STATEMENT OF THE PROBLEM

The problem of the study can be stated as **JOB SATISFACTION OF TEACHER EDUCATORS IN RELATION TO THEIR TEACHING EFFECTIVENESS AND PROFESSIONAL COMMITMENT.**

JUSTIFICATION OF THE STUDY

Modern education has main aim to develop the abilities of students. In the process of education, a teacher plays significant role. It has always been a matter of great concern for the administrators, policy makers, educationists, researchers and teacher educators to prepare effective teachers who can successfully achieve the goals of society as well as nation. Good infrastructure, material facilities and new methods of teaching are good for nothing and meaningless till than the teachers are not competent or perfect in their skills. They are the key-players and without good teachers, goals of education cannot be achieved.

Now we have been living in the 21st Century and the knowledge has been extended. Gradually and the demand of efficiency is required in every field. Teaching has no exception the teacher whether it belongs to primary, secondary or higher level, the arrangement of his education must be necessary. Programme of action (1992) remarked, "Teachers are supposed to look after the development of children and their performance is the most crucial input in the field of education, thus their training should be adequate to stimulate the socio-cultural and moral development."

As we know that effective teacher education requires effective teacher education. And effective teacher education entirely depends upon satisfied and committed teacher educators, who are responsible to impart knowledge and training to prospective teachers as well as in service teachers. He/she has to play dual role in improving the quality of education (by teaching pupil
teachers) and in developing it (by reconstructing educational policies and plans). In order to play their role effectively teacher educators need to be satisfied to their jobs. But there is a general feeling that they are dissatisfied with their teaching profession. As a result of this, the effectiveness of teacher education programme is decreasing and it diversely affect teacher educators' performance.

Teacher commitment has been identified as one of the most critical factors for the future success of education and schools (Huberman, 1993). Teacher commitment is closely connected to teachers' work performance and their ability to innovate and to integrate new ideas into their own practice, absenteeism, staff turnover, as well as having an important influence on students achievement in, and attitudes toward school (Firestone, 1996; Graham 1996; Louis, 1998; Nias, 1981; Tsue & Cheng, 1999).

During the last few decades, job satisfaction, teaching effectiveness and professional commitment of teacher educators have assumed a great importance in the field of education. How to make their teaching effective and how to increase job satisfaction and commitment to the profession, this is an important question is before the educationists, policy makers and researchers. Moreover, teaching has also an impact on others in the college, parents, members of community or nation and the teacher himself. Sood (2011) stated, "If teachers are susceptible to the needs of young children and acquire professional competencies and commitment, and if they are enable to perform their multiple tasks in genuinely professional manner, then a chain reaction can begin starting with a sound teacher performance and culminating into a high quality learning among the children in all areas of human development."

If we want to achieve goals of education in real manner, we will have to increase efficiency of teachers, reduce absenteeism, increase job satisfaction and raise professional commitment. Teaching, no doubt is a challenging profession. To sustain their energy and enthusiasm for the work, teachers need to maintain their professional commitment to the job (Day, 2000). Only
committed teachers are able to identify the responsibilities of inculcating and developing human values in pupil teachers.

Review of related literature suggest that the researchers have been carried out on various correlates of teaching effectiveness such as burnout, job satisfaction, emotional intelligence, organizational climate, self-concept, attitude towards teaching, occupational stress, work motivation and organizational and role commitment. There are very little researchers about commitment of teacher educators in relation to their cognitive, affective and psychomotor areas and their professional characteristics and attitudes (Kohli, 2005). It is noted that only few attempts had been made to explore relationship of professional commitment and teaching effectiveness with job satisfaction of teacher educators.

So, considering the importance of job satisfaction, teaching effectiveness and professional commitment the investigator felt strongly and decided to investigate the relationship of teaching effectiveness and professional commitment with the job satisfaction. The results of the present study would be able to answer what are the causes of dissatisfaction of teachers educators and what are the factors which are responsible commitment of teacher educators. Hence the present study is designed for this venture.

OPERATIONAL DEFINITIONS OF THE KEY TERMS

The terms used in the statement of the problem are defined operationally as under:

**Job Satisfaction**

Job satisfaction is a favorableness with which workers view their job. It results when there is a fit between job requirements and the wants and expectations of employees. It expresses the extent of match between workers expectations and aspirations and the rewards the job provides and the values it creates and gets cherished (Amar Singh & T.R.Sharma, 1999).

In the present study, job satisfaction has been measured in terms of (i) job-intrinsic statements (factors inherent in the job) (a) Job concrete statements
such as excursions, place of posting, working conditions, (b) Job-abstract statements such as cooperation, democratic functioning, (ii) Job extrinsic statements (factors residing outside the jobs) (a) psycho-social such as intelligence, social circle, (b) economic such as salary and allowances, (c) community/national growth such as quality of life, national economy.

Teacher Educators

Teacher educators are the faculty members who are primarily responsible for the professional preparation of teachers in one of the various types of teacher education institutes.

In the present study, teachers of B.Ed. colleges are the teacher educators.

Teaching Effectiveness

Teaching effectiveness means producing the intended or expected results by accomplishing the purpose and producing a deep or vivid impression on the students through his effort (Pramod Kumar & D.N.Mutha, 1982).

In the present study, teaching effectiveness includes the following dimensions i.e., teacher as information source, motivator, disciplinarian, advisor & guide, relationship with pupils, fellow-teachers, principal and parents, teaching skills, co-curricular activities, professional knowledge, general appearance and habits in relation to class-room, class-room management and personality characteristics.

Professional Commitment

Professional commitment refers to dedication, promise or pledge of teacher educators to behave and act according to certain established and well-accepted rules and norms, concerning mainly with student-teachers, society, profession, quest to achieve excellence and basic human values. It is a prerequisite for effective performance in teaching training situations along with various professional competencies required from teacher educators (Vishal Sood, 2011).
In the present study, professional commitment has been measured on five core dimensions viz. commitment to the learner, commitment to the society, commitment to the profession, commitment to achieve excellence for professional actions and commitment to basic values.

OBJECTIVES OF THE STUDY

Objectives are the guidelines, which the investigator keeps in mind during research. The present study was planned and designed to achieve these following objectives:

- To study job satisfaction, teaching effectiveness and professional commitment of teacher educators.
- To study the relationship of job satisfaction with teaching effectiveness of teacher educators.
- To study the relationship of job satisfaction with professional commitment of teacher educators.
- To study the relationship of teaching effectiveness with professional commitment of teacher educators.
- To study the difference between male and female teacher educators in terms of job satisfaction, teaching effectiveness and professional commitment.
- To study the difference between urban and rural teacher educators in terms of job satisfaction, teaching effectiveness and professional commitment.
- To study the difference between teacher educators having teaching experience upto five years and above five years in terms of job satisfaction, teaching effectiveness and professional commitment.
HYPOTHESES OF THE STUDY

- There exists positive relationship between job satisfaction and teaching effectiveness of teacher educators.
- There exists positive relationship between job satisfaction and professional commitment of teacher educators.
- There exists positive relationship between teaching effectiveness and professional commitment of teacher educators.
- There exists significant difference between mean scores of job satisfaction of male and female teacher educators.
- There exists significant difference between mean scores of teaching effectiveness of male and female teacher educators.
- There exists significant difference between mean scores of professional commitment of male and female teacher educators.
- There exists significant difference between mean scores of job satisfaction of urban and rural teacher educators.
- There exists significant difference between mean scores of teaching effectiveness of urban and rural teacher educators.
- There exists significant difference between mean scores of professional commitment of urban and rural teacher educators.
- There exists significant difference between mean scores of job satisfaction of teacher educators having teaching experience upto five years and above five years.
- There exists significant difference between mean scores of teaching effectiveness of teacher educators having teaching experience upto five years and above five years.
- There exists significant difference between mean scores of professional commitment of teacher educators having teaching experience upto five years and above five years.
DELIMITATIONS OF THE STUDY

The study is delimited to:

i) 252 teacher educators only.

ii) Six Districts of Haryana i.e. Panipat, Kurukshehra, Ambala, Yamunanagar, Kaithal and Karnal.

iii) Three variables only i.e. job satisfaction, teaching effectiveness and professional commitment.

iv) 36 B.Ed. Colleges only.

RESEARCH METHOD

Considering the nature of the problem, descriptive method is used for data collection which provides a method of investigation of discover, describe and interpret what exists at present not in past or future. The three variable of the study are job satisfaction (independent variable), teaching effectiveness and professional commitment (dependent variables). Hence, the investigator selected descriptive method of research as the most suitable method for conducting the present study.

POPULATION AND SAMPLE

In the present study, all the B.Ed. Colleges of Haryana constituted the population. For the selection of B.Ed. colleges, the investigator selected six districts namely Panipat, Kurukshehra, Yamunanagar, Ambala, Kaithal and Karnal from the Northern Zone of Haryana by using random sampling method. After selection of these six districts, 6 B.Ed. colleges from each district and 36 B.Ed. colleges in total from six districts selected by using random sampling technique. 252 teacher educators were taken as sample of the study.

RESEARCH TOOLS USED

To collect information for the research, the investigator used certain tools. The selection of a tool depends upon certain factors such as the objectives of the study, variables undertaken for the study, dimensions of the variables and availability of suitable tools. The investigator has to select from
the available tools which will provide data, that is required for the testing of the hypotheses. The tools used for the purpose are as under:

2. Professional Commitment Scale for Teacher Educators developed and standardized by Vishal Sood (2011).
3. Teacher Effectiveness Scale developed and standardized by Pramod Kumar and D.N.Mutha (1982).

PROCEDURE OF DATA COLLECTION

Prior to the administration of the composite booklets containing job satisfaction scale, teaching effectiveness scale and professional commitment scale to teacher educators, the investigator sought the permission and cooperation of the heads of the institution and teacher educators. First of all the purpose of the study was clarified to the teacher educators and rapport was established with them. The said tools were administered to the teacher educators. All the teacher educators under study were assured that the information would be kept strictly confidential and it would be used only research purpose only. While handling over the booklets of the scales they were requested to go through the printed instructions and understand them correctly before responding to the items of the tools. The investigator again emphasized that paramount need of the genuine data, i.e. the need to response to the items of the research tools with utmost honestly and truthfulness. The data pertaining to gender, locality and teaching experience of subjects was obtained from the particulars given by the teacher educators on the title pages of the scales used. Due care was taken that the teacher educators did not leave any item unmarked. Here sufficient time was given to the respondent to respond.

After the collection of data, the responses of the subjects were scored in the light of criteria laid down for each of the tools used, as described in the description of tools. Thereafter, the scores of the subjects pertaining to each
variable were tabulated on a proper code sheet which was used for statistical analysis.

STATISTICAL TECHNIQUES USED

In order to analyze data with suitable statistical techniques, the following statistical procedures were adopted in the present study:

- Mean, Median, Standard Deviation, Skewness and Kurtosis of the scores of teacher educators were calculated for the variables of job satisfaction, teaching effectiveness and professional commitment to ascertain the nature of score distribution.

- Product-Moment method of correlation technique was used to find out the relationship of job satisfaction with teaching effectiveness and professional commitment and relationship of professional commitment with teaching effectiveness.

- To find out the differences between mean scores of job satisfaction, teaching effectiveness and professional commitment with respect to gender, locality and teaching experience, t-test technique was employed.

Main Findings

Findings based on description of data

*Findings based on descriptive statistics of all the variables for the total sample of teacher educators*

1. The values of mean and median on the variable of job satisfaction of teacher educators were 83.15 and 84.00 respectively which are quite proximate to each other. The negative value of skewness (-0.38) suggests that data is skewed to the left, and the distribution is approximately symmetric. The excess kurtosis (0.71) is greater than zero implies that distribution is leptokurtic. The observations lead to the conclusion that job satisfaction scores of teacher educators are normally distributed.
2. The values of mean and median on the variable of teaching effectiveness of teacher educators were 288.45 and 287.50 respectively which are quite proximate to each other. The positive value of skewness (0.13) suggests that data is skewed to the right, and the distribution is approximately symmetric. The excess kurtosis (-0.27) is slightly less than zero implies that distribution is platikurtic. The observation leads to the conclusion that teaching effectiveness scores of teacher educators are normally distributed.

3. The values of mean and median on the variable of professional commitment of teacher educators were 273.80 and 276.00 respectively which are quite proximate to each other. The negative value of skewness (-0.37) suggests that data is skewed to the left, and the distribution is approximately symmetric. The excess kurtosis (0.21) is greater than zero implies that distribution is leptokurtic. The observations lead to the conclusion that professional commitment scores of teacher educators are normally distributed.

Findings based on descriptive statistics of all the variables for male teacher educators

4. The values of mean and median on the variable of job satisfaction of teacher educators were 84.57 and 85.00 respectively which are quite proximate to each other. The negative value of skewness (-0.29) suggests that data is skewed to the left, and the distribution is approximately symmetric. The excess kurtosis (1.18) is greater than zero implies that distribution is slightly leptokurtic. The observations lead to the conclusion that job satisfaction scores of male teacher educators are normally distributed.

5. The values of mean and median on the variable of teaching effectiveness of teacher educators were 286.71 and 286.00 respectively which are quite proximate to each other. The positive value of skewness (0.19) suggests that data is skewed to the right, and the distribution is
approximately symmetric. The excess kurtosis (0.23) is greater than zero implies that distribution is slightly leptokurtic. The observations lead to the conclusion that teaching effectiveness scores of male teacher educators are normally distributed.

6. The values of mean and median on the variable of professional commitment of teacher educators were 270.61 and 275.00 respectively which are quite proximate to each other. The negative value of skewness (-0.28) suggests that data is skewed to the left, and the distribution is approximately symmetric. The excess kurtosis (0.38) is greater than zero implies that distribution is leptokurtic. The observations lead to the conclusion that professional commitment scores of male teacher educators are normally distributed.

Findings based on descriptive statistics of all the variables for female teacher educators

7. The values of mean and median on the variable of job satisfaction of teacher educators were 81.82 and 83.00 respectively which are quite proximate to each other. The negative value of skewness (-0.43) suggests that data is skewed to the left, and the distribution is approximately symmetric. The excess kurtosis (0.35) is greater than zero implies that distribution is slightly leptokurtic. The observations lead to the conclusion that job satisfaction scores of female teacher educators are normally distributed.

8. The values of mean and median on the variable of teaching effectiveness of teacher educators were 290.04 and 290.00 respectively which are quite proximate to each other. The positive value of skewness (0.08) suggests that data is skewed to the right, and the distribution is approximately symmetric. The excess kurtosis (-0.23) is slightly less than zero implies that distribution is slightly platikurtic. The observations lead to the conclusion that teaching effectiveness scores of female teacher educators are normally distributed.
9. The values of mean and median on the variable of professional commitment of teacher educators were 276.73 and 277 respectively which are quite proximate to each other. The negative value of skewness (-0.46) suggests that data is skewed to the left, and the distribution is approximately symmetric. The excess kurtosis (0.18) is slightly greater than zero implies that distribution is slightly leptokurtic. The observations lead to the conclusion that professional commitment scores of female teacher educators are normally distributed.

Findings based on descriptive statistics of all the variables for urban teacher educators

10. The values of mean and median on the variable of job satisfaction of teacher educators were 82.87 and 84.00 respectively which are quite proximate to each other. The negative value of skewness (-0.93) suggests that data is skewed to the left, and the distribution is approximately symmetric. The excess kurtosis (2.09) is greater than zero implies that distribution is slightly leptokurtic. The observations lead to the conclusion that job satisfaction scores of urban teacher educators are normally distributed.

11. The values of mean and median on the variable of teaching effectiveness of teacher educators were 286.42 and 285.00 respectively which are quite proximate to each other. The positive value of skewness (0.26) suggests that data is skewed to the right and the distribution is approximately symmetric. The excess kurtosis (-0.05) is less than zero implies that distribution is slightly platikurtic. The observations lead to the conclusion that teaching effectiveness scores of urban teacher educators are normally distributed.

12. The values of mean and median on the variable of professional commitment of teacher educators were 276.52 and 276.00 respectively which are quite proximate to each other. The negative value of skewness (-0.58) suggests that data is skewed to the left and the distribution is
approximately symmetric. The excess kurtosis (1.03) is greater than zero implies that distribution is slightly leptokurtic. The observations lead to the conclusion that professional commitment scores of urban teacher educators are normally distributed.

**Findings based on descriptive statistics of all the variables for rural teacher educators**

13. The values of mean and median on the variable of job satisfaction of teacher educators were 83.45 and 84.00 respectively which are quite proximate to each other. The negative value of skewness (-0.03) suggests that data is skewed to the left and the distribution is approximately symmetric. The excess kurtosis (-0.21) is less than zero implies that distribution is slightly platikurtic. The observations lead to the conclusion that job satisfaction scores of rural teacher educators are normally distributed.

14. The values of mean and median on the variable of teaching effectiveness of teacher educators were 290.70 and 292.00 respectively which are quite proximate to each other. The negative value of skewness (-0.05) suggests that data is skewed to the left and the distribution is approximately symmetric. The excess kurtosis (-0.40) is slightly less than zero implies that distribution is slightly platikurtic. The observations lead to the conclusion that teaching effectiveness scores of rural teacher educators are normally distributed.

15. The values of mean and median on the variable of professional commitment of teacher educators were 270.74 and 276.00 respectively which are quite proximate to each other. The negative value of skewness (-0.15) suggests that data is skewed to the left and the distribution is approximately symmetric. The excess kurtosis (-0.32) is slightly less than zero implies that distribution is slightly platikurtic. The observations lead to the conclusion that professional commitment scores of rural teacher educators are normally distributed.
Findings based on descriptive statistics of all the variables for teacher educators (having teaching experience upto five years)

16. The values of mean and median on the variable of job satisfaction of teacher educators were 83.37 and 83.00 respectively which are quite proximate to each other. The positive value of skewness (0.18) suggests that data is skewed to the right and the distribution is approximately symmetric. The excess kurtosis (0.37) is slightly greater than zero implies that distribution is slightly leptokurtic. The observation leads to the conclusion that job satisfaction scores of teacher educators having teaching experience upto five years are normally distributed.

17. The values of mean and median on the variable of teaching effectiveness of teacher educators were 290.71 and 289.00 respectively which are quite proximate to each other. The positive value of skewness (0.16) suggests that data is skewed to the right and the distribution is approximately symmetric. The excess kurtosis (0.17) is slightly greater than zero implies that distribution is slightly leptokurtic. The observations lead to the conclusion that teaching effectiveness scores of teacher educators having teaching experience upto five years are normally distributed.

18. The values of mean and median on the variable of professional commitment of teacher educators were 275.23 and 274.00 respectively which are quite proximate to each other. The negative value of skewness (-0.09) suggests that data is skewed to the left and the distribution is approximately symmetric. The excess kurtosis (-0.05) is slightly less than zero implies that distribution is slightly platikurtic. The observations lead to the conclusion that professional commitment scores of teacher educators having teaching experience upto five years are normally distributed.
Findings based on descriptive statistics of all the variables for teacher educators (having teaching experience above five years)

19. The values of mean and median on the variable of job satisfaction of teacher educators were 82.92 and 85.00 respectively which are quite proximate to each other. The negative value of skewness (-0.88) suggests that data is skewed to the left and the distribution is approximately symmetric. The excess kurtosis (0.97) is greater than zero implies that distribution is slightly leptokurtic. The observations lead to the conclusion that job satisfaction scores of teacher educators having above five years of teaching experience are normally distributed.

20. The values of mean and median on the variable of teaching effectiveness of teacher educators were 286.14 and 286.00 respectively which are quite proximate to each other. The positive value of skewness (0.08) suggests that data is skewed to the right and the distribution is approximately symmetric. The excess kurtosis (-0.74) is slightly less than zero implies that distribution is slightly platikurtic. The observations lead to the conclusion that teaching effectiveness scores of teacher educators having above five years of teaching experience are normally distributed.

21. The values of mean and median on the variable of professional commitment of teacher educators were 272.33 and 277.00 respectively which are quite proximate to each other. The negative value of skewness (-0.61) suggests that data is skewed to the left and the distribution is approximately symmetric. The excess kurtosis (0.37) is slightly greater than zero implies that distribution is slightly leptokurtic. The observations lead to the conclusion that professional commitment scores of teacher educators having above five years of teaching experience are normally distributed.
Findings based on correlation between different variables

22. There was a significant and positive relationship between job satisfaction and professional commitment of teacher educators. Job satisfaction was found to be positively and significantly related to professional commitment along with all its dimensions viz. commitment to the learner, commitment to the society, commitment to the profession, commitment to achieve excellence for professional actions and commitment to basic values.

23. There was no significant relationship between job satisfaction and teaching effectiveness of teacher educators. Job satisfaction was not significantly correlated with teaching effectiveness and its dimensions viz. information source, motivator, advisor and guide, relationship with pupils, fellow teachers, principals and parents, teaching skill, co-curricular activities, professional knowledge, general appearance and habits in relation to classroom, classroom management and personality characteristics.

24. There was a significant and positive relationship between teaching effectiveness and professional commitment of teacher educators. Teaching effectiveness was found to be positively and significantly related to professional commitment along with all its dimension viz. commitment to the learner, commitment to the society, commitment to the profession, commitment to achieve excellence for professional actions and commitment to basic values.

25. Information source dimension of teaching effectiveness was found to be positively and significantly correlated to professional commitment along with all its dimensions.

26. Motivator dimension of teaching effectiveness was found to be positively and significantly correlated to professional commitment along with all its dimension viz. commitment to the learner, commitment to
the society, commitment to the profession, commitment to achieve excellence for professional actions and commitment to basic values.

27. Disciplinarian dimension of teaching effectiveness was found to be positively and significantly correlated to professional commitment along with all its dimensions.

28. There was significant and positive relationship between advisor and guide and professional commitment of teacher educators. Advisor and guide dimension was found to be positively and significantly related to professional commitment along with all its dimensions viz. commitment to the learner, commitment to the society, commitment to the profession, commitment to achieve excellence for professional actions and commitment to basic values.

29. A positive and significant relationship was found between relationship with pupils, fellow teachers, principals and parents and professional commitment of teacher educators. All the five dimensions of professional commitment were found positively and significantly related to relationship with pupils, fellow teachers, principals and parents.

30. There was significant and positive relationship between teaching skills and professional commitment of teacher educators. Teaching skill was found to be positively and significantly related to professional commitment along with all its dimensions viz. commitment to the learner, commitment to the society, commitment to the profession, commitment to achieve excellence for professional actions and commitment to basic values.

31. A positive and significant relationship was found between co-curricular activities and professional commitment of teacher educators. All the five dimensions of professional commitment were found positively and significantly related to co-curricular activities.
32. There was a positive and significant relationship between professional knowledge and professional commitment of teacher educators. Professional knowledge was found to be positively and significantly related to professional commitment along with its two dimensions viz. commitment to the learner, commitment to the society, commitment to the profession, commitment to achieve excellence for professional actions and commitment to basic values.

33. A positive and significant relationship was found between general appearance and habits in relation to classroom and professional commitment of teacher educators. All the five dimensions of professional commitment were found positively and significantly related to general appearance and habits in relation to classroom.

34. A positive and significant relationship was found between classroom management and professional commitment of teacher educators. All the five dimensions of professional commitment were found positively and significantly related to classroom management dimension.

35. There was a positive and significant relationship between personality characteristics and professional commitment of teacher educators. Personality characteristics was found to be positively and significantly related to professional commitment along with its two dimensions viz. commitment to the learner, commitment to the society, commitment to the profession, commitment to achieve excellence for professional actions and commitment to basic values.

Findings based on differential analysis

Difference between male and female teacher educators with regard to job satisfaction

36. Male and female teacher educators were found similar in terms of their job satisfaction.
Difference between male and female teacher educators with regard to Teaching Effectiveness

37(i) Female teacher educators were found more committed than their male counterparts in terms of information source dimension of teaching effectiveness.

ii) Male and female teacher educators were found similar in terms of teaching effectiveness along with its dimensions namely motivator, disciplinarian, advisor and guide, relationship with pupils, fellow teachers, Principal and parents, teaching skills, co-curricular activities, professional knowledge, general appearance and habits in relation to classroom, classroom management and personality characteristics.

Difference between male and female teacher educators with regard to Professional Commitment

38. Male and female teacher educators were found similar in terms of professional commitment along with its dimensions.

Difference between urban and rural teacher educators with regard to Job Satisfaction

39. Urban and rural teacher educators were found similar in terms of job satisfaction.

Difference between urban and rural teacher educators with regard to Teaching Effectiveness

40(i) A significant difference was found between urban and rural teacher educators with regard to teaching skills. Urban teacher educators were found higher on teaching skills.
ii) A significant difference was found between urban and rural teacher educators with regard to professional knowledge. Urban teacher educators were found higher on professional knowledge.

iii) Urban and rural teacher educators were found similar with regard to teaching effectiveness along with its nine dimensions viz. information source, motivator, disciplinarian, advisor and guide, relationship with pupils, fellow teachers, Principal and parents, co-curricular activities, general appearance and habits in relation to classroom, classroom management and personality characteristics.

**Difference between urban and rural teacher educators with regard to Professional Commitment**

41(i) Rural teacher educators were found higher with regard to commitment to achieve excellence for professional actions and commitment to basic values.

ii) Urban and rural teacher educators were found similar with regard to professional commitment along with its three dimensions viz. commitment to the learner, commitment to the society and commitment to the profession.

**Difference between teacher educators having teaching experience upto five years and above five years with regard to job satisfaction**

42. Teacher educators having teaching experience upto five years and above five years were found similar in terms of job satisfaction.

**Difference between teacher educators having teaching experience upto five years and above five years with regard to Teaching Effectiveness**

43 (i) A significant difference was found between teacher educators having teaching experience upto five years and above five years with regard to disciplinarian, relationship with pupils, fellow
teachers, Principal and parents and co-curricular activities. The mean scores of teacher educators having teaching experience upto five years were found higher in terms of disciplinarian, relationship with pupils, fellow teachers, Principal and parents and co-curricular activities.

ii) Teacher educators having teaching experience upto five years and above five years were found similar in terms of teaching effectiveness along with its eight dimensions viz. information source, motivator, advisor and guide, teaching skills, professional knowledge, general appearance and habits in relation to classroom, classroom management and personal characteristics.

**Difference between teacher educators having teaching experience upto five years and above five years with regard to Professional Commitment**

44. Teacher educators having teaching experience upto five years and above five years were found similar with regard to professional commitment along with all its dimensions.

**EDUCATIONAL IMPLICATIONS**

The educational implications of the present study are not difficult to discern. The present study has much importance in the present day context as there is growing focus on teacher educators’ teaching effectiveness and professional commitment.

The present study was undertaken to determine the relationship of job satisfaction with teaching effectiveness and professional commitment of teacher educators. The findings of present study have ample implications for college administrators, teacher educators and other professionals working in the field of education. Allen and Meyer (1980) opined that there is a link between organizational climate and employee turnover and concluded that employees who were strongly committed to the organization were less likely to leave it.
Azad (2003) remarked one single factor, that enables a teacher to fulfill his responsibilities to nation is his commitment to the cause of education.

Teachers may be termed as key players in the education system. Teacher’s cognitive abilities as well as personality characteristics both are equally important for effective teaching. Therefore, policy makers have to understand the importance of these abilities and should organize the activities related to the development of personality traits of teacher educators like abstract thinking, emotional intelligence, awareness about demands of global society and creativity. So that they can develop these abilities in pupil teachers during teacher education programme.

Moreover in present scenario the responsibilities of teacher educators are becoming challenging, it is important to know for educationists, policy makers and head of the institutions that in order to improve teacher educators’ performance they should be satisfied with their jobs. Head of the institution should try to maintain healthy relationship with the teacher educators. Hence the present study suggests that heads of the institutions should try to cooperate their colleagues, provide healthy working environments, enhance democratic functioning, participation and respect for creative suggestions, positive attitude and morale. The college administrators should provide incentives, medical care, job security and promotional opportunities. Teacher educators’ job satisfaction improves their teaching performance, thereby enhancing the working of institution to deliver best quality service.

The findings of the study revealed that there is significant and positive relationship between job satisfaction and professional commitment. As job satisfaction was positively and significantly correlated with teaching profession, so if we will enhance job satisfaction of teacher educators then they will be more committed to teaching profession. Ahmad and Awang (2010) found that job satisfaction had a strong positive relationship with work commitment and concluded that administrators and management should put an effort to make their lecturers satisfied. Management and teacher educators and
administrators should make effort to develop a healthy organizational climate, this will ultimately influence teacher educators’ performance as well as organizational functioning. Salam, Mohammad and Raheem (2009) in their study remarked that the democratic climate was the most important factor in increasing teacher’s commitment to job, whereas the low salary was the most important factor in decreasing commitment teacher’s to their job.

One of the significant findings of the present study reveals a significant and positive relationship between teaching effectiveness and professional commitment as a whole as well as different dimensions of professional commitment viz. commitment to the learner, commitment to the society, commitment to the profession, commitment to achieve excellence for professional actions and commitment to basic values. These findings of study recommend that teacher educators need to improve instructional strategies and techniques and have professional commitment.

Teacher education institutions can offer opportunities for the professional growth of teacher educators by organizing in service teacher training programmes that focus on managerial effectiveness and helping teacher educators in performing their multiple tasks. Teacher educators’ commitment to the teaching profession, learner, institution, society, basic values and to achieve excellence for professional actions is very much essential for the growth of teacher educational programme. Moreover teacher’s commitment can be enhanced by some factors such as collegial and administrative support, good relationship with staff members, and positive national education policies. These factors not only facilitate them in performing their duty, but also help in developing positive attitude and great interest in teaching profession.

Besides, the teacher educators should be encouraged to participate in various seminars, workshops and conferences so that they can express their views on various issues related to teaching learning and get solutions to many problems arising in teacher education institutions because positive human
interaction may overcome negative factors and can transform an institution into an instrument of student teachers’ personality development.

Therefore, the present study has implication for management personnels, administrators, educationists. They should ensure that teacher educators should be well equipped with latest information and communication technology as it is one of the important parameters for good teaching. In addition, a number of techniques, strategies and practices have also been identified by educationists that are beneficial for development and the qualitative enhancement of teacher education programme. Society and authority should be aware of the factors that enhance job satisfaction, professional commitment and teaching effectiveness of teacher educators. This awareness would lead to undertake the steps that can effectively contribute towards professional commitment, job satisfaction and teaching effectiveness.

**SUGGESTIONS FOR FURTHER STUDIES**

- **Comparative studies covering different levels of teacher education i.e. primary, elementary secondary and higher can also be conducted to find out the relationship of teaching effectiveness, job satisfaction and professional commitment.**

- **A comparative study can be done of the variables taken for the present study with respect to locale and socio economic status of both teacher educators and pupil teachers.**

- **Teaching effectiveness and professional commitment can be explored with respect to other teaching and psychological variables like teacher efficacy, emotional intelligence, teacher burnout, teachers’ self-esteem, self-concept, motivation, organizational climate, occupational stress, depression etc.**

- **All the variables taken for the study can also be studied in relation to pupil teachers’ achievement, motivation, attitude, personality, multiple intelligence, self-efficacy etc.**