujarat. These bottom ten least favouring items are given in the table 4.3.

Table 4.3: Bottom Ten Items of the Job Satisfaction Scale with Lowest Intensity Index

Sr. No.	Item No.	Items	Intensity Index
1	39	<i>I don't have any responsibility other than teaching.</i>	2.06
2	31	<i>I am indecisive in accepting new ideas.</i>	2.09
3	68	<i>I observe my colleagues are not of helping nature.</i>	2.23
4	57	<i>I observe favouritism in my institution.</i>	2.25
5	60	<i>My institution provides insurance to me if any accident takes place.</i>	2.38
6	53	<i>I am well paid according to UGC guidelines.</i>	2.43
7	35	<i>I am always involved in other work than teaching.</i>	2.57
8	79	<i>Student- teacher's general language leads to stress for me.</i>	2.57
9	26	<i>Institution has no fund allocation for research and workshops.</i>	2.61
10	74	<i>Continuous admission system leads to late joining of students and thus creates continuous strain on me.</i>	2.68

Table 4.3, showed the list of bottom ten items in accordance to intensity index on which teacher educators were most dissatisfied. From this bottom ten items it can be revealed that teacher educators were dissatisfied in working conditions, job security, management support, existing pay scale, involvement in other activities, fund allocation for research, admission criteria and the procedure, insurance policy of the institutions etc. that lead to have low job satisfaction of secondary teacher educators. Also the bottom top ten items on which teacher educators are dissatisfied indicates that they are not provided with a proper working environment in the colleges of teacher education.

4.2.0 JOB SATISFACTION OF SECONDARY TEACHER EDUCATORS WITH RESPECT TO THEIR PERSONAL VARIABLES

To achieve the objective 3 of the present study, “To study the Job Satisfaction of secondary teacher educators with respect to their personal variables viz. sex, area of working (rural/ urban) and age, working in the secondary teacher education institutes

in Gujarat”, the data was analyzed with the help of inferential statistics like, t-test. Null hypothesis related to this objectives are also tested in this section. Details of the analysis are given the following captions

4.2.1 Job Satisfaction of Secondary Teacher Educators with Respect to Gender

Job satisfaction of secondary teacher educators was measured and the job satisfaction of male and female teacher educators was studied. With this respect a null hypothesis was formulated i.e. H_0 1 “There will be no significant difference between the mean job satisfaction score of male and female teacher educators working in secondary teacher education institution” and also tested. Detailed analysis of job satisfaction of teacher educators with respect to their gender is given in table 4.4.

Table 4.4: Mean, SD and t-value wise distribution of Job satisfaction of Secondary Teacher Educators with Respect to their Gender

Sr. No.	Gender	N	Mean	SD	DF	t-value
1	Male	99	298.13	25.53	182	1.56
2	Female	85	293.2	21.53		
Expected t-value for df=182 at 0.01 is 2.6						

From the table 4.4 it was revealed that there were 99 male and 85 female secondary teacher educators in the sample of 184 teacher educators. The mean job satisfaction score of male and female teacher educators working in secondary teacher education institutions were found to be 289.13 and 293.2 respectively with standard deviation of 25.53 and 21.53 respectively for male and female teacher educators. From this figure of mean job satisfaction and standard deviation it can be said that the mean job satisfaction of male teacher educators is more than that of female teacher educators and it was found to be more homogenous in the case of female teacher educators. For further analysis to study whether the difference in the mean job satisfaction of male and female teacher educators is significant or by chance, t-test was calculated. Table 4.4, also revealed the t-value of 1.56 which was also found less than the expected t-value of 2.60 with df of 182 at 0.01 level of significance. Hence, H_0 1 “There will be no significant difference between the mean job satisfaction score of male and female teacher educators working in secondary teacher education institution” was retained and it can be said that male and female secondary teacher educators in Gujarat do not

differ in terms of their job satisfaction and the difference in the mean job satisfaction of male and female teacher educators was only by chance.

4.2.2 Job Satisfaction of Secondary Teacher Educators with Respect to Area of Work

Job satisfaction of secondary teacher educators working in the urban and rural areas was studied. With this respect a null hypothesis was formulated i.e. H_0 2 “There will be no significant difference between the mean job satisfaction score of the rural and urban teacher educators working in secondary teacher education institution” and also tested. Detailed analysis of job satisfaction of teacher educators with respect to their area of working (rural/ urban) is given in table 4.5.

Table 4.5: Mean, SD and t-value wise distribution of Job satisfaction of Secondary Teacher Educators with Respect to Area of Work

Sr. No.	Area of Working	N	Mean	SD	DF	t-value
1	Urban	124	293.03	20.86	182	4.68
2	Rural	60	301.67	28.35		
Expected t-value for df=182 at 0.01 is 2.6						

From the table 4.5 it was revealed that there were 124 urban and 60 rural secondary teacher educators in the sample of 184 teacher educators. The mean job satisfaction score of teacher educators working in urban and rural secondary teacher education institutions were found to be 293.03 and 301.67 respectively with standard deviation of 20.86 and 28.35 respectively for urban and rural teacher educators. From this figure of mean job satisfaction and standard deviation it can be said that the mean job satisfaction of urban teacher educators is less than that of rural teacher educators and it was found to be more homogenous in the case of urban teacher educators. For further analysis to study whether the difference in the mean job satisfaction of urban and rural teacher educators is significant or by chance, t-test was calculated. Table 4.5 also revealed the t-value of 4.68 which was also found more than the expected t-value of 2.6 with df of 182 at 0.01 level of significance. Hence, H_0 2 “There will be no significant difference between the mean job satisfaction score of the rural and urban teacher educators working in secondary teacher education institution” was rejected and it can be said that urban and rural secondary teacher educators in Gujarat differ

significantly in terms of their job satisfaction and the mean job satisfaction of rural teacher educators was significantly more than that of urban teacher educators.

4.2.3 Job Satisfaction of Secondary Teacher Educators with Respect to the Kinds of Institutions they are Working

Job satisfaction of secondary teacher educators working in private teacher education institutions and public teacher education institutions was studied. With this respect a null hypothesis was formulated i.e. **H₀₃** “There will be no significant difference between the mean job satisfaction score of the teacher educators working in private and public secondary teacher education institution” and also tested. Detailed analysis of job satisfaction of teacher educators with respect to their type of institutions is given in table 4.6.

Table 4.6: Mean, SD and t-value wise distribution of Job satisfaction of Secondary Teacher Educators with Respect to the Kind of their Institutions

Sr. No.	Kind of Institutions	N	Mean	SD	DF	t-value
1	Public	47	299.29	23.15	182	0.97
2	Private	147	295.01	24.05		
Expected t-value for df=182 at 0.01 is 2.6						

From the table 4.6 it was revealed that there were 47 and 147 secondary teacher educators working in public and private institutions respectively from the sample of 184 teacher educators. The mean job satisfaction score of teacher educators working in public and private secondary teacher education institutions were found to be 299.29 and 295.01 respectively with standard deviation of 23.15 and 24.05 respectively. From this figure of mean job satisfaction and standard deviation it can be said that the mean job satisfaction of teacher educators working in public teacher education institutions is more than that of teacher educators working in private teacher education institutions and it was found to be more homogenous in the case of teacher educators working in public teacher education institutions. For further analysis to study whether the difference in the mean job satisfaction of teacher educators working in public and private teacher education institutions is significant or by chance, t-test was calculated. Table 4.6, also revealed the t-value of 0.97 which was found to be less than the

expected t-value of 2.6 with df of 182 at 0.01 level of significance. Hence, **H₀₃** “There will be no significant difference between the mean job satisfaction score of the teacher educators working in private and public secondary teacher education institution” was retained and it can be said that secondary teacher educators working in public and private teacher education institutions in Gujarat do not differ in terms of their job satisfaction and the difference in the mean job satisfaction of teacher educators working in public and private teacher education institutions was only by chance.

4.2.4 Job Satisfaction of Secondary Teacher Educators with Respect to their Age

Job satisfaction of secondary teacher educators was measured with respect to their age. The mean age of secondary teacher educators was found to be 36 years. On the basis of the mean age of the secondary teacher educators, teacher educators were divided in to two groups i.e. young secondary teacher educators whose age was less than 36 years and older secondary teacher educators whose age 36 year or more than that. 133 secondary teacher educators were found in the young category and 51 secondary teacher educators were found in the older category. With this respect a null hypothesis was formulated i.e. **H₀₄** “There will be no significant difference between the mean job satisfaction score of young and older teacher educators working in secondary teacher education institutions” and also tested. Detailed analysis of job satisfaction of teacher educators with respect to their age is given in table 4.7.

Table 4.7: Mean, SD and t-value wise distribution of Job satisfaction of Secondary Teacher Educators with Respect to their Age

Groups	Age Groups	N	Mean	SD	DF	t-value
1	Young (age less than 36 years)	133	292.97	21.3	182	5.23
2	Older (age 36 years and more)	51	303.43	23.9		
Expected t-value for df=182 at 0.01 is 2.6						

From the table 4.7, it was revealed that there were 133 young secondary teacher educators and 51 older secondary teacher educators in the sample of 184 teacher educators. The mean job satisfaction score of young and older secondary teacher educators were found to be 292.97 and 303.43 respectively with standard deviation of

21.3 and 23.9 respectively for young and older secondary teacher educators. From this figure of mean job satisfaction and standard deviation it can be said that the mean job satisfaction of young secondary teacher educators was less than that of older secondary teacher educators and it was found to be more homogenous in the case of young secondary teacher educators. For further analysis to study whether the difference in the mean job satisfaction of young and older secondary teacher educators is significant or by chance, t-test was calculated. Table 4.7, revealed the t-value of 5.23 which was also found to be more than the expected t-value of 2.6 with df of 182 at 0.01 level of significance. Hence, **H₀4** “There will be no significant difference between the mean job satisfaction score of young and older teacher educators working in secondary teacher education institutions” is rejected and it can be said that young and older secondary teacher educators in Gujarat differ in terms of their job satisfaction and the difference in the mean job satisfaction of young and older secondary teacher educators was significant.

4.3.0 JOB SATISFACTION OF SECONDARY TEACHER EDUCATORS WITH RESPECT TO THEIR PROFESSIONAL VARIABLES

To achieve the objective 4 of the present study i.e. “To study the Job Satisfaction of teacher educators with respect to their professional variables viz. Teaching Experience, Educational Qualification, Working conditions, level of Individual development, level of recognition, level of Responsibility, working in the secondary teacher education institutes in Gujarat”, the data was analyzed with the help of inferential statistics like, t-test and correlation according to the nature and type of data. Null hypothesis related to this objective are tested in this section with the help of t-test for the variables like, teaching experience and educational qualification where the data is in the lower order scale. Correlation of job satisfaction was found out with the variables like working conditions, individual development, level of recognition and level of responsibility where these variables were measured in interval scale. Details of the analysis are given the following captions.

4.3.1 Job Satisfaction of Secondary Teacher Educators with Respect to Teaching Experience

Job satisfaction of secondary teacher educators was measured with respect to their teaching experience. The mean teaching experience of secondary teacher educators

was found to be 10 years. On the basis of the mean teaching experience of the secondary teacher educators, teacher educators were divided into two groups i.e. less experienced secondary teacher educators whose teaching experience was less than 10 years and more experienced secondary teacher educators whose teaching experience was 10 years or more than that. 150 secondary teacher educators were found in the less experienced category and 34 secondary teacher educators were found in the more experienced category. With this respect a null hypothesis was formulated i.e. H_0 “There will be no significant difference between the mean job satisfaction score of secondary teacher educators with more and less teaching experience” and also tested. Detailed analysis of job satisfaction of teacher educators with respect to their teaching experience is given in table 4.8.

Table 4.8: Mean, SD and t-value wise distribution of Job satisfaction of Secondary Teacher Educators with Respect to their Teaching Experience

Groups	Teaching Experience Groups	N	Mean	SD	DF	t-value
1	Less Experienced (less than 10 Years)	150	292.99	23.31	182	4.13
2	More Experienced (10 Years and more)	34	308.5	22.32		
Expected t-value for df=182 at 0.01 is 2.6						

From the table 4.8 it was revealed that there were 150 with less experienced and 34 more experienced secondary teacher educators in the sample of 184 secondary teacher educators. The mean job satisfaction score of less experienced and more experienced teacher educators working in secondary teacher education institutions were found to be 292.99 and 308.5 respectively with standard deviation of 23.31 and 22.32 respectively for less experienced and more experienced teacher educators. From this figure of mean job satisfaction and standard deviation it can be said that the mean job satisfaction of more experienced teacher educators was more than that of less experienced teacher educators and it was found to be more homogenous in the case of more experienced teacher educators. For further analysis to study whether the difference in the mean job satisfaction of less experienced and more experienced teacher educators is significant or by chance, t-test was calculated. Table 4.8, revealed the t-value of 4.13 which was also found more than the expected t-value of 2.6 with df

of 182 at 0.01 level of significance. Hence, **H₀₅** “There will be no significant difference between the mean job satisfaction score of secondary teacher educators with more and less teaching experience” was rejected and it can be said that less experienced and more experienced secondary teacher educators in Gujarat differ in terms of their job satisfaction and the difference in the mean job satisfaction of less experienced and more experienced secondary teacher educators was significant.

4.3.2 Job Satisfaction of Secondary Teacher Educators with Respect to Educational Qualification

Job satisfaction of secondary teacher educators was studied with respect to their educational qualification. Educational qualification of secondary teacher educators was categorized with two types i.e., professional qualification and educational qualification. Job satisfaction of secondary teacher educators was studied with respect to both the categories of educational qualification separately.

4.3.3 Job Satisfaction of Secondary Teacher Educators with Respect to their Academic Qualification

In terms of academic qualification all the secondary teacher educator who are found with most of the teacher educators are found with master degree in their discipline and M.Ed degree or B.Ed degree which is considered as the essentially required qualification for being a teacher educators. Apart from this few teacher educator were found to be with Ph. D. degree. Considering this secondary teacher educators were classified into two categories that is teacher educators without Ph. D. and teacher educators with Ph. D.

172 secondary teacher educators were found without Ph. D. and 12 secondary teacher educators were found with Ph. D. With this respect a null hypothesis was formulated i.e. **H₀₆** “There will be no significant difference between the mean job satisfaction score of secondary teacher educators with more and less academic qualification” and also tested. Detailed analysis of job satisfaction of teacher educators with respect to their academic qualification is given in table 4.9

Table 4.9: Mean, SD and t-value wise distribution of Job satisfaction of Secondary Teacher Educators with Respect to their Academic Qualification

Group	Academic Qualification	N	Mean	SD	DF	t-value
1	Less Academic Qualification (Without Ph. D.)	172	295.6	23.79	182	1.07
2	More Academic Qualification (With Ph. D.)	12	299.58	25.72		
Expected t-value for df=182 at 0.01 is 2.6						

From the table 4.9 it was revealed that there were 172 secondary teacher educators without Ph. D. and 12 secondary teacher educators with Ph. D. in the sample of 184 teacher educators. The mean job satisfaction score of secondary teacher educators without Ph. D. and with Ph. D. working in secondary teacher education institutions were found to be 295.6 and 299.58 respectively with standard deviation of 23.79 and 25.72 respectively for without Ph. D. and with Ph. D. secondary teacher educators. From this figure of mean job satisfaction and standard deviation it can be said that the mean job satisfaction of secondary teacher educators without Ph. D. was less than that of secondary teacher educators with Ph. D. and it was found to be more homogenous in the case of secondary teacher educators without Ph. D. For further analysis to study whether the difference in the mean job satisfaction of secondary teacher educators without Ph. D. and with Ph. D. is significant or by chance, t-test was calculated. Table 4.9, revealed the t-value of 1.07 which was also found less than the expected t-value of 2.6 with df of 182 at 0.01 level of significance. Hence, **H₀** “There will be no significant difference between the mean job satisfaction score of secondary teacher educators with more and less qualification” was retained and it can be said that secondary teacher educators in Gujarat do not differ in their job satisfaction with respect to their academic qualification and the difference in the mean job satisfaction of secondary teacher educators with and without Ph. D. was only by chance.

4.3.4 Job Satisfaction of Secondary Teacher Educators with Respect to their Professional Qualification

National Eligibility Test (NET) conducted by University Grant Commission (UGC) and State Level Eligibility Test (SLET) conducted by the State are considered as the professional qualification for the teacher educators as these qualifications are

considered as the minimum required qualification to be a permanent teacher educator in the teacher education institutes as per the norm of National Council of Teacher Education (NCTE). But without the availability of NET/SLET candidates, teacher education institutes can appoint candidates without NET/SLET till the NET/SLET candidate are available.

In terms of professional qualification secondary teacher educators were categorized in two types i.e. with NET/SLET) and without NET/SLET. From the sample most of the teacher educators (181) were found without NET/SLET and only 3 were found with NET/SLET). As the distribution was found highly skewed in terms of professional qualification and hence was not compared in terms of their job satisfaction.

4.3.5 Correlation of Job Satisfaction of Secondary Teacher Educators with few Professional Variables

To achieve the objective 4 of the present study, four professional variables viz. working conditions, individual development, level of recognition and level of responsibility were measured with the help of scales prepared by the researcher and individual correlation of these professional variables with the job satisfaction was found out which is given in table 4.10.

Table 4.10: Correlation of Job satisfaction of Secondary teacher Educators with their professional Variables

Sr. No.	Job satisfaction and Professional Variables	N	r
1	Job satisfaction and Working Conditions	184	0.19
2	Job satisfaction and Individual development	184	0.24
3	Job satisfaction and Level of Recognition	184	0.09
4	Job satisfaction and Level of Responsibility	184	0.10

From the table 4.10 it was showed that correlation of Job satisfaction with working conditions, individual development, level of recognition and level of responsibility of teacher educators working in secondary teacher education institutions of Gujarat were found to be 0.19, 0.24, 0.09 and 0.10 respectively.

It also reveals that the correlation 'r' between job satisfaction score and working conditions score of teacher educators is 0.19 which indicates very low positive

correlation. The correlation was very less to say anything about the relationship between job satisfaction and working condition.

It also reveals that the correlation 'r' between job satisfaction score and individual development score of teacher educators was 0.24 which indicated very low positive correlation. The correlation was very less to say anything about the relationship between job satisfaction and individual development.

It also reveals that the correlation 'r' between job satisfaction score and level of responsibility of teacher educators is 0.1 which indicated very low positive correlation. The correlation was very less to say anything about the relationship between job satisfaction and responsibility.

It also reveals that the correlation 'r' between job satisfaction score and the level of recognition of teacher educators is 0.09 which indicated very low positive correlation. The correlation was very less to say anything about the relationship between job satisfaction and recognition.

4.4.0 RELATIVE IMPORTANCE OF PERSONAL VARIABLES AFFECTING THE JOB SATISFACTION OF TEACHER EDUCATORS

To achieve the objective 5 of the present study, "To study the relative importance of personal variables affecting the Job Satisfaction of teacher educators working in the secondary teacher education institutes in Gujarat", the data was analyzed with the help of intensity index. Details of the analysis are given in the following paragraphs.

Job satisfaction of secondary teacher educators with six personal variable viz. sex, area, marital status, age, teaching experience and educational qualification was studied. Detailed ranking of job satisfaction of teacher educators with these six personal variable viz. sex, area, marital status, age, teaching experience and educational qualification is given in table 4.11.

Table 4.11: Rank Wise Representation of Personal Variables Those Affecting Job Satisfaction of Secondary Teacher Educators with their Intensity Index

Sr. No.	Personal Variable	Intensity Index	Rank
1	Educational qualification	4.45	1
2	Teaching experience	4.32	2
3	Area of Working	4.05	3
4	Age	3.93	4
5	Marital status	2.32	5
6	Sex	1.72	6

From table 4.11, it can be inferred that the personal variables viz. educational qualification, teaching experience, area of working, age, marital status, sex/gender were ranked from highest to lowest respectively i.e. from 1 to 6 with the intensity indices of 4.45, 4.32, 4.05, 3.93, 2.32 and 1.72 respectively for all these variables.

4.5.0 RELATIVE IMPORTANCE OF PROFESSIONAL VARIABLES AFFECTING THE JOB SATISFACTION OF TEACHER EDUCATORS

To achieve the objective 6 of the present study, “To study the relative importance of professional variables affecting the Job Satisfaction of teacher educators working in the secondary teacher education institutes in Gujarat”, the data was analyzed with the help of intensity index. Details of the analysis are given in the following paragraphs.

Job satisfaction of secondary teacher educators with seven professional variable viz. level of individual development, service length, job security, rewarding system, working conditions, pay scale, and level of responsibility was studied. Detailed ranking of job satisfaction of teacher educators with these seven professional variable is given in table 4.12.

Table 4.12: Rank Wise Representation of Professional Variables Those Affecting Job Satisfaction of Secondary Teacher Educators with their Intensity Index

Sr. No.	Professional Variable	Intensity Index	Rank
1	Level of Individual development	5.38	1
2	Service length	4.29	2
3	Job security	3.99	3
4	Rewarding system	3.90	4
5	Working conditions	3.78	5
6	Pay scale	3.77	6
7	Level of Responsibility	2.81	7

From table 4.12, it can be inferred that the professional variables viz. level of individual development, service length, job security, rewarding system, working conditions, pay scale, and level of responsibility were ranked from highest to lowest respectively i.e. from 1 to 7 with the intensity indices of 5.38, 4.29, 3.99, 3.90, 3.78, 3.77 and 2.81 respectively for all these variables.

4.6.0 MAJOR FINDINGS OF THE STUDY

The major findings of the study which were drawn from the analysis and interpretation of the data were given as follow.

1. The job satisfaction of secondary teacher educators working in Gujarat was found to be highly moderate with mean score of 295.5 out of 400 with low deviation. The distribution of the group was found to be symmetric and platykurtic.
2. Top ten factors in the order from higher to lower that contribute for higher job satisfaction of secondary teacher educators were willingness to choose the teaching profession, doing best to satisfy learners, commitment to teaching work, having good teaching skills, taking help from colleagues, determination to be in teaching profession, accepting feedback for improving teaching, recognizing research and extension work, team work with faculty members and self determination for work.
3. Bottom ten factors in the order from lower to higher that contribute for lower job satisfaction of secondary teacher educators were admission process of students which continue for a very longer period of time, lack of fund for research

and extension, poor language competency of students, works other than teaching, poor pay scale, less job security, workplace favouritism, non helping attitude of colleagues, indecisiveness towards new ideas, and not giving responsibility for other works other than teaching.

4. The job satisfaction of secondary teacher educators working in Gujarat was found to be independent of their gender.
5. The job satisfaction of secondary teacher educators working in rural teacher education institutes was found to be significantly more than those teacher educators working in urban teacher education institutes.
6. The job satisfaction of secondary teacher educators working in Gujarat was found to be independent of the type of institution (private/ public) they were working.
7. The job satisfaction of young secondary teacher educators was found to be significantly more than the job satisfaction of older secondary teacher educators.
8. The job satisfaction of more experienced secondary teacher educators was found to be significantly more than the job satisfaction of less experienced secondary teacher educators.
9. The job satisfaction of secondary teacher educators working in Gujarat was found to be independent of their educational qualification (more and less).
10. Very low and positive correlation was found between the job satisfaction of secondary teacher educators and their professional variables viz. working condition, individual development, level of responsibility, and level of recognition.
11. Major personal variables those ranks from highest to lowest were educational qualification, teaching experience, area of working, age, marital status, sex/gender respectively responsible for higher job satisfaction of secondary teacher educators.
12. Major professional variables those ranks from highest to lowest were level of individual development, service length, job security, rewarding system, working conditions, pay scale, and level of responsibility, respectively responsible for higher job satisfaction of secondary teacher educators.

4.7.0 CONCLUSION

The objectives of the study were analyzed objective-wise. The analysis of data for all the six objectives was done in this chapter. The findings of the studies are mentioned in the next chapter.