CHAPTER 1

The problem and its background
THE PROBLEM AND ITS BACKGROUND

1.1 Introduction

It is a universally accepted and established fact that academic growth and intellectual advancement of a nation is shaped by the quality of its citizens and this quality is inseparably linked with the quality of education imparted to them. True education, it must be noted at the outset, is a powerful force in bringing about desired change. It is education and education alone that can bring about changes in knowledge, skills, attitudes, appreciations and understanding things around us. Quality of education depends upon several factors – home, inherited traits, parental attitude, financial support, material equipments, curricula, and methods of instruction in schools, etc. The identification of qualified and able teaching personnel constitutes one of the most important of all educational concerns. The role played by the teachers in the growth of civilization is of great significance and worth assuring recognition. A teacher is kingpin of what is generally called educational system.

The keystone in the educational edifice is doubtless the teacher. On him depends much more than any other, the progress and prosperity of children. Nobody can effectively take his place or influence children in the manner and to the degree it is possible, for him alone to do. The Secondary Education Commission (1953) says ‘we are however, convinced that most important factor in the contemplated educational reconstruction is the teacher – his quality, his educational
qualifications, his professional training and the place he occupies in the school as well as in the community. The reputation of a school and its influence on the life of the community invariably depend on the kind of teachers working in it.’ Similar views were expressed by the Indian Education Commission (1964-66) regarding the role of the teacher. The commission opined that ‘of all different factors, which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant’. Hence the role of the classroom teacher in education is central. The teacher is, after all, the point of contact between the educational system and the pupil. The impact of any educational programme or innovation on the pupil operates through the teachers. It is, therefore, quite accurate to say that effectiveness of school depends directly on the effectiveness of its teachers.

Nevertheless, a teacher can not perform his or her multifarious tasks and responsibilities until he or she is not updated professionally and personally. So, like various other professions, teacher education has assumed special significance. Teacher education is not only meant for teaching the teacher how to teach but also to kindle his initiative to keep it alive to minimize evils of the “Hit and Miss” process and to save time, energy and money of the teachers and the taught. It would help the teacher to minimize his/her trouble and to discharge his/her responsibilities with efficiency and effectiveness. Teacher education is no longer a training process but a strategy for enabling teachers to teach and concern for their well-being.
1.2 Need of Teacher Education

Effective school education anticipates effective teacher education. In making teacher education truly effective and functional, the role of teacher educators is most crucial. It is universally recognized that the onus of the quality of education of teachers rests squarely on the teacher educators. NCTE (1998) has pointed out that teacher education programmes shall focus on competencies and commitment in much greater magnitude. It calls for bringing out a transformation in teacher preparation strategies as well as in behavioural challenges in pupils under their charge. A sound programme for professional education of teachers is essential for the qualitative improvement of education. To improve the quality of teacher education, we should not only see that what type of students are selected but it is of vital importance that competent and committed teacher educators are given due place for this pious task of preparing future teachers.

It is of vital importance that teacher educators should internalize their changing role and make themselves ready for this change. It is the role of teacher educators to prepare future teachers and educational workers to be life-long learners and to create a learning society. But, teacher educators can play such type of role effectively only if their own education is better and is imparted in a proper manner.

Presently, India is having a large system of teacher education. The NCERT organizes various professional development programmes for teacher educators in areas like student teaching, micro-teaching,
research and evaluation activities, upgradation of teacher education curricula and so on. The UGC also implements various teacher education programmes and offers financial support for conducting seminars, workshops and research projects for teacher educators. Despite all these efforts, there has not been any substantial improvement in this field. While there is clear and categorical recognition of the vital role that the teacher educators have to play in preparing school teachers in terms of professional competencies and commitments on their part, surprisingly, in the total enterprise of teachers, the most neglected group is the teacher educators themselves.

Effective school education anticipates effective teacher education. In making teacher education truly effective and functional, the role of teacher educators is most crucial. It is universally recognized that the onus of the quality of education of teachers rests squarely on the teacher educators. However, the quality of teacher education is deteriorating because of many factors. One of the most crucial factors is privatization of teacher education. Now majority of teacher education institutions are under the control of private sector. Privatization of teacher education is discussed in the subsequent section.

1.3 Privatization of Teacher Education

Successive governments over the last two decades have pursued a path of privatisation and deregulation of higher education including teacher education, regardless of political parties ran the government. From the Punnaiah committee on reforms in higher education set up by the
Narasimha Rao government to the Birla-Ambani committee set up by the Vajpayee government, the only difference is in their degree of alignment to the market forces and not in the fundamentals of their recommendations. With the result, the last decade has witnessed many sweeping changes in higher and professional education including teacher education with mushrooming growth of private teacher education institutions. Most of these colleges in most states run without qualified teachers, labs or infrastructure and charging huge fees from the students. Most of these institutions are pursuing for a profit motive. This is the basic reason for charging huge tuition fees, apart from forced donations, capitation fees and other charges.

One of the major stakeholders who is the victim of privatization of teacher education is teacher educators of these institutions. Most of these teacher educators are under qualified and incompetent. However, sizeable proportions of them are well-qualified and competent enough to be teacher educators. But most of the teacher educators are ill-paid, appointed on-contract basis. They are even not paid during vacation period. There is hardly any scope given by the management for their professional growth in terms attending seminars, conferences; presenting papers in the seminars, conferences; organizing workshops, seminars and conferences; experimenting with innovative methods of teaching; conducting research; etc. They are not given any academic leave for doing any academic activity. Most often they are engaged in administrative file works which hardly contributes anything to their professional growth.
Again, it is also observed that some of the well established departments and courses of teacher education in government funded colleges and universities are not doing any better. Decades of government neglect, poor funding, frequent ban on faculty recruitments and promotions, reduction in library budgets, lack of investments in modernization leading to obsolescence of equipment and infrastructure threatens the quality of teacher education system in the country.

It is obvious from the above observations, that the quality of teacher education is deteriorating both in government financed as well as self-financed teacher education institutions. Hence there is a need to study the teacher educators of these institutions in the present context. When the teacher educators are so important factor in determining the quality of education system in the country, it is essential that they should possess some specific skills and abilities suitable to his/her job. They should have sound professional values required for a noble profession like teaching. Teacher educators should have essential teaching aptitude in order to deliver the best to their students. Again they must be satisfied with their job. This will help in improving the quality of teacher education and ultimately the education system of the country.

1.4 Professional Values

Value is something which pervades everything. It determines the meaning of the world as a whole, as well as the meaning of every person, every event, and every action. Even the smallest change introduced into the world by an agent has some value and is undertaken
only on the ground and for the sake of some value moments. Everything that exists, and even everything that may exist or in anyway belong to the composition of the world, is of such nature that it not only exists, but also contains within itself either the justification or condemnation of its being. It can be said of everything that is either good or bad; it can be said whether it must or must not be, or that it ought not to exist, that its existence is right or wrong (not in the judicial sense).

Values determine the intensity and continuity of a particular human behaviour. When we speak of attaching a high value on a particular idea or feeling, we mean that the idea of feeling exerts a considerable force instigating and directing behaviour. A person, who values truth, will expend a great deal of energy on the search for it. One who places great value on domination (Power) will be highly motivated to dominate over all other coming into his contact. Conversely, if something is of trivial value it will have little energy attached to it. In general, we can say that values are the key choices that shape the type of life, the man builds of himself and the kind of person he becomes and these reflect his basic values (Coleman, 1971).

Values are concepts or beliefs that determine how we live in our life. In any profession, they are the major influences on how individuals approach to one’s profession. Values drive our decisions and cause us to summon up energy to preserve what we believe in or what we want to defend. As such, they can be principal determinants of behaviour and will influence our views about people, situations or events. When team
members share the same values, the team will have the energy to deliver outstanding performance. Where individual values clash, conflict will occur and teams are unlikely to reach their full potential. These can be readily characterized as relatively time-resistant and comprehensive interpretation patterns regarding the profession per se.

Values shape the most of man’s activities. It helps the individual in having interest in one or some of the professions. The professions that an individual selects for himself are guided by his values. The knowledge of value provides major clues to a person’s professional choice. Each profession lays more emphasis on some or other values, e.g. the profession of businessmen needs the persons having strong “economic” or utilitarian values”, the social-workers’ profession, lay emphasis on high ‘social values’ the priests, require religious and humanitarian values.’ Painters and Artists are characterized by high ‘aesthetic value’ (Lowell, 1969), and the scientists are much interested in ‘theoretical value’ (Ray Chaudhry, 1958). Thus it can be shown that every profession has its own type of values or value pattern. This view holds good with the teaching profession.

Professional values represent our personal relation to what we want to achieve through our profession, work and career. They are acquired early in the process of socialization and are relatively stable in the personal system of values of each person. There has been growing interest, in recent years, in the analysis of human values in general (Levy, 1990 and Shwartz and Bilsky, 1990) and of work values
specifically (Elizur, et al., 1991). Professional values can be defined as generalized beliefs about the desirability of certain attributes of work (e.g. pay, autonomy, working conditions), and work-related outcomes (e.g. accomplishment, fulfilment, prestige). Like general values, professional values act as the criteria that an individual uses in selecting appropriate work-related behaviours and goals. The match between teachers’ professional values and supplies offered by the schools is important for teacher’s outcomes like job involvement, work motivation, and turnover intentions. Values related to profession have received considerable scholarly attention for many decades (Hofstede, 1980). Professional values are linked to motivation and job satisfaction, and others have demonstrated a strong link between having a high achievement value and being aggressive and showing initiative in one’s work. Professional values have also been related to organizational commitment (Elizur and Koslowsky, 2001), vocational choice (Super, 1970), ethical decision making (Shafer, et al. 2001) and cross-cultural management (Mellahi, 2001). Tarnai (1995) indicated that various authors have presented theoretical drafts of work value structures. Rosenberg distinguishes a further construct termed social oriented, people oriented and value complex and categorizes professional values using three components. The social oriented value complex represents the need for contact with others and activities benefiting society. Alderfer introduces the three needs - existence, growth and relatedness, whereas Elizur distinguishes material or instrumental, cognitive and affective work values. Pawlowsky differentiates between acquisitive,
non-acquisitive and social oriented dimensions. The concepts developed by Rosenberg, Alderfer, Elizur and Pawlowsky differ more in semantics and less in structure.

Professional values are goals that one seeks to attain to satisfy a need. They may be satisfied by more than one kind of activity or occupation. Theory of professional values includes three categories: instrumental, affective and cognitive (Elizur and Sagie, 1999, p. 77; Elizur and Kowslowsky, 2001, p. 594). In order to analyse professional values systematically, two basic facts of the domain were distinguished: modality of outcome, and system performance contingency (Elizur, 1984). Modality of outcome includes various values. Instrumental (material) values have some material return or outcome, such as pay and benefits. These values are more salient than other values and are associated with Maslow’s physiological/safety/security needs. Various work outcomes are of material or instrumental nature. This class of outcome can be defined as material, or instrumental, in a sense that they are concrete and of practical use. Affective values deal with interpersonal relationships, which are less salient than the instrumental needs, and relate to Maslow’s interpersonal need categories of belongingness, love, and esteem. Most of the studies include items that ask about relations, and others. These items relate to social relations, and they are affective outcomes rather than material. Cognitive values include items that deal with contribution to society, achievement, personal growth, responsibility, independence, interest, and use some of the same descriptive words and concepts as Maslow’s levels. These
items represent psychological rather than social or material outcomes. In
today’s world, the efficiency of a country’s system represents the most
important standard of assessment and comparison for societies.

An important objective of ‘Teacher-Education’ should be to shape
the personalities of its students into a professional mould and develop
desirable values in them. For developing desirable professional values
among teachers, the knowledge of the present and the emerging value-
pattern is necessary. Kilpatrick (1967) has rightly said “The teacher
must have as an essential part of his professional equipment what is
called a ‘Map of Values’. With the help of such a map, daily decisions
may be taken and resolved consistently with long range or short range
destinations or decisions” in educational situations.

It is generally believed that teachers are the nation builders. Teachers are
supposed to play a pivotal role in the value adherence among their
students. It is believed that only teacher can make tremendous positive
changes among his students. This belief still persists with minor changes
in the society. That is why teacher is given a place of high importance in
the society. The maintenance of high level of professional values and
less anxiety in the teachers has long been an important objective for the
educational managers.

Teachers professional values refers to a set of beliefs, an abstract
concept inculcated consciously or unconsciously by the members of
teaching community governing the behaviour of the individual or group
which helps in realization of their goal and fulfillment of their moral,
social educational and psychological needs. As the society is changing, the work, nature and responsibilities of colleges are also changing. The recent technology and other advancements have influenced college’s socio-cultural climate. The teachers having different socio-cultural environment in their colleges may have different types of professional value-patterns. Values which are so important for an individual and which provide the key to a more adequate understanding of man in society, need investigation. One can easily understand the individuals if he is aware of their values. To acquire the knowledge about the present professional value-pattern of teachers, the researcher thought to study value-patterns of teachers in today’s socio-cultural environment of the colleges. Present study purports to study the professional value of teacher educators of government-financed and self-financed colleges of education.

1.5 Teaching Aptitude

The term aptitude’ is generally used in either of the two ways: (i) when we say that a man has a great deal of aptitude for art, meaning that he has in a high degree many of the characteristics which make for success in artistic activities or (ii) when we say that a person lacks spatial aptitude, meaning that he lacks this specialized ability which is of varying importance in a number of different occupations. In the former instance, the word is used not to denote a unitary trait, nor even an entity of any sort, but rather a combination of traits and abilities which result in a person’s being qualified for some type of occupation or activity. In
the latter case, the word ‘aptitude’ is intended to convey the idea of a discrete, unitary characteristic which is important, in varying degree, in a variety of occupation and activities. Both these concepts of aptitude are important in vocations: however, the meaning intended should be clear. In general, counselors and personnel tend to think in terms of vocations and jobs, and therefore they use the term in a broad popular sense, while psychologists tend to think in terms of individual differences and traits and therefore use the term in the narrow scientific sense.

‘Aptitude’, as defined in Warren’s Dictionary, “is a condition or set of characteristics regarded as symptomatic of an individual’s ability to acquire with training some knowledge, or skill or set of response, such as the ability to speak a language, to produce music, etc.” It is defined as a condition or set of characteristics indicative of ability to learn. This implies that an aptitude is not necessarily an entity, but rather a constellation of entities: the set of characteristics which enables one person to learn something may even be different from that which enables another person to learn the same thing.

Aptitude is a present pattern of traits but it always refers to future potentialities. The definition of Warren does not signify whether aptitude is inborn or acquired. It is certainly a product of inborn potentialities and acquired skills. Aptitudes do indicate towards potentialities. However, they are something more than potential. It implies fitness and suitability, a readiness to acquire proficiency in a
given field or job. The concept of aptitude is very useful in selection of persons in various specified job and profession.

The dictionary meanings of abilities, aptitude and skills are overlapping and at times confusing. They include phrases such as natural tendency, acquired inclination, propensity, the quality of being apt, competence in any field of action, talent, mental gifts, endowments, and so on. Counselors think of abilities and aptitudes as predictors of success in a vocation, while psychologists view aptitudes are individual difference in terms of traits and individual attributes and therefore, use them in a narrow scientific sense. Bingham was the pioneering authority in measurement of human attributes as aptitudes, states that aptitude is a condition or a set of characteristic regarded as symptomatic of an individual’s ability to acquire with training some (usually specified) knowledge, skill or set of responses, such as the ability to speak a language, to produce music, etc. and bases his theory on it (Bingham 1942).

Capacity to become proficient and to find in it a certain amount of zest, is of vital importance for happiness and health of mind whether in school and college, in Business and Government or in trade and industry. Misdirection of efforts is costly. Society as well as the individual himself incurs considerable loss when ambitions are ill-directed. Not only in the teaching profession but in other’s too, there is a large number of people who are maladjusted and frustrated in their work. It does not take much time to realize that the quality of a nation
depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in a critical measure, upon the quality of their education. The quality of their education depends, more than any single factor, upon the quality of their teachers. The democratic India needs a long army of efficient and competent teachers for universal, compulsory and free education of our children. The quality of teacher in an educational system is a more important factor than all other educational factors put together. Hence, a pertaining selection thoroughly conducted on scientific lines becomes a prerequisite for building up a proper educational system.

Anyone who wishes to become a teacher needs an intellect capable of grasping not only the subject matter and its place in the curriculum but also the aims and processes of education. Assuming that the candidate is bright, that he learns readily and assimilates thoroughly what he studies, the question still remains as to the likelihood that he can also teach others. This aptitude sometimes reveals itself when classmates come to him for help. If he enjoys explaining difficult points, if he succeeds in finding ways of clarifying obscurities so that his fellows increasingly turn to him, this fact alone suggests that he probably has some aptitude for teaching.

Prakash and Srivastava (1973) suggested following ten traits which are essential dimensions of teaching aptitude.
1. **Cooperative Attitude**- This trait is an essential link for the relationship between the teacher and the taught, the school and the community, and the society and the nation.

2. **Kindliness**- This trait shows the general and particular attention of the teacher which is to be devoted for full growth and development of the personality of the pupil and to remove the hurdles and handicaps in the way of growth and development of pupil.

3. **Patience**- The patience is an important attribute of teacher’s personality, as he very often meets such a critical situation which needs patience and tolerance on his part.

4. **Wide interest**- The teacher is not supposed to stick to his work of teaching the subject only but he is also an active participant in co-curricular activities outside the institution. He wants to see his taught growing physically, mentally, culturally, socially and in other aspects alike.

5. **Fairness**- The fairness and impartiality of the teacher are the most essential traits of the teacher’s personality.

6. **Moral Character**- This trait reflects moral status in the opinions of adults, especially concerning their adherence to the adult’s standard.

7. **Discipline**- It includes discipline and problems of conduct in the classroom and elsewhere, and the methods employed in dealing with the problems.
8. **Optimism**- This trait is more essential in the teacher’s personality as he is supposed to be always optimistic.

9. **Scholarly Taste**- A teacher is always a student in the acquisition of knowledge. He is always thirsty for knowledge.

10. **Enthusiasm**- Enthusiasm is an important element for the personality of a good teacher. The importance of this trait has increased too much in the present age.

Guion (1965) believes that “aptitudes for any type of work can be considered in three major categories: (1) intellectual abilities, (2) physical traits, including psychomotor abilities, and (3) motivational traits, interests, or temperament needed for persistent and attentive effort”. He further states, “Within each of these categories, one may seek highly specific measure of aptitude, or he may consider aptitude within any one of them to be highly generalized”. This stand is quite similar to that of Wesman (1968) who believes that achievement tests can also be called aptitude tests.

The psychologists and test researchers’ definition of aptitude is best represented by Super’s definition of aptitude. Super (1957) combines in his definition the contentions of many definitions by psychologists when he defines aptitude as “psychological factors, each relatively stable, unitary, and independent, which contribute in varying degree to success in varying occupations”. This is a global definition and the difference between this and the definition given in Warren
(1936), English, and English (1958) dictionaries are apparent. At another place Super further states “scientific definition of aptitude would provide for specificity, unitary composition and the facilitation of learning of some activity”.

This narration of definitions of aptitudes can be concluded by citing one more definition that reconciles the earlier stated definitions. Michael (1960) observes, “Aptitude is a person’s capacity, of hypothetical potential, for acquisition of certain specific and more or less well defined pattern of behaviours involved in the performance of a task with respect to which the individual has had little or no previous training.

Ability is frequently confused with aptitude. Ability refers to a more general trait in an individual that has been raised or inferred from certain response consistencies to certain tasks. Thus, according to some psychologists, ability includes aptitude and achievement (Throndike and Hagen, 1970). According to Fleishman (1964), abilities are a product of learning and development at different rates mainly during the childhood and adolescence. Some abilities, e.g. colour perception depend more on genetic than learning factors, but most abilities depend on both inherent and acquired factors to some degree. Super and Crites (1962) use ability to include aptitude and proficiency. Ability refers to what a person can do today, at a given time to perform acts or skills. An ability test should reflect the existence of a greater amount of experience of formalized or specific training in that field than the aptitude test.
Skill is the ability to perform an act with ease and precision. Proficiency in flying an aeroplane, typing, weaving, etc. refer to specific skills. According to Fleishman (1964), the skill involved in complex activities can be described in terms of more basic abilities, viz., manual dexterity, finger dexterity, and motor coordination. Skill level is never stable or constant.

Based on the above conceptual definition it can be infer that aptitude is differentiated from skill and proficiency. Skill is defined as the ability to perform a given act with ease and precision. Proficiency has been explained by Bingham as degree of ability already acquired. Ability has been defined as a power to perform responsive acts, which may be complex movements, solution of problems, discrimination etc. The capacity is the potential ability, talent as relatively high order of aptitude. Similarly, aptitude and intelligence are being used as synonyms, but intelligence is concerned with general mental ability whereas aptitude with specific sensory, motor, mechanical, artistic or professional ability. They also refer to the specific aspects of intelligence, for example two persons have some score in General mental ability test but may differ in their professional ability. In spite of their similar IQs they might differ in perception, judgment, word fluency vocabulary, spatial orientation, etc. Aptitude of a person can be measured through tests. It can be constructed on the basis of job analysis or we can select job itself first for which the aptitude is going to be measured.
1.6 Job Satisfaction

Satisfaction is a Latin word that means to make or do enough. Satisfaction with own job implies a contentment with or acceptance of one’s job circumstances or the fulfillment of one’s wants and needs for one’s life as a whole. 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 honestly and efficiently. Job satisfaction is the result of various attitudes of an employee toward his job. These attitudes are related with some specific factors as salary, service conditions, advancement opportunities and other benefits. Job-satisfaction is an important indicator of how employees feel about their jobs and a predictor of work behaviour. Job satisfaction implies the overall adjustment to work situation. Some of the definitions of job satisfaction are as follows:

Weiss (2002): 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.

Brown, et al. (1972): A favourable feeling or psychological conditions of a person towards his job situations.

Smith, et. al. (1969): Feeling or affective responses towards discriminable aspects of job situation.

Sinha and Sharma (1962): Refers to one’s job, his general adjustment and social relationship in and outside his job.
Bullock (1952): An attitude which results from a balancing and summation of many specific likes and dislikes experienced by an employee in the performance of his job.

The term Job Satisfaction is generally used in organizational endeavour in business management. One of the senses signs of deteriorating conditions in an organization is low job satisfaction (Keith Devi, 1993). Job Satisfaction is the favourableness or unfavourableness with which employees view their work (Bruneberg, 1976). It signifies the amount of agreement between one's expectations of the job and the rewards to the job provides. Job satisfaction is concerned with a person or a group in the organization. Job satisfaction can be applicable more to parts of an individual's job. If each person is highly satisfied with his job then only it will be considered as group job satisfaction.

In order to understand about the job satisfaction, it is essential to know the theoretical and systematic explanation of job satisfaction. There are following major theories of job satisfaction which have served as either implicit or explicit reference points for much of the research in this area.

(i) **Conventional Theory of Job Satisfaction**

Conventionally job satisfaction has been interpreted as a unidimensional concept. This approach explains job satisfaction as the total body of feelings an individual has about his job. This feeling being made upto both job related and environment related factors, the interaction of which causes fluctuation between a condition of satisfaction and of
dissatisfaction, or negative feelings about the job, is a condition of neutrality, in which individual is neither satisfied nor dissatisfied. Thus, according to conventional view of job satisfaction, satisfaction and dissatisfaction represent terminal points on a linear continuum. This view is also called as unifactor or bipolar theory.

(ii) Two Factor Theory of Job Satisfaction

Two factor theory of job satisfaction was the first significant step towards a multidimensional description of job satisfaction. In contrast to the conventional unifactor approach, Herzberg and his associates presented job satisfaction as a dichotomous variable rather than a continuous variable. In their study of engineers and accountants, they viewed satisfaction as resulting from motivation, stemming in the challenge of job through such factors as achievement, responsibility, growth, advancement, work itself, and earned recognition. They observed that dissatisfaction springs from factors peripheral to the task. Thus they concluded that only intrinsic work elements called satisfies or motivators could generate satisfaction.

According to this theory, satisfies may range upward from neutrality (an indifference point in terms of satisfaction). But do not serve as sources of job dissatisfaction. Dissatisfies, conversely, may range downward from neutrality but do not serve as sources of job satisfaction. And thus, job satisfaction is made up of two unpopular traits. This theory is also referred as Dual factor theory or Motivation-Maintenance theory.
(iii) Expectancy Theory of Job Satisfaction

Vroom has proposed a cognitive model of motivation which attempts to explain satisfaction in the job. The key variable in Vroom’s model is valence. Valence refers to affective orientation towards particular outcomes and outcomes can be positive or negative in valence. If an outcome has positive valence, this means that an individual would like to achieve it, while an outcome with negative valence is one that a person prefers not to attain. Vroom hypothesized that the valence of a job to a person performing it is a monotonically increasing function of the algebraic sum of the products of the valences of all other outcomes and his conceptions of the instrumentality of the job for the attainment of these other outcomes.

(iv) Reference Theory of Job Satisfaction

As an alternative to the theoretical formulation of job satisfaction, Smith proposes that job satisfaction is a function of the perceived characteristics of a job in relation to an individual’s frame of reference. A particular job condition, on the basis of this theoretical position, can be a satisfied, dissatisfied, or irrelevant depending on conditions in comparable jobs, conditions of other people of the same qualifications and past experiences as the individual, as well as on numerous situational variables of the present job. Thus, according to this view, job satisfaction is not an absolute phenomenon but is relative to the alternatives available to the individual.
(v) **Need-Fulfillment Theory of Job Satisfaction**

The notion of Need Fulfillment Theory of Job Satisfaction is that (a) a person is satisfied if he gets what he wants, and (b) the more satisfied he is when he gets it and the more dissatisfied he is when he does not get it. There are two models that utilize this kind of framework; one is subtractive model and the other multiplicative model. But both conceptualize job satisfaction as a direct function of the extent to which an environment corresponds to one’s need structures.

The subtractive model proposes that job satisfaction is a direct negative function of the discrepancy between a person’s needs and the extent to which the environment provides satisfaction of those needs. On the other hand, multiplicative model proposes that the job satisfaction is a function of the multiplication of person’s needs and the degree to which the job fulfils these needs. There are several studies that support these models.

(vi) **Reference Group Theory of Job Satisfaction**

Reference Group Theory is similar to need fulfillment theory except that it takes as its points of departure not the needs of the individual but, rather, the point of view and the opinions of the groups to whom the individual looks for guidance. Such groups are defined as the reference group for the individual in that they define the way in which he should look at the world and evaluate various phenomena in the environment. It can be predicted, according to this theory, that job satisfaction is a
function of, or is positively related to, the degree to which the characteristics of the job meet with the desires to the groups to which the individual looks for guidance in evaluating the world and defining social reality.

(vii) Need Gratification Theory of Job Satisfaction

Need gratification theory has been proposed as an alternative to the two factor theory of job satisfaction by Wolf. In this theory, Wolf introduces the consideration of the individual’s psychological needs (Maslow) and their influence on the relationship between job elements and satisfaction. Job motivation can be considered as a sub classification of general motivation. As such it follows the principles of need hierarchy. The individual actively seeks to gratify his active need or needs, essentially ignoring both lower level needs that are already gratified and higher level needs that have not yet emerged. Dissatisfaction results either from the frustration of the gratification of an active need or from an interruption or threatened interruption to the continued gratification of previously gratified (lower level) needs. Satisfaction results from the gratification of any need. However, satisfaction is greater when a previously ungratified need is gratified than when a previously gratified need is gratified on an on-going basis.

According to this theory both context and content elements can serve as both satisfies and dissatisfies. For persons whose lower level needs are largely gratified and whose higher level needs are active, context elements will be essentially unrelated to increased satisfaction
since the associated needs have been gratified on an on-going basis. Context elements will be strongly related to decreased satisfaction for such persons, however, when the level of on-going gratification of the related lower level needs is threatened. For these persons, content elements will be strongly related to both increased and decreased satisfaction, the level of satisfaction fluctuation directly with the degree to which the related higher level needs are gratified.

**Job Satisfaction of Teacher**

In reference with the teacher, job satisfaction is a crucial factor. Teacher is the most important part of the school and the whole responsibilities of the school are in the hands of the teachers. Job satisfaction of the teacher is the essential factor to improve the quality of instruction, educational and research outcome and the student teacher relationship. Students are totally affected by the teacher. So teachers’ satisfaction with his job is very important. If the teacher is not satisfied with his job, it affects the students negatively. A teacher, who is happy with his job, plays a pivotal role in the upliftment of society. Well adjusted and satisfied teacher can contribute a lot to the well being of his/her pupils. A dissatisfied teacher can become irritable and may create tensions which can have negative influence on the students’ learning process and it consequently affects their academic growth.

**Factor Affecting Job Satisfaction**

There are some factors which affects job satisfaction especially of teachers. They are as follows:
Communication with authorities:

Communication with authorities is an important influence on job satisfaction in the work place. The way in which teachers perceive authorities behaviour can positively or negatively influence job satisfaction. Communication behaviour such as facial expression, eye contact, vocal expression, and body movement is crucial to the teacher-authority relationship. Memorable messages play a central role in interpersonal communication, interaction with respect to expression formation, attraction, social influence and emotional expression. Non-verbal communication from the authorities helps to increase interpersonal involvement with their teachers impacting job satisfaction. The authorities who uses non verbal immediacy, friendliness and open communication line is more willing to receive positive feedback and high job satisfaction from the teachers where as authorities who is antisocial, unfriendly, and unwilling to communicate, naturally receive negative feedback and very low job satisfaction from the teachers in the school.

Personality

The personality of an individual should be matched with his profession. Personality of teachers is more important than other profession. The teachers are directly related with the students and the students follow their teachers. The teachers’ personality should be as that it has good impact on the students’ personality. If the teachers’ personality is good, the students will be attracted by him and the teachers will feel more
satisfied. If the teachers personality is not good it does not affect the students’ personality and the teacher dose not feel satisfaction.

**Life Satisfaction**

This relationship is reciprocal, meaning people who are more satisfied with life tend to be satisfied with their job and people who are less satisfied with their job tend to be less satisfied with their life. If teachers are not satisfied with their life, they are also not satisfied with their job, and then they will not show good performance in the school.

**Emotions**

Moods and emotions while working are the raw materials which cumulate to form the affective element of job satisfaction (Weiss and Ropanzano, 1996). Moods tend to be longer lasting but often weaker states of uncertain origin, while emotions are often more intense, short lived. Positive and negative emotions were also found to be significantly related to overall job satisfaction. Frequency of experiencing net positive emotion will be a better predictor of overall job satisfaction. Suppression of unpleasant emotions decrease job satisfaction and the amplification of pleasant emotions increase job satisfaction.

1.7 Rationale of the Study

It is universally recognized that in making teacher education truly effective and functional, the role of teacher educators is most crucial. Hence, to improve the quality of teacher education, we should not only see that what type of students are selected but it is of vital importance
that competent and committed teacher educators are given due place for this pious task of preparing future teachers. It is the role of teacher educators to prepare future teachers to be life-long learners and educational workers to create a learning society. But, teacher educators can play such type of role effectively only if their own education is better and is imparted in a proper manner.

Presently, India is having a large system of teacher education. In Haryana state alone there are 445 teacher education institutions who offer B.Ed. course. Most of these institutions are self-financed. It is commonly observed that the quality of teacher education in these institutions is at stake. There are many factors responsible for this deteriorating quality. Out of these most essential factor is the quality of teacher educators. Now majority of teacher education institutions are under the control of private sector. The status of teacher educators in these institutions is not good. One of the major stakeholders who is the victim of privatization of teacher education is teacher educators of these institutions. Most of these teacher educators are under qualified and incompetent. However, sizeable proportion of them are well-qualified and competent enough to be teacher educators. But most of the teacher educators are ill-paid, appointed on-contract basis. They are even not paid during vacation period. There is hardly any scope given by the management for their professional growth in terms attending seminars, conferences; presenting papers in the seminars, conferences; organizing workshops, seminars and conferences; experimenting with innovative methods of teaching; conducting research; etc. They are not given any
academic leave for doing any academic activity. Most often they are engaged in administrative file works which hardly contribute anything to their professional growth.

Again, it is also observed that some of the well established departments and courses of teacher education in government funded colleges and universities are not doing any better. Decades of government neglect, poor funding, frequent ban on faculty recruitments and promotions, reduction in library budgets, lack of investments in modernization leading to obsolescence of equipment and infrastructure threatens the quality of teacher education system in the country.

It is obvious from the above observations, that the quality of teacher education is deteriorating both in government financed as well as self-financed teacher education institutions. Hence there is a need to do a comparative study of teacher educators of government-financed and self-financed teacher education institutions.

When the teacher educators are so important factor in determining the quality of education system in the country, it is essential that they should possess some specific skills and abilities suitable to his/her job. They should have sound professional values required for a noble profession like teaching. Teacher educators should have essential teaching aptitude in order to deliver the best to their students. Again they must be satisfied with their job. This will help in improving the quality of teacher education and ultimately the education system of the country. Hence, the investigator is interested in comparing the variables
like, professional values, teaching aptitude and job satisfaction of the teacher educators of government-financed and self-financed institutions.

1.8 Need and Significance of the Study

It is generally believed that teachers are the nation builders. Teachers are supposed to play “a pivotal role in the value adherence among their students. It is believed that only teacher can make tremendous positive changes among his students. To improve the quality of teachers, it is essential to improve the quality of teacher education. It is universally recognized that in making teacher education truly effective and functional, the role of teacher educators is most crucial. It is the role of teacher educators to prepare future teachers to be life-long learners and educational workers to create a learning society.

Now majority of teacher education institutions are under the control of private sector. The status of teacher educators in these institutions is not good. One of the major stakeholders who is the victim of privatization of teacher education is teacher educators of these institutions. It is obvious from the above observations, that the quality of teacher education is deteriorating both in government financed as well as self-financed teacher education institutions. Hence there is a need to do a comparative study of teacher educators of government-financed and self-financed teacher education institutions by choosing some of the essential characteristics of teacher educators.
There are number of characteristics of teacher educators responsible for the effectiveness of a teacher education programme. However, the investigator restricted upon three characteristics of teacher educators as these are found to be crucial towards bringing the quality of the programme. They are: professional values, teaching aptitude and job satisfaction.

There are number of research studies conducted in the area of professional values of teachers. Professional values of teachers are correlated with impact on students, method of teaching employed, different aspects of college curriculum and other major decisions for action in the teaching learning process, attitude of teacher, professional commitment, working conditions, gender, salary, qualification, marital status, teaching experience, type of teacher training, type of schools, location, training, etc. The major findings are discussed below.

The research studies of Bledsoe (1962), Bowie and Morgan, (1962), Gupta (1966), Kakkar (1966), Pal (1969), Sharma (1970), Kulshrestha (1972), Yadav (1971) & Kulshrestha (1970) and many others have revealed that teacher’s professional values have an impact on students in the college situations. The method of teaching employed, emphasis put on different aspects of college curriculum and other major decisions for action in the teaching learning process have been viewed as reflections of the values and attitudes, the teacher had developed. Kukreti, Saxena, and Gihar (2005) found that in comparison to incompetent female teachers, the competent female teachers were found
to have higher professional values. Joseph (2003) found a significant positive relationship between professional commitment and working conditions, gender, salary, and qualification. Marital status, teaching experience, type of teacher training and type of schools do not contribute significantly in the prediction of professional commitment. Sood and Anand (2010) found a significant difference in professional commitment of B.Ed. teacher educators with regard to gender, marital status and teaching experience. Jolideh and Yeshodhara (2007) found that Iranian teachers had significantly higher work value than Indian teachers. Diwan (1993) found that the value patterns possessed by the principals and the leadership behavior differed with the nature of institutions. Gupta, Rani and Gupta (1985) found that a person with good academic career and good attitude towards teaching profession is likely to be an effective teacher. Mishra (1984) found a significant relationship between professional attitude and personality adjustment. Agarwal, Gupta and Saxena (1980) found a positive relationship between teaching efficiency and attitude towards teaching profession in both male and female. Yadav (1979) found that among the values family prestige, health, hedonistic, democratic and aesthetic were significant motives for vocational preferences of adolescents. NCERT (1979) found that training appeared to be a contributing factor in the development of apparent positive attitudes towards profession. Tripathi (1978) concluded that on professional attitudes, the mean differences between teachers of rural and urban colleges, government and private colleges and girls and boys colleges were not significant.
There are a number of research studies conducted in the area of teaching aptitude of teachers. Teaching aptitude is compared with respect to age, experience, facility, gender, different levels and categories of teachers, etc. It is also correlated with success of teaching, teaching-learning process, teacher commitment, teacher effectiveness, intelligence, academic achievement, personality, etc. The major findings are discussed below.

Teaching aptitude is one of the major determinants of teacher effectiveness (Vyas, 1982; Beena, 1995; Bhasin, 1988; Kukreti, 1990; Shah, 1991; Patil and Deshmukh, 1993). Kahlon and Saini (1989) found that academic achievement was significantly related to teaching aptitude whereas, Sajan (2010) found that academic achievements at graduate level examination have no substantial relation with aptitude in teaching.

Teaching aptitude was compared between various groups. Pandya (1993), Reddy (1991), Patil and Deshmukh (1993) and Sajan (2010) found that female students are found to be significantly better than their male counterpart in teaching aptitude. Natesan and Khaja Rahamathulla (2003) found no significant difference between secondary grade assistant teachers and secondary grade headmasters in teaching aptitude. Aadaval (1952) revealed a low aptitude on the part of the teacher but trainees had greater aptitude. Reddy (1991) found that age and faculty did not influence the performance on
teaching aptitude test. He found that experience teachers and teacher awarded exhibited a statistically significant superior performance over student teachers on teaching aptitude test. Patil and Deshmukh (1993) revealed that graduate and postgraduate pupil teachers differed significantly on teaching aptitude. They also found that experienced and in-experienced pupil teachers also differed significantly on their teaching aptitude. However, they revealed that Teaching aptitude of science and art-groups did not differ significantly. Pandya (1993) found no significant difference between teaching aptitude of urban and rural trainees. However, he found that SES groups, vocational aspiration groups, leadership groups, of the two extreme polarities were found to differ significantly on their teaching aptitude. Bhatcharya (1995) found that there was no significant difference between science and non-science graduate student teacher in teaching aptitude.

Teaching aptitude was also correlated with various personality traits. Pandya (1993), Kahlon and Saini (1989) revealed higher correlation between personality and aptitude for teaching. Aadaval (1952) found a higher correlation between intelligence and aptitude for teaching. Bhasin (1988) concluded that teaching aptitude had no direct relationship with teacher community participation. Kukreti (1990) found a significant and positive correlation between the variables teaching success and teaching aptitude. Goel and Mishra
(1993) found that teaching aptitude contributed the most to be the predictors of teaching competency of teacher trainees. Kahlon and Saini (1989) found that teaching of education courses effect the development of teaching aptitude.

Similarly, number of research studies have been conducted in the area of job satisfaction of teachers. Job satisfaction of teachers was compared with respect to age, sex, marital status, qualification, school climate, type of institutions, locality of the institutions, etc. Job satisfaction of teachers was correlated with teacher behavior, teacher commitment, attitude towards teaching, etc. The findings were as follows.

Sand Frankiewiz (1979) found a positive relationship between job satisfaction and effective teacher behaviour. Shukla (2009), Usha and Sasikumar (2007) and Rathod and Verma (2006) revealed that teacher commitment is the best predictor of job satisfaction among school teachers. Baruah (2004) and Mishra (2005) found that healthy and open climate of the school enhanced the job satisfaction of teachers. Hadaway (1979), Bhandarkar (1980), Rebay (1988) and Chandraiah (1994) found that age and job satisfaction has a significant positive relationship. However, Pushpam (2003) found that age is independent of the job satisfaction of women teachers. Singh (2007) and Ray (1992) found that job satisfaction of teacher educators is positively but not significantly correlated to attitude towards teaching. Reddy (1989) in his study found that over-qualified primary schoolteachers had low job satisfaction.
while teachers younger in age had higher level of job satisfaction, which had positive correlation with attitude towards teaching and job involvement.


Singh (2007) found that teacher educators of aided institutions have better professional values, and job satisfaction in comparison with teacher educators of self supporting institutions. However, Amudha and Velayudhan (2003) found that job satisfaction of the Government and private college women lecturers was more or less equal. Pushpam (2003) found that teachers working in aided schools, private schools, and Panchayat schools have higher level of job satisfaction than teachers working in government and corporation schools. Yarriswamy (2007) found no significant difference in the job satisfaction between teacher educators working in government and aided teacher training institutes. Chaudhary (2007) found no significant relationship between professional awareness and job satisfaction of the aided college teachers, whereas there exist a significant relationship between these two
variables in case of govt. college teachers. Baruah (2004) found that most of the teachers of the Government schools are satisfied with their job in the sense that they are getting a good salary, which is not the case amongst the Private school teachers. Banu (2002) studied that the problems of buildings in teacher education institutions has been found more in case of private institutions.

If we review the findings on the variables professional values, teaching aptitude, and job satisfaction as discussed above, they give a mixed result and does not give any particular direction for further study. Nothing is clear about how teacher educators stand with reference to government-financed and self-financed colleges. The multiplicity of studies that have been conducted are mostly concentrated at school level and school teachers. There is hardly any study conducted at teacher education level pertaining to the variables like, professional values, teaching aptitude and job satisfaction. Again, at present since, majority of teacher education institutions are self-financed, there is a need to study the status of teacher educators of these institutions. A comparative study between government-financed and self-financed teacher education institutions with respect to their professional values, teaching aptitude and job satisfaction will definitely yield an interesting result. Hence, the present study was undertaken to compare professional values, teaching aptitude and job satisfaction of teacher-educators in government-financed and self-financed teacher education institutions.
1.9 Statement of the Problem

The problem can be stated as follows:

A COMPARATIVE STUDY OF TEACHER EDUCATORS OF GOVERNMENT-FINANCED AND SELF-FINANCED COLLEGES OF EDUCATION IN RELATION TO THEIR PROFESSIONAL VALUES, TEACHING APTITUDE AND JOB SATISFACTION

1.10 Definition of Key Words

Teacher Educators

Teachers those who are imparting education to trainee teachers to become teachers at secondary school level.

Government-Financed Colleges of Education

Secondary teacher education institutions which are financed and managed by government

Self-Financed Colleges of Education

Secondary teacher education institutions which are financed and managed by private bodies.

Professional Values

Professional Value refers to a set of belief, an abstract concept inculcated consciously or unconsciously by the members of the teaching community governing the behaviour of the individual or group which helps in realization of their goal and fulfillment of their needs. There are
seven dimensions of professional values. They are: Aesthetic Value, Theoretical Value, Religious Value, Social Value, Economic Value, Hedonistic Value, and Political Value

**Teaching Aptitude**

Teaching Aptitude can be defined as a condition or set of characteristics possessed by an individual indicative of ability to grasp not only the subject matter but also the aims and processes of education. It predicts how a person’s ability to explain difficult points and clarify obscurities. The traits which are essential dimensions of teaching aptitude are: Cooperative Attitude, Kindliness, Patience, Wide interest, Fairness, Moral Character, Discipline, Optimism, Scholarly Taste, and Enthusiasm

**Job Satisfaction**

Job satisfaction is the result of various attitudes of an employee towards his job. These attitudes are related with specific factors such as salary, service conditions, advancement opportunities and other benefits. In case of job satisfaction of teachers, there are certain other factors also, which are important such as: Intrinsic aspect; Salary, Service conditions and Promotion; Physical facilities; Institutional plans and policies; Satisfaction with authorities; Social status and family welfare; Rapport with students; and Relationship with co-workers.
1.11 Objectives

The following are the objectives of the present study:

1. To compare teacher educators of government-financed and self-financed colleges of education in relation to their professional values.
2. To compare male teacher educators of government-financed and self-financed colleges of education in relation to their professional values.
3. To compare female teacher educators of government-financed and self-financed colleges of education in relation to their professional values.
4. To compare teacher educators of government-financed and self-financed colleges of education in relation to their teaching aptitude.
5. To compare male teacher educators of government-financed and self-financed colleges of education in relation to their teaching aptitude.
6. To compare female teacher educators of government-financed and self-financed colleges of education in relation to their teaching aptitude.
7. To compare teacher educators of government-financed and self-financed colleges of education in relation to their job satisfaction.
8. To compare male teacher educators of government-financed and self-financed colleges of education in relation to their job satisfaction.

1.12 Hypotheses

The following are the hypotheses of the present study:

**HO₁**: There is no significant difference in mean professional values of teacher educators of government-financed and self-financed colleges of education.

**HO₂**: There is no significant difference in mean professional values of male teacher educators of government-financed and self-financed colleges of education.

**HO₃**: There is no significant difference in mean professional values of female teacher educators of government-financed and self-financed colleges of education.

**HO₄**: There is no significant difference in mean teaching aptitude of teacher educators of government-financed and self-financed colleges of education.

**HO₅**: There is no significant difference in mean teaching aptitude of male teacher educators of government-financed and self-financed colleges of education.
**HO₆:** There is no significant difference in mean teaching aptitude of female teacher educators of government-financed and self-financed colleges of education.

**HO₇:** There is no significant difference in mean job satisfaction of teacher educators of government-financed and self-financed colleges of education.

**HO₈:** There is no significant difference in mean job satisfaction of male teacher educators of government-financed and self-financed colleges of education.

**HO₉:** There is no significant difference in mean job satisfaction of female teacher educators of government-financed and self-financed colleges of education.

### 1.13 Delimitations

The study was delimited as under:

- Teacher educators were selected from secondary teacher education institutions only.
- Only teacher education institutions which were recognized by National Council for Teacher Education were considered for the study.
- Teacher education institutions were selected from Haryana state only.
- The variables of the study are limited to professional value, job satisfaction, and teaching aptitude.
- Only qualified teacher educators were selected as sample for present study taken from both government-financed and self-financed teacher education institutions.