CHAPTER - I

INTRODUCTION
Human life, which is the best creation of God, has got two aspects: the biological and the sociological or cultural. The former is maintained and transmitted by food and reproduction, while the latter is preserved and transmitted by education. Biological aspects are found in plant and animal life also. But the sociological or cultural aspect is the rare distinction of human life alone. It is only man who is capable of being educated. Through education, he tries to seek new ideas and new ways of life. It is again through education that he promotes his intelligence and adds to his knowledge with which he can move the world for good or for bad according to his wishes. His life in the complex world is governed not only by the biological process, but also by a social process.

The human beings living in this planet are the products of millions of years of evolution. Over a huge proportion of those cones—actually, until relatively recently—adaptation challenges were confined to simple necessities like the provision of adequate food, shelter, clothing, safety and means of transmitting the primitive wisdom and skills of the earlier generations to the later ones. The rate of progress in technology and in the comprehension of nature during this vast period has been insufficient to outstrip to any significant degree, the necessarily slow organic-changes wrought by evolutionary processes. Now all that has changed; we are witnesses to the dizzying pace of cultural progress.

1.1 Education—Meaning and Importance

Education plays a vital role in giving human beings proper equipment to lead a gracious and harmonious life. Even lower animals make an unconscious effort to make their life happy by securing adjustment with their environment. Among human beings, the effort for self-improvement and making their life happy and comfortable is conscious and deliberate. They try to secure happiness not only at the physical, but also at mental and spiritual level. Education in the widest sense is this constant interaction between the individual and the environment. No good life is conceivable without education.
Introduction

Education is as old as the human race. Its importance has been realized since times immemorial and it continues right up to this day. It has been accepted as one of the primary needs of every civilized person. This is the only reason why philosophers and leaders of human thought have so eloquently sung its praises in all ages. Education is important for both - the individual and the society. The working of society is impossible without education or educated persons. In fact, human life begins with education. The fulfilment of needs of human life is possible only through education.

Education is a purposeful and organized activity which is undertaken both by the educator and the learner for the sake of a clear-cut objective. Without an end or ideal no purposeful activity will have that force which it is likely to have in the presence of the aim. And in education, all the aims are more important. The reason is that it is education, which bridges the gulf between the original nature of immature child and the exacting demands of the society which increase with growth of civilization.

Man has created education, yet it has become indispensable in his life; for man seeks education for betterment of his life, both inward and outward, and even for survival. It is no wonder, therefore that the U.N.O., in its Universal Declaration of Human Rights, proclaims: “Everyone has the right to education” (Article 26). Not only is this, ‘educability’ now considered as one of the capacities which distinguish man from other species. Man is educable, whereas other animals and birds etc., are not, although some of them can be trained to do certain things.

Education is the process of instruction aimed at the all round development of boys and girls. Education dispels ignorance. It is the only wealth that cannot be robbed. Learning includes the Moral Values and the improvement of character and the methods to increase the strength of mind. Education plays an important role in the progress of an individual’s mind and country. Ignorance and poverty are major speed-breakers in the developing country and can be overcome easily through education. Education encompasses both the teaching and learning of knowledge, proper conduct, and technical competence. It is, thus, focuses on the cultivation of skills, trades or professions, as well as mental, moral & aesthetic development.
Education is a conscious purpose to train the children for fulfilling the responsibilities of adult life. Since, the children have to enter a complicated society when they grow into adult, education gives them training necessary for adult life. It develops in them, thinking and reasoning power to help them to rise to the occasion, when they are forced with the pressing problems of home, community and world. An individual needs training to use his own reason so that, thereby, he may learn to live an orderly life or moral life. True education means training the individual to discriminate between 'good and evil', both on the level of physical responses as well as mental response. In short, education is the training of the intellect, body and spirit; it is training in co-operation, love and sympathy. It is training in correct responses to environmental conditions.

Education has been recognized as a fundamental right and it is viewed as a process of human resource development where the knowledge, skills and capabilities are sharpened to achieve a wide range of objectives. In a democracy, education can be used for giving training in good citizenship. It can produce leaders in different walks of life. Education is the process by which an individual is enabled to function according to the expectations of the society as well as according to his/her capabilities.

Education in a narrower sense means school and college instruction. It believes that education starts when the child enters the school and ends with its departure from the school or college. The amount of education received by the child is measured in terms of passing the examination and securing a job. Education in its broader sense includes all knowledge and experience, which tries to develop the child as an integrated and full-blooded human being. As such, education is not teaching of 3 R's (Reading, Writing and Arithmetic), but it is training of 4 H's (Head, Heart, Hand and Health).

Therefore, education is one of the most important sub-systems of a society. This sub-system is strategically very important because it generates both finite and infinite power. The quality of power helps in shaking the pattern of society. Where educational institutions turnout capable, intelligent, mentally alert and self-sufficient pupils, society becomes strong and productive.
1.1.1 Definitions of Education

"I think an education is not only important, it is the most important thing you can do with your life."

...DEAN KAMEN

"The roots of education are bitter, but the fruit is sweet."

...ARISTOTLE

"Education is not a problem. Education is an opportunity."

...JOHNSON

"Education is a process through which a child makes its internal, external"

...FROBEL

"Education means bringing out the ideas of universal validity which are latent in every human being".

...SOCRATES

"Education is defined as natural, harmonious and progressive development of one's innate powers".

...PESTALAZZI

"Plants are developed by cultivation and men by Education"

...LOCKE

"By Education, I mean an all round drawing out of the best in child and man-body, mind and spirit"

...MAHATMA GANDHI

"Education is the most powerful weapon which you can use to change the world."

...NELSON MANDELA

"In a world based on science and Technology, it is the Education that determines the level of prosperity, welfare and security of people".

...KOTHARI COMMISSION

Education, thus, encompasses both the teaching and learning of knowledge, proper conduct, and technical competence. It thus focuses on the cultivation of skills, trades or professions, as well as mental, moral & aesthetic development.
Introduction

1.2 Teacher Education

Since the introduction of modern education system, Teacher education has been a part and parcel of the formal educational system in India. It is intimately connected with society and is conditioned by the ethos, culture and character of a nation. The constitutional goals, the directive principles of the state policy, the socio-economic problems and the growth of knowledge, the emerging expectations and the changes operating in education, etc., call for an appropriate response from a futuristic education system and provide the perspective within which teacher education programmes need to be viewed.

Teacher education is not mere pedagogy or acquisition of a training qualification. It is preparation of persons for family, for society and for the country. It is nurturing of creativity, inculcation of commitment and generation of a strong will to contribute at the highest level of efficiency through a value-based approach. Teacher education is a process of unearthing the treasure within every teacher and, subsequently, within every learner in each and every learning centre. It is the process which makes the individuals realize the magnitude and potentialities which, if nurtured and inculcated in the right direction, could make significant contribution to the identified sectors.

Kilpatrick (1994), the famous American educationist once remarked, "One train's circus performers and animals, but one educates the teachers". Consequently, the new term "Teacher education" has been adopted replacing the term, 'teacher training'.

Teacher education refers to the totality of educational inputs which contribute to the preparation of a person for a Teaching position in school. But the term is more commonly employed to designate the programmes of courses and other experiences offered by an educational institution for the announced purpose of preparing persons for teaching and other educational services.
The recommendation of the report of the Education Commission (1964-66) is that the quality of existing programmes of teacher education should be considerably improved. The essence of a programme of teacher education is ‘quality’ and in its absence, teacher education becomes not only a financial waste but a source of overall deterioration in educational standards. Professional preparation of teacher being crucial for the qualitative improvement of education, it should be treated as a key area in educational development and adequate financial provision should be made for it, both at the state and national level.

It is often observed that many teachers are very impersonal in their approach to teaching and related functions. This makes such matters as initiative on the part of teachers, commitment and professional ethics serious issues as deliberately mentioned in the policy perspectives in Teacher Education published by the National Council of Teacher Education (NCTE, 1998).

1.2.1 General objectives of teacher education

The general objectives of teacher education derived from the contexts, concerns and issues of education, teacher education and the perceived profile of the teacher could include the following:

- To promote capabilities for inculcating national values and goals as enshrined in the Constitution of India.
- To enable teachers to act as agents of modernisation and social change.
- To sensitize teachers towards the promotion of social cohesion, international understanding and protection of human rights and rights of the child.
- To transform student-teachers into competent and committed professionals willing to perform the identified tasks.
- To develop competencies and skills needed for becoming an effective teacher.
- To sensitize teachers and Teacher Educators about emerging issues, such as environment, ecology, population, gender equality, legal literacy, etc.
Introduction

- To empower teachers to cultivate rational thinking and scientific temper among students.
- To develop critical awareness about the social realities.
- To develop managerial and organisational skills.

India has a large system of teacher education. There are more than 2000 elementary teacher education institutions, Colleges of Education and University Departments of Education. Nearly 30,000 Teacher Educators are engaged in the preparation of school teachers. Due to the demand in the society NCTE is giving green signal to many educational societies to run teacher education programmes. The number of colleges of education is increasing day by day in almost all states in India. In addition, there are Teacher Educators working in pre-primary training schools as well as institutions concerned with the preparation of teachers for the education of children with special needs and alternative education such as non-formal education, distance education etc.

1.2.2 Need and significance of Teacher Education

Teacher education is needed for kindling the initiative of the teacher, for keeping it alive, for removing the evils or ‘hit and miss’ process, for according a professional status to the teaching profession and above all for making the optimum use of time and energy of the teacher and the taught.

The Education Commission (1964-66) observed: “a sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvement in the education of millions”.

National Policy on Education-1986 calls for the overhaul of teacher education. It becomes the core condition to ensure high proficiency and quality school education. In other words effective school education anticipates effective teacher education.
The level to which professionalism is achieved is a matter of immediate concern. Consequently, the major task is how to raise this level of professionalism? The role model syndrome that the new student teacher brings to the teacher education institution on the basis of his/her experiences as a student in primary and secondary stages or, for that matter, in university, as the case may be, has to be re-examined and modified in the process of pre-service teacher education. Further, teacher educators themselves are expected to provide a role model which acts as an important influencing factor in the transformation of the lay person into a trained professional. In addition to this, the teachers, practice teaching schools and other such educators, with whom she/he interacts during pre-service training period, act as a third important factor in the process of transformation. All these are also influenced by the teacher preparation curriculum which includes an intensive study of educational theory, acquiring educational practice in the classroom, school and outside, under the guided supervision of teacher educators and developing appropriate attitudes, values and commitments.

1.3 The Profession

A profession is a calling and it implies acquisition of a fund of knowledge, range of skills and their application in the service of humanity.

A profession is explained as an occupation based upon specialized, intellectual study and training. It is a work pursues one person’s effort to find out a place in a day-to-day work. It is a kind of occupation, which now-a-days is termed as “Vocation”.

A profession is defined as “an occupation involving a relatively long and specialized preparation on the level of higher education and is governed by a special code of ethics” (Good, 1945).

Webster’s New Dictionary (1953) defines a profession as “a vocation or an occupation requiring advanced training in some liberal art or science and usually involving mental rather than manual work as teaching, engineering, medicine, writing etc”.
Peters et al., (1963) are of the opinion that “continuous in-service growth has been identified as an important ingredient of professional people. Professional growth never ceases for the alert and dedicated teachers”.

There is much difference between an occupation and a profession. An occupation is a type of activity, which a number of persons give themselves to and accept regular payments for, here, there is a sort of bargain for the amounts of work, the individual terms and there is no selection or prescribed qualification. But a profession is a specialized type of occupation, which requires training, and for admission, formal standards of achievements and a certain code of ethics are to be maintained.

1.3.1 Teaching Profession

Teaching is a spiritual process; in which one’s mind projects itself into another depending on the personal force of the teacher. As the teacher is to guide the pupils by his example as well as by his percept, he must possess certain definite qualities. The best teachers are those who have certain natural qualifications for the job.

The primary obligation of the teaching profession is to guide the children, youth and adults in pursuit of knowledge and skills, to prepare them to follow the way of democracy, which help them to become happy, useful, self-supporting citizens. To achieve this objective, the teacher should deal impartially regardless of students’ physical, mental, emotional, political, social, economical and religious characteristics.

The teaching profession should be an intellectual, a learning and practical activity. A strong, secure and effective profession of teaching is essential to improve public intelligence and to solve social problems. Teachers who commit themselves to the profession and who have knowledge, devotion and sacrifice alone can build teaching profession.
Introduction

The members of teaching profession should share with parents knowledge and opinions for shaping each student's purpose and identify socially accepted needs. He has to respect the basic responsibility of parents for their children. He has to establish friendly and co-operative relationship with them.

The teaching profession occupies a position of public trust involving not only the individual teacher's personal conduct but also the interaction of the school and the community. He should perform the duties of citizens and participate in community activities. He has to discuss controversial issues from an objective point of view protecting the class from partisan opinions.

According to the expectations of home, society, community and nation the role of present day teacher has become very challenging, complex and multifaced and he has to act for the proper fulfillment of the national goals of education.

The teacher in the past was a symbol of authority, held in awe by students and respected by parents. As long as he was present in the class, whether teaching or biding his time, students stack to their seats, silent and sober. No student dared to whisper or move from his seat in his presence. He was a monarch of all that he surveyed.

Today, the teacher is constantly under close observation of both the parents and the students. He is neither feared nor respected. He enters the class nervously apprehending trouble at any moment, as even a small lapse on his part can land him into serious trouble. A minor classroom incident may turn into a protest march, a demonstration or a strike. The teacher should, therefore, be very cautious in dealing with everyday disciplinary problems. Under these circumstances it is desirable that today the teachers should earnestly rededicate themselves to the service of the nation, not only by re-evaluating themselves, but also by re-orienting themselves to their new and changing roles in the society.

The teacher in India today "suffers from poverty, neglect, indifference, and insecurity". Financially they are poor; socially their status is low; professionally their task is a drudgery and administratively they are the worst affected. The
Secondary Education Commission (1954) was painfully impressed by the fact that the social status, the salaries and the general service conditions of teachers are far from satisfactory.

Teachers continue to work only as mechanical wage earners. Many of the teachers are made to work in schools without even the minimum requirements of accommodation and equipment. Therefore, it is needless to say that teachers of the present day have no interest in their profession. The most important point is the lack of recognition for the teachers in the society, compared to the police, doctors, revenue employees or any other government servants. The teachers are being denied recognition and are neglected both by the government and the society. So they have a sense of insecurity. Thus, the noble profession is receiving ignorable comments.

1.4 Teacher Educator

We all agree that teacher educators are vital to the teacher education programmes and many more capable teacher educators are needed to shoulder greater responsibility for performing many more new roles. Those teacher educators should work together co-operatively in different organisations at the local, state and national levels to secure a better future for all student-teacher and the in-service teachers.

Psychologically speaking, the teacher educator is the most powerful person in the training centre / institute. His ability to reward / punish is usually greater than that of any individual in the centre; he sets the pace; he takes the initiative, if he wants to take it. His power is such that even when he does nothing, he does something to the class. He even has an effect on the class when he is not present (Tanner and Lindgren, 1971).

Imitation is a common method of learning. Teacher Educators are powerful models to their student-teachers who are rewarding, prestigious or competent, who possess high status and who have control over rewarding resources are more readily imitated than the models who lack these qualities. The important aspect of
Learning through imitation is that behavior can be acquired through imitation and observation. Student-teachers constantly pick-up suitable expression, gestures and attitudes about classroom procedures from their teacher educators and this learning is based upon the principles of learning by imitation and modelling.

Teacher educator's instructional competencies also have a considerable influence on the learning of the student-teachers. Teacher educator's leadership behaviour considerably affects the quality of peer-to-peer interaction and classroom climate.

Teacher educators play the vital role in the teacher training institutions. These teacher-training institutions can be treated as the teacher making industries, which produce a large number of teachers for an indefinite period. The teacher educators transform their ideas, knowledge and habits and try to rectify the wild instructional behaviours of student-teachers and in-service teachers.

The teacher educator keeps equal and impartial treatment/relationship with student-teachers. He adopts various techniques including positive approach to motivate the student-teachers. He also provides ample freedom to the student-teachers inside appropriate infrastructural facilities for the enhancement of their creativity and spontaneous growth in the field work experience. By means of provoking questions, the teacher educator allows several responses, which reveal their depth of knowledge and imagination.

Teacher educators are responsible in providing the totality of experiences which contribute to the preparation of an individual for a teaching profession and in helping to qualify an individual to assume the responsibilities as a member of the educational profession.

The teacher educator who is responsible for shouldering these challenging concerns should himself be a highly motivated and committed professional. Teacher education can bring behaviour modifications in the prospective teachers during pre-professional training. The teacher educator can either insist on perfection of lesson planning or he may approve a mediocre lesson plan but insist
on actual teaching. He may innovate while giving demonstration or follow the existing methods. He can try to build idealism in the trainees or he can throw water on their enthusiasm by preaching that in today's schools they cannot achieve anything tangible. Such choices made by the teacher educators determine the quality of future teachers.

The qualities of competence are enthusiasm, fluency, industry, neatness, originality, adaptability and thrift. The teacher educators during their training should develop necessary competencies in teacher trainees. Teacher competence means the right way of conveying units of knowledge, application and skills to the students. The right way includes knowledge of contents as well as the processes, methods and means of conveying them in an interesting way involving the activities of students. In short, an effective teacher makes the teaching-learning process a joyous experience.

Teaching practice is aimed at developing competencies in the student-teacher which are essential for performing his role effectively in the actual classroom. Therefore, our teaching practice should be competency based rather than performance based. Practice teaching should be carried out in a more systematic and rigorous manner so as to inculcate in teacher trainees the required qualities. These qualities would certainly help them to perform their duties effectively in future.

Education of teachers is of utmost importance to make teaching an interesting process. In the hands of an untrained teacher, education degenerates into formal instruction. He follows unpsychological and unscientific teaching methods. Consequently education becomes dull and uninteresting. Training prepares the teacher for his job and makes him competent. No educational reconstruction can take place effectively without an adequate preparation of teachers.

Adequate preparation of teacher depends upon the satisfaction of teacher educators in their job. Every profession has got certain aspects conducive for job satisfaction and teaching profession is not an exception. Unless and until a teacher
Introduction

derives satisfaction from job performance, he cannot initiate desirable outcomes to
cater to the needs of the society as well as to live up to the social expectations.

Dissatisfaction of the individual, whatever may be the occupation in which
he is engaged, results in professional stagnation and becomes harmful to the
clientele. Dissatisfaction among the workers is undesirable and dangerous in any
profession; it is suicidal if it occurs in the teaching profession as cautioned by the

1.4.1 Role of Teacher Educators in the Teaching Profession

The teacher educator is expected to face the new emerging demands of
society. Teacher educator’s behaviour has a vital impact upon the development of
child’s personality. It also seems that the behaviour of teacher educator is a
function of his/ her acceptance of self.

Efforts have been made to find out criteria for defining a successful teacher
educator in terms of different characteristics. The successful / competent teacher
educators are understanding, warm, friendly, responsible, systematic, stimulating,
imaginative and enthusiastic than less successful teacher educators. Thus, a good
teacher educator or an effective teacher educator is a relative term and requires
many qualities.

NCTE (1998) was justified when it stated – ‘if teachers acquire
professional competencies and commitment and if they are enabled and
empowered to perform their multiple tasks in the classroom as well as in the school
and community in the genuinely professional manner, then a chain reaction can be
brought about with a sound teacher performance culminating in a high quality
learning among increasingly more students in cognitive, affective and psychomotor
areas of human development’.

As a teacher, the teacher-educator is empowered enough to concentrate
certain mechanism of teaching among the student-teachers. Teaching of a teacher
educator has a number of multifarious reactions, which are genuinely reflected at
the level of student-teachers.
Introduction

Thus, a teacher educator has to perform many roles like teaching, research, extension activities, training, development of instructional materials, administration, counselling to student-teachers and acquisition of expertise in his/her own area of specialization. Every institution expects a good performance by the teacher educator as it is linked with the tasks of maintaining and co-ordinating the standard of training. The various factors which influence the quality of education/training and its contribution to the national development are the quality of successful teaching and character of teacher educators.

1.5 Job Satisfaction

Satisfaction is an essential factor in any profession. Unless a man is satisfied with his job, it is very difficult for him to carry on his duties effectively and efficiently. A man never works in a vacuum. A large number of factors like the employee’s temperament, health, age, social status, activities, political or social organizations determine his satisfaction with the job. This influences to a great extent the quality and quantity of the output. Therefore, it is important to know, whether a person rates himself as a satisfied or dissatisfied one. Thus, job satisfaction is a chief factor in an organization, which plays a vital role in running the organization in a steady and smooth way with great morale, discipline and harmonious acclimatization of the employees.

Man in any working situation is able to apply himself whole-heartedly to his work when he has job satisfaction. The term job satisfaction is defined as under:

**JOB:** According to Good (1973) Job is:

- A unit of trade or task done by a worker in return for pay.
- A contract or unit of work in the Dalton plan to be completed in a given time.
- A specific assigned task which provides the media by which the student practices and develops skills for an occupation.
SATISFACTION:

The term satisfaction has been defined by English (1934) as – the state of a person whose tendencies have reached their goal.

JOB SATISFACTION:

Job Satisfaction is the result of various attitudes possessed by an employee towards his/her job. These attitudes are related to specific factors such as wages, conditions of work, advancement opportunities, prompt settlement of grievances, fair treatment by employees and other fringe benefits.

Job Satisfaction is the way an employee feels about his or her job. It is a generalized attitude towards the job based on evaluation of different aspects of the job. Job Satisfaction indicates the satisfaction derived from being engaged in a piece of work. It is essentially related to human needs and their fulfillment through work.

Job Satisfaction is generally defined as effective response to discriminate characteristics or facts of the task and work environment. These effective responses vary along like/dislike continuum and reflect a complex process of comparisons between what is experienced on the job, the frames of reference which workers have for evaluating what they experience, their expectations regarding what is a fair and equitable return for their efforts and alternatives available to workers.

Job Satisfaction is as important factor in the teaching profession as it is in any other profession. When an individual worker is satisfied with his work, he is not the only person who is benefited by it; the employer too gets his share of such benefit. This satisfaction brings numerous tangibly positive results. A person who is satisfied with his job is, generally, a person with a high sense of value. As a result, the community as a whole gains a lot from such an individual.
Job Satisfaction improves the performance as well as the effectiveness of an individual worker, irrespective of the nature of work. It is a well-known fact that a satisfied worker in any field would perform with greater competence.

A professionally satisfied teacher has a friendly attitude, greater enthusiasm and a higher value pattern. Such a teacher contributes immensely towards the educational advancement of the students. Such teachers are a boon as well as bounty to an educational institution, whereas a dissatisfied teacher is generally found to be irritable, depressed, hostile, nonchalant, and even neurotic in his attitude. Such a dissatisfied teacher often makes the life of his students miserable, thereby causing a great harm to the institution as well as to the society.

Job Satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one's job; an affective reaction to one's job; and an attitude towards one's job. Weiss (2002) has argued that job satisfaction is an attitude but points out that researchers should clearly distinguish the objects of cognitive evaluation which affect beliefs and behaviours. This definition suggests that we form attitudes towards our jobs by taking into account our feelings, our beliefs, and our behaviors.

Thus, Job Satisfaction plays an important role to the employee in terms of health, and well-being and also involves liking for the work and acceptance of the pressures and aspirations connected with that work. Again his family relationships, social status and factors such as political or social activities in the organization contribute ultimately to Job Satisfaction.

1.5.1 Definitions of Job Satisfaction

There are a number of different definitions of Job Satisfaction. One comprehensive definition is that it is a generalized attitude resulting from many specific attitudes in three areas viz., (i) Specific Job Factors, (ii) Individual Adjustment and (iii) Group relationships.
Introduction

Job Satisfaction is the favourableness or unfavourableness with which employees view their work. It results when there is congruence between job requirements and wants and expectations of employees. It expresses the extent of match between the employees expectations of the job and the rewards that the job provides.

Job Satisfaction depends upon the extent to which the job that we hold meets the needs that we feel it should meet. The degree of satisfaction is determined by the ratio between what we have and what we want.

Hoppock (1935)

Job Satisfaction is an attitude which results from balancing and summation of many specific likes and dislikes experienced in connection with the job.

Bulluck (1952)

Job Satisfaction is the verbal expression of an incumbent’s evaluation of his job. The verbal evaluation is made operational by some form of attitude questionnaire or scale by means of which the incumbent rates his job on a continuum of ‘like-dislike’ or approximate synonyms such as ‘satisfied – dissatisfied’.

Katzel (1964)

Job Satisfaction is the result of various attitudes the person held towards his job, towards related factors and towards life in general.

Gilmer (1966)

Job Satisfaction is the result of various attitudes possessed by an employee. In a narrow sense, their attitudes are related to the job and are concerned with such specific factors as wages, supervision, steadiness of employment, conditions of work, opportunities for advancement, recognition of ability, fair evaluation of work, social relations on the job, prompt settlement of grievances and social relations.

Blum and Naylor (1968)
Job Satisfaction is the affective orientation of individual towards the work roles that they are presently occupying.  

Vroom (1968)

Job Satisfaction is a pleasurable positive emotional state resulting from the appraisal of one's job or job experience. It results from the perception that one's job fulfils or allows the fulfilment of one's important job values providing and to the degree that these values are congruent with one's needs - observes.

Locke (1976)

Job Satisfaction is the whole matrix of job factors that make a person like his work situation and be willing to head for it without distaste at the beginning of his work day. This means that job satisfaction includes two aspects viz., living and enjoying the job and going to one's job with head erect and with smiles.

Kochhar (1978)

Job Satisfaction is the extent to which each person in an organization obtains satisfaction from the process and context of his work. Maximizing job satisfaction and also minimizing frustrations and dissatisfaction is widely recognized as one of the important goals in modern management.

Rowntreuil (1981)

Job Satisfaction is an emotional affective personal response as a result of his estimation of the degree to which some fact of job reality is congruent or incongruent with his values.

Ejiogu (1985)

Responsibility, interpersonal relations with student's achievement, interpersonal relations with other teachers and job security are to be the primary contributors to the Job Satisfaction.

Malone (1993)

Thus, there are numerous definitions and meanings for the concept of Job Satisfaction. To conclude, different operational definitions of Job Satisfaction given by Wanou and Lawler (1974) may be quoted:
**Introduction**

i. Overall Job Satisfaction is the sum of job facet satisfaction across all facets of job.

ii. Job Satisfaction has been conceptualized as a weighted sum of job facet satisfaction.

iii. Job Satisfaction has been operationalised as the sum of goal attainment or need fulfilment when summed across job facets.

iv. Job Satisfaction has been operationalised as a discrepancy between how much is there now and how much should there be.

v. Job Satisfaction results from the attainment of values, which are compatible with one’s needs.

### 1.5.2 Factors Contributing for Job Satisfaction

The best discussion on factors relating to job satisfaction has been provided by Thomas Willard Harrel (1968) in his book Industrial Psychology. According to Harrel, it is not one factor alone which influences Job Satisfaction. It is caused by many interrelated factors. He believes that job satisfaction is dependent upon three major categories of factors. They are:

I. **Personal Factors**

   a) Sex
   b) Number of dependents
   c) Age
   d) Time on the Job
   e) Intelligence
   f) Education
   g) Personality
II. Factors Inherent in the Job

a) Type of work
b) Skills required
c) Occupational Status
d) Size of the plant

III. Factors Controlled by the Management

a) Security
b) Pay
c) Fringe benefits
d) Opportunities for advancement
e) Working Conditions
f) Co-workers

Afsar Khan (1995) suggested several factors for the variation in the Job Satisfaction of workers. They include:

I. Job Characteristics

Herzberg (1966) in his two factor theory has identified one of the factors of Job Satisfaction as job content (intrinsic) and the other as job context (extrinsic). The factors associated with doing the job (content factor) include –

- The challenge and interest of the work.
- Perception of the worth of the work.
- Perception in decision making or amount of responsibility and decision making power accompanying the job.
- Control / freedom of the job.

The second set of job characteristics has been identified as job context factor. These factors focus on the context in which a job is done and job features that are determined by external events or other people. The most common dimensions appear to be:
Introduction

- Amount of payment
- Cohesion of a work group (integrated work group)
- Style / type of supervision or leadership received.

II. Individual Characteristics

These are also known as personal characteristics. The most important of these being:

- Occupational level
- Age
- Education
- Sex

III. Organizational Characteristics

These characteristics of Job Satisfaction are connected with variables of organizational structure. The most important of these are:

- Infrastructure of the organization
- Service benefits
- Recreational facilities
- Placement and promotion

IV. Work situation Characteristics

This is also considered to be the most important character affecting Job Satisfaction of workers. The important characteristics of work situation are listed below.

- Safety measures
- Interpersonal relationships
- Management concerns
- Work environment
- Nature of work
- Motivation.
1.5.3 Perspectives of Job Satisfaction

Job Satisfaction is a widely studied area of occupational psychology. The term job satisfaction refers to an individual’s subjective experience, on his work situation, his responses and feelings towards different facets of his work role. It has been explained by different psychologists in different ways.

The question sometimes raised is whether it is practicable to satisfy all the needs of the employees. The answer is in the affirmative. As rightly mentioned by Jacob (1973), Job Satisfaction and higher productivity will benefit both the employers and the employees. Thus, Job Satisfaction and its importance are being portrayed here specifically from three perspectives i.e. (i) from an employee’s perspective, (ii) from an employer’s perspective and (iii) from the society’s perspective.

(a) From an Employee’s perspective:

Here, Job Satisfaction is significant for the physical health, mental health and social participation of the employee. As per the statement of Dr. John French (1988) the risk of coronary heart disease is associated with many kinds of job stresses. The concept of social stress has received the greatest current attention among many psychological concepts linking work to disease.

There are three major competing arguments, in respect of the importance of Job Satisfaction from the stand point of employee’s social participation. (a) According to spell-over argument:- workers’ feeling about their job will generate to other life – roles, with a dissatisfied worker in part becoming a dissatisfied citizen. (b) According to the compensatory argument:- unable to achieve psychological gratification from their job, dissatisfied workers put their psychological instrument in other roles and obtain compensatory gratification from the activities associated with these roles. (c) According to the segmentation argument:- the entire life is divided into several parts, each one representing a different area of activities and interest and each one is lived out more or less independently of the other. The attitudes developed in one setting have, therefore, an effect on attitudes in other settings.
(b) From an Employer's perspective:

Job Satisfaction may be instrumental in promoting the effectiveness of the performance, reducing the escape reactions and minimizing the attack reactions. Blum (1956) has been of the view that Job Satisfaction has extremely important consequences for an industrial organization. Gilmer (1966) has held that there is quantitative relation between productivity and job attitude including Job Satisfaction. Thus, by and large, people with positive attitude show a record of relatively high productivity.

There are some other forms of withdrawal from unsatisfying jobs, such as lateness to work, punctuality in leaving, premature or early retirement or addiction to drugs or excessive use of alcohol. Job Satisfaction is important to minimise attack reactions in general and industrial sabotage in particular.

(c) From the Society's perspective:

Dissatisfied workers contribute less to the society than they want to or capable of doing since workers whose skills and education are underutilized contribute an obvious social waste. When workers express dissatisfaction it leads to either decrease in the productivity or rise in the costs of their employing establishments. A very likely result is that employers raise the prices of their goods or services, the impact of which is soon felt by the consumers in the form of inflation and the diminished quality of goods and services.

Many of the conditions that affect Job Satisfaction do not begin and end with the job but have much extensive social significance and impact. For example, job dissatisfaction may be determined in part by the job discrimination or a worker's confinement to a secondary labour market.

Thus, it is quite obvious that the dissatisfaction with the job may create a number of problems for the workers, employers and the community at large and may disturb the personal and social adjustment of the employees on whom ultimately depends our success in increasing the productivity to the fullest possible extent.
1.5.4 Job Satisfaction of the Teacher Educators

Teachers of the olden age were men of the highest calibre in society from the point of knowledge and spiritual progress. He (The Teacher) has been called equal to Absolute (Brahma) himself and only that person is authorised to be a “GURU” who has gained Absolute Knowledge. But today the teacher occupies a relatively low social status. He as an individual or as a member of the group does not enjoy prestige that is accorded to the medicine, law or the engineering profession. On the contrary, teachers are typically regarded as impractical, idealists and persons ill-equipped to deal with the realities of the world affairs. Hence, they carry no weight in the present community.

Teacher Education is the backbone of an education system in a progressing nation and the teacher educator is the pivot in the system of education. Teacher educator is also a teacher. Obviously, the progress of a nation ultimately depends upon the quality of its teachers. It is also acclaimed beyond doubt that the teaching profession is the noblest of all professions. But it is an irony of fact that teaching is the most unattractive profession and teacher no longer occupies an honourable position in the society. In this connection it is worth quoting Mr. Henry Van Dyke—“He (the teacher) lives in obscurity and contends with hardship. For him no trumpets blare, no chariots, no golden declarations are decreed..., patient in his duty, he quickens the indolence, encourages the eager and studies the unstable..... He lights many candles which in later years will shine back to cheer him”. This is his reward.

The teacher in India today “suffers from poverty, neglect, indifference and insecurity”. Financially they are poor; socially their status is low; professionally their task is a drudgery and administratively they are the worst affected. The Secondary Education Commission (1954) was painfully impressed by the fact, that the social status, the salaries and the general service conditions of teachers are far from satisfactory.
A number of Teacher Educators of the present day have no interest in their profession. Many of the Teacher Educators are made to work in colleges of education without providing even the minimum requirements of accommodation and equipment. Therefore, it is exaggeration to say the Teacher Educators of present day have no interest in their profession. The most important point is the lack of recognition for the Teacher Educators in the society, compared to the doctors, lawyers, police or any other government servants. The Teacher Educators are being denied recognition and facing indifference and insecurity both from the society and the government. Thus a noble profession is receiving ignoble comments.

A dissatisfied teacher is lost not only to himself but also to the entire society. He spells disaster to the country’s future. So dissatisfaction of an individual results in professional stagnation. If it occurs in the teaching profession, it is just suicidal. Pagel and Price (1980) listed different causes for the dissatisfaction of teachers. They are:

i. Lack of planning time
ii. Too much correction work and clerical work
iii. Out-of-touch administration
iv. Disruptive and unmotivated students
v. Non-teaching activities
vi. Non-cooperative parents
vii. Feelings of failure and
viii. Low occupational prestige

1.6 Teaching Effectiveness

The concept of teaching has undergone a number of changes during the last few years. Teaching is not everybody’s cup of tea. It is an art and skill to be learnt. It requires the knowledge of subject context, method, techniques and teaching material to be used for making teaching interesting and effective. The selection of these methods and techniques depends on the nature of task, learning objectives, learner abilities and student’s behaviour.
Teaching is neither easy nor monotonous. Artists and craftsmen manipulate tangible and inert things. The teacher manipulates the living mind, with its ever-changing and ever-surprising responses and attitudes. Teaching is never static; it is a living process that is coloured by the past experience as well as the present mood and purpose of the learner.

Good teaching develops the mutual respect between the teacher and the taught and instils intellectual integrity and independent judgment among the students. The teacher has to realize the activeness he provides and the knowledge and know-how, he imparts. It goes a long way in preparing the child to be a lifetime learner. The mutual respect between the teacher and the child is an important factor in determining the effectiveness of teaching. The mutual respect should be cordial and brotherly.

Effective teaching means teaching which produces maximum learning outcome. It aims to achieve the goals of education. It may be stated that 'pupil' is the most relevant criterion for teaching effectiveness. Educationists, administrators and psychologists know well about the importance of effective teaching. The effectiveness could be achieved with the help of skillful and efficient teachers, well planned syllabus, necessary infrastructural facilities, etc.

Teaching Effectiveness is associated with a seemingly endless series of tasks. The teacher is ever involved in planning learning experiences for children, choosing instructional materials, gathering supplies, instructing, evaluating work, correcting written work, collecting money and goods for one purpose or another, having parent conference and participating in staff meetings and professional associations.

The Teaching Effectiveness is also called effective teaching, criteria for competence and ability to teach and teaching success. Effective teaching is essentially concerned with how best to bring about the desired pupil learning by some educational activity. Over the years the problem effective teaching can be approached in different ways.
1.6.1 Criteria of Teaching Effectiveness

Good teaching depends on the attitude and the skills of a teacher. The teacher who has faith in democracy, who believes that children by nature are good, who had confidence in the reasonableness of the youngsters and who is full of hope for the future of mankind, will teach in a completely different way than a teacher who staunchly believes in a particular faith, who believes that mankind is born out of sin and who is determined to keep them under strict discipline. The first kind of teacher is considered a good teacher and is liked by his/her students.

Evaluation / examination results are one of the tools with which teaching effectiveness is determined. There was a time when teacher was thrown out of job for producing poor results. But, now educationists have realized that examination is not a very reliable tool even to assess the students performance, leave alone assessment of teacher’s efforts or effectiveness of his/her teaching.

Another parameter can be the supervisor’s or administrators opinions about the teaching effectiveness. This again is not reliable as opinions are much biased more often than not. Popularity among the pupils can be considered one of the determinants of effectiveness, since mutual affection has a good effect on the learning outcomes. Knowledge, training, participation in school activities, personality and many other factors are the determinants of effectiveness.

Based on the goal proximity, O’Kelly and Fisky (1951) identified three criteria of Teaching Effectiveness viz., (i) product criteria, (ii) process criteria and (iii) presage criteria.

*Product Criteria:* In this criterion the pupil’s gain is considered as the basis for Teaching Effectiveness, i.e. this depends upon teaching goals which are stated in terms of the pupil change, growth or learning. Investigators like Ryan, Remmers and Bloom stressed the importance of product criteria. In 1956 Mitzel and Gross found only 20 studies which had used a student growth criterion to measure Teaching Effectiveness in elementary and secondary schools.
Process Criteria: - Under this aspect are included the extent to which the teachers effectively discipline the students and maintain rapport with the students. It considers both- teacher and student behaviour in the classroom. The interaction between them appears to be the dominant aspect of the whole process of learning. Flanagan (1954) investigated the prominence of these criteria, but not found frequently in the studies devoted to predict the Teacher Effectiveness.

Presage Criteria: - The bulk of research on Teaching Effectiveness relied upon the presage criteria. In a sense they are pseudo criteria, for their relevance depends upon an assumed or conjecture relationship to their criteria, either on process or product variables. The four types of presage variables in Teaching Effectiveness research are: (a) teacher’s personality attributes, (b) characteristics of teachers in training, (c) teacher’s knowledge and achievement and (d) in-service teacher status characteristics.

Huntley (1976) explained in an article that the difference between extrinsic and intrinsic classification methods and, in doing so, throws light upon the process by which we discern quality. Students observe their teachers over a period of time, they compare them to other teachers they have had, and they generally, unconsciously, evaluate them and re-evaluate former teachers in the light of such competencies.

1.6.2 Distinction between Teaching Effectiveness and Teacher Effectiveness

The teacher is the single most important key factor in the success of any educational programme, reform or advancement. Saiyidsin (1950) observes, “the more I see of educational work – good work and bad work – the more emphatically I feel that the quality of the teachers in an educational system is more important factor than all the other educational factors put together – syllabus, text books, equipment and buildings”.

29
One of the most difficult problems in educational research is that of recognizing teaching effectiveness and discrimination between the more effective and the less effective teachers. The impact of any educational programme or innovation on the pupil operates through the pupil’s teacher. It is, therefore, quite accurate to say that school’s effectiveness depends directly on the effectiveness of its teachers. Maximizing the teacher effectiveness is a major goal of education.

The more efficiency the teacher has, the more efficient the teacher is. Despite an enormous amount of available literature on the subject of Teacher Effectiveness, no universally acceptable formula can be given to define an effective teacher; however, the following definitions provide distinction between Teacher Effectiveness and Teaching effectiveness.

In the Dictionary of Education, Hurdel Benjiman (1967) defined Teacher Effectiveness as ‘the degree of success of a teacher in performing instructional and other duties specified in his contract and demanded by the nature of his position. Barr (1952) explains teacher effectiveness as a relationship between teachers, pupils and other persons concerned with the educational undertaking, all affected by limiting and facilitating aspects of the immediate situations.

On the other hand Teaching effectiveness is the ability and interaction between the physical, intellectual and psychological interests of the student and some given subject content, the ability of the teacher to relate the learning activities to the developmental process of the learners and to their current and immediate interests and needs. According to Dickson (1980) Teaching Effectiveness is a demonstrated repertoire of competencies involved with (i) teaching plans and materials, (ii) classroom procedure, (iii) inter-personal skills and (iv) learner’s reinforcement and involvement reflected in teacher behaviour.

Therefore, it is summarized that – Teaching Effectiveness is limited to classroom activities whereas teacher effectiveness is not limited to classroom. It is an overall effectiveness of a teacher in other areas. Teaching effectiveness in this study is concerned with what teacher is and what he does in the classroom in order to induce pupil learning.
1.6.3 Factors contributing to Teaching Effectiveness

While defining an effective teacher is a reasonably straightforward task, identifying those factors that contribute to Teaching effectiveness is far more difficult. There are at least two major reasons for this difficulty (Anderson, 1991).

First, teacher and the instruction he provides to students are only two of a complex of factors that impact on student learning. One of the fundamental truths in education is that the knowledge, skills, aptitudes, attitudes and values with which students leave school or a particular teacher’s classroom are influenced to a great degree by the knowledge, skills, aptitudes, attitudes and values the students possess when they enter.

1.7 Job Involvement

The concept of Job Involvement has been defined in various ways by different psychologists. Throughout the literature many different terms have been used to describe job involvement. Terms such as central life interests, work-role involvement, ego-involvement, ego-involved performance, occupational involvement, intrinsic motivation, job satisfaction and job involvement have all been mentioned.

Job Involvement was defined as “the degree to which a person’s work performance affects his self-esteem” (Lodahl and Kejner, 1965). It is the degree to which a person is identified psychologically with his work, or the importance of work in his total self-image. Lodahl (1965) hypothesized that its main determinant is a value orientation process. A job involved person is one for whom work is a very important part of life, and is one who is affected very much personally by his whole job satisfaction, the work itself, his co-workers, the company etc.

On the other hand, a non-job involved person does his living off the job. Work is not as important as a part of his psychological life. His interests are elsewhere and the core of his self-image, the essential part of his identity, is not greatly affected by the kind of work he does or how well he doesn’t. A job involved person would like to come to his duty regularly, whereas a non-job involved person may not be regular and may absent himself from his work, since his interests lie elsewhere.
After an exhaustive review of all the definitions of Job Involvement in psychological literature, Robinowitz and Hall (1977) concluded that the definitions of job involvement should be grouped into two categories, each representing a distinct way of conceptualizing the construct.

1.7.1 Meaning and definitions of Job Involvement

Job Involvement may influence one's satisfaction with one's job. The emphasis placed on Job Satisfaction variables has resulted in a relative neglect of the job involvement variable. This is perhaps due to a lack of conceptual differentiation between Job Satisfaction and Job Involvement and to an apparent failure to realize that it was possible for some persons to be highly satisfied, but not involved and for others to be highly involved, but not satisfied. Some sources of Job Satisfaction are probably more likely to be related to Job Involvement than some others.

One category of definitions views Job Involvement as a “performance – self esteem” contingency. According to these definitions, Job Involvement is the extent to which the self-esteem of individuals is affected by their level of performance at work. Thus, higher or lower Job Involvement means higher or lower self-esteem derived from work behaviour.

The other category of definitions views Job Involvement as a ‘component of self-image’. According to this category of definitions, job involvement refers to the degree to which individuals identify themselves psychologically with their jobs.

Allport (1947) defined Involvement as “the situation in which the person engages the status seeking motive”.

Lodahl (1964) explained Job Involvement as “the importance of work to a person's self esteem or sense of worth”. The job involved person is one for whom work is a very important part of life.
In another view of psychological literature, Saleh and Hosek (1976) have identified four different interpretations of the concept of Job Involvement. A person is involved:

- When work to him is a central life interest.
- When he actively participates in his job.
- When he perceives his performance as central to his self-esteem and
- When he perceives performance as consistent with his self-concept.

1.7.2 Causes for Job Involvement

Researchers who have defined Job Involvement as a form of the performance self-esteem contingency argue that intrinsic need satisfaction is a necessary condition for job involvement. Vroom (1962) proposed that a person's attempts to satisfy the need for self-esteem through work on the job leads to Job Involvement. In his study Vroom found that the degree of Job Involvement by his choice of ego, rather than extrinsic factors, helps in describing the sources of satisfaction and dissatisfaction on the job.

Patchen (1970) identified three general conditions for Job Involvement. According to him, "Where people are highly motivated, where they feel a sense of solidarity with the enterprise, and where they get a sense of pride for their work, we may speak of them as highly involved in their job".

When Patchen (1970) talks of workers being highly motivated, he refers to their high levels of achievements need or to their wish to accomplish worthwhile things on the job. When he talks of workers solidarity with the enterprise, he refers to their need for belonging to the organization. Finally, when he talks of worker's sense of pride, he refers to workers 'feeling of high self-esteem'. Thus, in Patchen's view, when a job provides opportunities for the satisfaction on one's achievement needs, belonging needs and self-esteem needs, one experiences a greater degree of Job Involvement.
Lawler and Hall (1970) are also in favour of defining Job Involvement as the psychological identification with the work. They believe that Job Involvement is partly caused by an individual's personal background and situations.

The above review of the causes of Job Involvement shows that almost all researchers consider intrinsic need satisfaction as the necessary condition for job involvement. The satisfaction of intrinsic needs of workers can be achieved only through appropriate changes in the job and the organizational environment.

Such changes like job variety, autonomy, opportunity for participation have also been viewed as situational factors causing Job Involvement. Besides the situational variables at the work place that affect intrinsic motivation, researchers have also identified the protestant–work–ethic attitude as a cause of job involvement.

The protestant–work–ethic attitude is largely determined by post socialisation processes experienced by individuals in specific socio-economic and cultural milieu in which they live. Thus, the rural/urban, blue collar / white collar and ethno cultural backgrounds of individuals have been considered as causes of job involvement. Thus, Roibinwitz and Hall (1977) consider the protestant–work–ethic attitude as a personal factor or individual difference variable causing job involvement.

1.8 Personality Characteristics

Personality is all that a person is. It is the totality of his being and includes his physical, mental, emotional and temperamental make-up. His experience, perception, memory, imagination, instincts, habits, thoughts and sentiments constitute the personality. His tastes, style of life, beliefs, enthusiasm and the like colour personality. His clothes and digestion are a part of his personality. They make a difference to his whole outlook on life and influence his total attitude towards society (Freeman, 1968).
Personality can be described more especially as 'how a person affects other, how he understands and views himself and his pattern of inner and outer measurable traits'. In this definition how one affects others is a function of one's physical appearance and behaviour.

Understanding oneself refers to awareness that each of us is a unique being with a set of attitudes and values and that we each have a self-concept that is the result of successive interactions with environment. Finally, the pattern of measurable trait refers to a set of characteristics that the person exhibits. A personality trait is some particular quality of behaviour, such as cheerfulness or self-reliance. Personality traits are broadly classified as follows.

i) **Physical Traits**: Personal appearance as indicated by height, weight, body build facial expression and complexion together with voice, dress and other personal characteristics is an important factor of personality.

ii) **Cognitive Traits**: Mental traits such as intelligence, observation, memory, thinking, imagination, attention, judgement and reasoning are important traits of personality.

iii) **Affective Traits**: Anger, hatred, jealousy, joy, sorrow, fear, sympathy, love, pity, pleasure and sentiments.

iv) **Psychomotor Traits**: All action behaviours compose personality.

*Kochhar (1978)* states that – 'The probability of success in any vocation is determined by personality and motivational factors operating through the vocational pattern, assuming that minimum job requirements are met'.

This makes it clear that in choosing a vocation for the individual, the counsellor should examine not only the individual's capacity for a certain field of work and his interest in it, but also his ambition, personal disposition and personality traits, like – ascendance-submission, introversion-extroversion, sociability- emotional stability. Personality plays an important role in individual's
vocational adjustment and success. Numerous studies on job satisfaction and
causes of vocational failure and maladjustment are there to show that individuals
lack personality adjustment in spite of their abilities and interests for that vocation.
Therefore, it is important to diagnose the individual's personality to see whether he
possesses the traits which are likely to contribute significantly to his adjustment to
the vocation he is choosing.

As the teacher is to guide the students by his example as well as by his
precept, he must possess certain definite qualities and characteristics. Bush (1942)
found that teacher-pupil relationship was the most important factor in successful
teaching. He concluded that - generally speaking, those teachers who knew most
about their students and who are sympathetic and accepting with respect to the best
chances of establishing good relationship with a majority of students in their
classes.

Lamke (1951) analysed the qualities of good teachers using Cattell's 16
Personality Factors (16 P.F.) test and found that they were gregarious, adventurous
and had above average emotional responses, strong artistic and sentimental
interests. They were more talkative, cheerful, placid, frank, polished and cool.

Shukla's study (1956) revealed that intelligence, sociability, politeness,
sense of humour, co-cooperativeness, self-confidence, reasoning ability,
organisational ability, ability to maintain discipline, higher educational
qualifications, scholarship, concentration, knowledge of the subject, sense of
responsibility and a good moral character are the qualities which constitute good
teaching personality.

A teacher, if he is to be worthy of his calling, must continue to be a student
all through his life. He must keep alive the flame of his own mind, if he expects to
kindle the minds of his students. 'Only a burning lamp will burn another lamp'.
The teacher must be equipped with the weapons of originality and creative power.
For a real teacher teaching is a struggle, a life mission. A teacher must boast of
having his own code of work and ethics and behaviour as the architect of the
nation.
The teacher educators should possess the personality characteristics like creativity, innovativeness, being democratic and they are to be enthusiastic with organisational, planning guiding and evaluation abilities. Besides they need, expertise in methodology should possess a philosophical bent of mind, should have been insights into child psychology and above all strive to be a model of ethical values.

1.9 Need for the study

The quality of teacher education is very important for bringing about functional improvement in teacher education institutions and, consequently, in school education. Adiseshaiah (1978) has rightly remarked that—"those that are entrusted with responsibility of teaching the teachers have, naturally, to be men and women of high calibre whose influence would prove to be the greatest asset for prospective teachers".

Teacher education in our country has to face the challenge of producing teachers for a new society. However, in order to meet the challenge successfully, it is necessary to improve the quality of teacher educators.

Teacher Education today is an integral part of any educational system. Teaching, being both a skill and an art was found amenable to transmission in the early years of the 19th century. Mass literacy goals as well as the emergence of technology transformed the very character of teacher training and its philosophy. The National Policy on Education, 1986, reflects precisely this change in its concept and practice. No wonder then that Teacher Education has emerged as an important area of educational research.

The number of Teacher Educators is increasing in this state and fresh postgraduates are entering the system. The majority of the private institutions entered into Teacher Education field. There is a need to study the satisfactory level of the Teacher Educators in this new situation. In general the opinion is that the teachers are not satisfied with their job because it is a low paid job and their involvement is also too low in their job but at the level of higher education it is not a valid statement.
Teacher Educator is going to play a major role in shaping the mind of the society because teacher is the mind of the society. These Teacher Educators are minority group in the education system. They required strong commitment to influence the system of education. So there is a need to study the Teacher Educator to make him comfortable in the system to contribute something to the system.

Teacher Educators have a key role in the improvement of Education. Therefore, it is important that their best efforts be devoted to it. Since there is so much flexibility in the work they are required to do, and the manner in which they can do it, the contribution they make to the field depends in part on their involvement in their work and the satisfactions they derive from it. Hence, the investigator is interested to know the satisfaction of Teacher Educators working in Teaching Training Institutions (both B.Ed and D.Ed course) and teaching effectiveness with respect to different variables.

Thus, the present study "Job Satisfaction and Teaching Effectiveness of Teacher Educators" is designed to analyze the level of Job Satisfaction and Teaching Effectiveness of the Teacher Educators in relation to different variables like Self-concept, Job Involvement and Home Environment along with Personality Characteristics and personal and demographic variables (gender, age, experience, management, educational qualifications, marital status etc.)

1.10 Resume of the succeeding chapters

Chapter - II deals with a brief review of related research works done in the field of Job Satisfaction in relation to Teaching Effectiveness, Job Involvement, Self-concept, Home Environment and Personality characteristics.

Chapter - III deals with the present study, i.e. statement of the problem, purpose of the study, scope of the study, definitions of the terms, objectives of the study, hypothesis formulated and to be tested, variables studied and limitations of the study.
Chapter - IV gives an account of methods employed in the investigation for collection of data and the techniques used in the analysis of data.

Chapter - V deals with analysis of data, results and discussion.

Chapter - VI is the summary of the study, major findings, conclusions, educational implications, recommendations and suggestions for further study.

Bibliography and Appendices are kept at the end of the thesis.