CHAPTER-I
INTRODUCTION

The education in its real sense, is one of the most important inputs that influence the all round development of an individual-physical, intellectual, social, cultural, ethical and spiritual. And the teacher education forms the backbone of any education system, it has therefore occupied a predominant place in the contemporary society. In the development of human skills and to gain knowledge and training, the role of teacher education as a principal mechanism turns out to be the most prominent one. Therefore, the teacher educator is recognized as a pivot for effective implementation of educational programmes at various levels and shaping the career of the students. Thus it is rightly said that the intellectual dynamism, resourcefulness and economic prosperity of a country depends upon the quality of its teacher education system.

Teacher education constitutes the most vital and integral part of every civilization. In ancient times it was highly prized and its aims of education were very high. Along with intellectual development, self realization, self discipline, self control and character building were included to achieve predetermined goals. Moreover, the emphasis was given on 'Shravan' (listening), 'Chintan' (thinking), 'Manan' (realization and implementation). And the present century is characterized by emergence of multiculturalism due to industrialization, globalization, urbanization and modernization, therefore the role of education becomes manifold.

Today, teacher education is the most powerful instrument whose effective use requires the strength of will, dedicated work, sacrifice and commitment. Since this instrument is in the hands of teachers, they are the key-players of any education system. Teachers, in Indian education system, have
occupied the most important position in the social hierarchy and in fact, they are the top most academic persons in educational pyramid. They are considered the living God on the earth. Recognizing, the important role of teachers, Swami Vivekanand, stated that the only true teacher is he who can immediately come down to the level of the students, and transfer his soul to the student’s soul and see through the student’s eyes and hear through his ears and understand through his mind.

Some views are expressed regarding the role of a teacher. The Vedas have observed, "Maturdevo Bhava, Pitridevo Bhava, Acharyadevo Bhava".

According to the Secondary Education Commission (1953), "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."

According to Stern, Stein and Bloom (1956), “Teacher effectiveness is rather a standard of performance in a specific work situation that some individuals are said to manifest. These judgements are made significant by others in their environment.”

Kothari Commission or Indian Education Commission (1964-66) remarked, "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".

According to Paris and Paris (2001), “Effective teachers do not rely only on teacher directed instruction. They provide a substantial amount of coaching in the form of support and feedback as their students are reading and writing. They refrain from doing too much talking, allowing their student time to engage in literacy activities. Effective teachers foster self regulation in their
students. They encourage students to work independently and take responsibility for their own learning.”

According to V.S. Mathews (2003), "No system of education, no syllabus, methodology, no text books can rise above the level of its teachers. If a country wants to have quality education it must have quality teachers".

However, we can say that the success of entire education process depends on the efficiency of the teacher who is most influencing vital single factor in education. Sood (2011) viewed that if teachers are susceptible to the needs of young children and acquire professional competencies and commitment, and if, they are enabled to perform their multiple tasks in genuinely professional manner, then a chain reaction can begin starting with a sound teacher performance and culminating into high quality learning among the children in all areas of human development. That is why, each nation devotes considerable attention to improve efficiency and competency of teachers. Moreover, their efficiency and competencies entirely depends on effective teacher education. In order to make teacher education programme effective, the role of teacher educators is crucial.

1.1 TEACHER EDUCATORS - RESPONSIBILITIES AND STANDARDS

Teacher educators are considered as 'teachers of teachers'. A teacher educator can be defined as a faculty member who is primarily responsible for the professional preparation of pupil teachers in different kinds of teacher education institutions. Being the vital component of teacher education programme, the functions and responsibilities of teacher educators are varied depending on their placement in the programme. Raina submitted that teacher educators are in paradoxical situation in India. Further, Snock et. al (2010), stated, "When the general consensus is that teachers are the most important in-school factor influencing the quality of their pupils' learning, it seems appropriate to assume that teacher educators are an important factor influencing the quality of the learning of student teachers. The issue of the
quality of the teacher educator then becomes an issue of paramount importance”.

From the above discussion, it can be concluded that teacher educator occupies significant position in educational process. NCTE (1998) made some recommendations with regard to skills and professional growth of teacher educators, "Teacher educators would not only be training pre-service and in-service trainees but would also be associating themselves with several other activities. New techniques of developing the teaching learning material, new approaches to evaluation, intensive interactions with the community, creating an activity based environment in the training institutions, acquiring skills for resource mobilisation and several other such competencies at master level would be essential for professionals to function as teacher educators. Corresponding changes in the school curricula will have to be perceived and implemented by the teacher educators.”

Further, the National Policy on Education (1986) and the Ramamurthy Committee (1990) remarked the following characteristics of a teacher educator which are considered as more essentials.

- A teacher educator must have experience of teaching of a school system.
- A teacher educator should have high academic qualifications.
- A teacher educator should have mastery in educational research and capacity to implement in their teaching.
- A teacher educator should have proper understanding of Indian culture, society and traditions.
- A teacher educator should have personality attributes like ability to think logically and work with a sense of dedication (commitment) and to act independently, to convince students (pupil teachers), to lead them to creative (imaginative) and sustained work, to mobilise resources and
work with different segments of society, he/she should be highly motivated and have communication and interpersonal skills.

From the above characteristics of teacher educators, it can be said that goals of education cannot be achieved without competent and effective teacher educators. In order to cope with expectations of global society, it is necessary that teacher educators should be competent in terms of knowledge, skills, interest and attitudes. But their performance largely depends upon their satisfaction to teaching profession. Therefore, it is necessary to mark out what "Job satisfaction" really comes to mean.

1.2 CONCEPT OF JOB SATISFACTION

Job satisfaction may be defined as the positive emotional response to the job situation resulting from attaining what the employee expect from the job. It is a pleasurable emotional state of the appraisal of one’s job. The major objective of education is to develop innate capabilities and powers of children. We are all acquainted with the fact that every child has different qualities and attributes. These attributes may be inherited or acquired. It is the duty of a teacher to develop these qualities and enhance their efficiency. It is seen that if teachers are satisfied and motivated, it will definitely improve their performance. Various research studies indicate that employees' satisfaction is supremely important in an organization because productivity entirely depends on employees' satisfaction (Wagner & Goodring 1987; Wright & Crapanzano-1997).

"There is a joy in life that comes as a result of labour. There is joy in knowing that you have done your best, that you have given the best of your service to the task at hand. The joy that comes as a result of work, gives an inner satisfaction that can be obtained in no other way."

W.R. Greshan
A major part of human's life is spent in doing work which is essential for one's social identity and social living. And it becomes a matter of great concern that why a person work, at which level he/she is satisfied and how their satisfaction may be increased. In simple words, when a person is satisfied with the job, that is job satisfaction. It is an important component in maintaining healthy relationship between management and employees. It has been realised that in order to have successful organizational functioning, administrative personnel should ensure employees’ satisfaction level.

Now a days the responsibilities of teacher educators have become more challenging than before. The duty of teacher educators is not only limited to impart information about educational philosophies and teaching/learning methodologies to teacher trainees but inculcate and develop moral values, positive attitudes and commitment among them for becoming efficient and committed school teachers. Many policy makers, educationists and researchers try to know what makes teacher educators satisfied. But before this, we should know about concept of job satisfaction. There are many definitions of job satisfaction given by researchers and experts. But the credit for bringing this term into limelight goes to Hoppick (1935) who defined it as a combination of psychological, physiological and environmental circumstances that makes a person say truthfully "I am satisfied with my job."

Worthy (1950) expressed some factors of job satisfaction such as:

- Company in general
- The Local organization
- Local management
- Immediate supervision
- Co-workers
- Working conditions
Bullock (1962) remarked that job satisfaction is an attitude which results from balancing and summation of many specific likes, dislikes and experience in connection with job. This implies when an employee has high job satisfaction, he really likes his job and has positive feelings and attitudes towards the job. The other mostly used definition is Locke's (1976) definition who defined it as "a pleasurable emotional state resulting from the appraisal of one's job or job experience". Whereas Garton (1976) expressed employees' satisfaction and morale are attitudinal variables about particular persons or situations, satisfaction when applied to work context of teaching seems to refer to the extent to which a teacher can meet individual, personal and professional needs as an employee.

Rowntree Derek (1981) recognized job satisfaction as the extent to which each person in each organization gets satisfaction from the functioning of the organization and nature of his work. This implies that job satisfaction can lead to those behaviours and attitudes that can have either a positive or negative impact on any organizational functioning. It is very important not only for employees but also for effective functioning of an institution.

Davis and Lofquist (1984) asserts job satisfaction as the result of the workers' appraisal of the degree to which the work environment fulfills the individual's needs. This means that job satisfaction is the degree of an employee's affective orientation toward the work role occupied in the organization.

According to Paul Spector (1985), 'Job satisfaction is a cluster of evaluative feelings about the job'. He highlights nine facets of job satisfaction which determine negative or positive attitude towards the job. These are: (i) Pay-amount and fairness or equal distribution of salary; (ii) Promotion-refers to equal opportunities and fairness in promotion; (iii) Supervision-fairness and competence of managerial tasks by one's efficient and competent supervisor; (iv) Benefits-insurance, transport facilities, residential facilities, vacations and
other benefits; (v) Contingent procedures-sense of respect, recognition and appreciation by colleagues and management members; (vi) operating procedure-rules, policies and procedure that are practical in nature; (vii) Co-workers-perceived competence and pleasantness and cheerfulness of colleagues; (viii) Nature of work-enjoyment of the adequate and actual work; (ix) Communication-sharing of information (verbally or in writing).

Elaborating on this Cranny, Smith and Stone (1992) define job satisfaction as a combination of cognitive and affective reactions or responses to the differential perceptions of what an employee wants to receive, compared to what he or she actually receives in terms of rewards. Cano and Miller (1992) discussed that job satisfaction is a condition of contentment with one's work and working environment.

Keith Devi (1993) views job satisfaction as the favorableness or unfavourableness with which employees view their work. Whereas Allam (1995) viewed job satisfaction as positive emotional state results from the personal analysis of one's work of work experience.

Evans (1997) submitted that job satisfaction is ambiguous due to lack of distinction between what is satisfying and satisfactory and that reconceptualizing the term into job fulfillment and comfort in the job. In conjunction with this, Gargiulo (1997) highlights that teachers' job satisfaction is concerned with some factors i.e. their participation in decision making (matters related to school and students), non-interference in work, rich salary, proper availability of teaching/learning aids, good understanding between colleagues, efficient supervisor, encouragement and respect from management of the school. Brief (1998) asserts, if a person's work is interesting, pay is fair, promotional opportunities are good, supervisor is supportive and co-workers are friendly then a situational approach leads one to predict that he/she is satisfied with his/her job.
De Witte and Buitendach (2005) have rightly remarked that job satisfaction is related to individual’s perceptions that are influenced by their circumstances, needs and expectations. This indicates that employees evaluate their jobs on the basis of some factors like salary, working conditions, co-workers etc. which they considered as being important to them (Sempana Reiger, Roodt, 2002).

From the above discussion, it can be said that job satisfaction is defined as a set of employees' favourable or unfavourable feelings and emotions about the job. It is a generalized affective orientation to all aspects of the job, feelings of relative likes or dislikes. However, it may be concluded that job satisfaction is related to whole job situation that makes a person satisfied or dissatisfied towards the job.

1.2.1 Factors Affecting Job Satisfaction

Job satisfaction is determined by various factors such as salary, working conditions, management working style etc. Apart from these factors, there are some demographic factors such as age, educational level, tenure, years in service etc.

- **Salary**

  Salary is viewed as the main factor of job satisfaction. Kainth and Kaur (2010) submitted that it is very important that salaries be tied to job responsibilities and the pay increases be tied to performance rather than seniority. But Kind (2010) asserts that money motivates us but it is not necessary that anything that motivates us must make us satisfied and happy.

- **Working Conditions**

  Favourable working environment can be recognized as the most influencing factor of job satisfaction. Tasnim (2006) mentioned that there are two types of working environment such as (i) physical environment and (ii) social environment. Physical environment consists of physical facilities and...
incentives where as social environment is concerned with relationships with others. Luthans (1998) proffer the view that if people work in a clean friendly environment, they will find it easier to come to work.

- **Promotional Opportunities**

  Promotional opportunities has also of great influence on job satisfaction of teacher educators. Mc Cormick and Ilgen (1985) recognized that employees’ satisfaction with promotional opportunities will depend on a number of factors, including the probability that employees will be promoted, as well as the basis and the fairness in promotional opportunities. Goswami (1988) in his study found that teachers were dissatisfied on chances of promotion, recognition and approval. Thus in order to make them satisfied, certain promotion policies and programmes should be framed.

- **Supervision**

  One of the most dominating factors of job satisfaction is the nature of supervision. There is growing body of literature which suggests two main approaches for the explanation of differences in the nature of supervision and their possible impact. First is different personality variables of different supervisors which may be responsible for difference in the nature of supervision. The second is difference in the behaviour patterns of the different supervisors which may be responsible for difference in the nature of supervision. Filan, Okun and witter (1986) in their study concluded that supervision and opportunities for skill enhancement are positively correlated with job satisfaction.

- **Relationship with Colleagues and Management Personnel**

  One of the major factors of job satisfaction is the relationship with colleagues and management personnel. Crossman and Abou-Zaki (2003) are of the view that if relationship with co-workers is strong and in positive direction then the satisfaction level of the individuals will be high. Consistent with this
argument Lacy and Sheehan (1997) submitted that one of the major predictor of job satisfaction is the relationship with co-workers.

1.2.2 Theories of Job Satisfaction

There are some theories of job satisfaction. There are many theories but here only three main theories have presented:

1) Maslow's Theory
2) Herzberg's Two-Factor Theory
3) Dispositional Theory

1. Maslow's Theory

Abraham Maslow proposed a theory of personal adjustment widely known as need hierarchy theory. The theory is concerned with job satisfaction. If a particular job satisfies an employee's needs, he will be more satisfied and well adjusted than others and can perform his duty well as job satisfaction depends on employee's perception of how well his needs are fulfilled by his job.

- Physiological Needs
  Physiological needs are the basic needs such as food (hunger), air, water, sleep etc. These needs may be satisfied by the job by providing adequate salary and comforts. When these needs are not satisfied, a person may feel uncomfortable and painful and thus motivate him to alleviate.
• **Safety Needs**

Safety needs are mainly psychological needs. Every person wants security of a home and family. Safety needs demand secure environment which is free from restrictions and threats. Every employee needs job security, insurance and good working conditions. If the employees do not feel safe or secure in job, will struck at this level.

• **Social Needs**

These needs can be defined as social relationship, sense of belongingness, acceptance and appreciation by others. These needs are directly concerned with behaviour of colleagues and management.

• **Esteem Needs**

Esteem needs are views (admiration) of others about an individual (employee). Fulfillment of needs are necessary to develop self-respect and self-confidence in employees. Such type of needs can be fulfilled by supervisors by appreciating and rewarding good performers in profession.

• **Self-Actualization Needs**

These are the highest level of needs of the theory. Self-actualization needs refer to 'the desire to become more and more what one is'. In this context, we can say that such needs can be satisfied by giving employees challenging work and responsibilities so that they could realize and maximize their potential. The job should have sufficient challenge to utilize the full capacities of the worker (teacher).

2. **Herzberg's Two-factor Theory**

Herzberg in his book 'The Motivation to Work' presented a theory known as 'Motivation Hygiene Theory' or 'Two-Factor Theory'. He remarked that there are certain factors that cause job satisfaction or job dissatisfaction. He believed that job satisfaction or dissatisfaction act independently on each other. He stated that there are hygiene factors (supervision, administrative policies, working conditions, interpersonal relations and salary) and motivation
factors (achievement, recognition, responsibility, career advancement, work itself) which determine the level of employees' job satisfaction.

<table>
<thead>
<tr>
<th>Hygiene Factors (leading to Dissatisfaction)</th>
<th>Motivators (leading to satisfaction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Administrative Policies</td>
<td>• Achievement</td>
</tr>
<tr>
<td>• Working conditions or Working Environment</td>
<td>• Recognition</td>
</tr>
<tr>
<td>• Supervision</td>
<td>• Responsibility</td>
</tr>
<tr>
<td>• Salary, Wages</td>
<td>• Personal Development</td>
</tr>
<tr>
<td>• Relationships with Colleagues</td>
<td>• Opportunity for Advancement</td>
</tr>
</tbody>
</table>

According to two factor theory, hygiene factors are extrinsic factors which bring short run success (job satisfaction) whereas motivate factors are intrinsic factors and these factors are based on human's need for personal growth, status and gaining recognition. These factors are helpful in creating job satisfaction.

3. Dispositional Theory

The theory is based on the premise that the people who are happy in life will be happy in their jobs. Judge developed a self-evaluation model based on this theory. Judge stated that there are four core self-evaluations that determine one's disposition towards job satisfaction—self esteem, self-efficacy, locus of control and lower level of neuroticism and these self-evaluations lead to higher job satisfaction.

From the aforesaid discussion, it can be concluded that job satisfaction is an affective orientation towards job. It is a collection of various attitudes, certain experiences and qualities that are related to a teacher's thinking about teaching profession. Therefore sincere efforts should be made to improve quality of education in general and performance of teacher in particular. The quality of education and its contribution to national development squarely rests
on the competent and effective teachers. If we want to achieve goals of
education in real manner, then teacher educators should be well equipped
psychologically, philosophically, methodologically, technologically and
physically. Therefore teaching effectiveness of teacher educators to be
ascertained in teacher education programme.

1.3 TEACHING EFFECTIVENESS

Generally, teaching effectiveness means utmost level of efficiency and
productivity on the part of the teacher. Hereby, 'Effective' word stems from the
Latin word 'effectivus' which means creative and productive. Effectiveness
means accomplishing a purpose or capacity of bringing about desirable effect.
Teaching is that which results in learning or we can say that it is the process of
carrying out those activities that experience has shown to be effective in getting
students to learn. Teaching is a specialized task. It includes skills, knowledge
of subject matter, positive attitude towards teaching and learner, classroom
management techniques, enthusiasm and commitment to profession. Medley
(1982) proposed that teacher's ability to use knowledge and skills in the class
room can be recognised as 'teacher performance'. In conjunction with this,
Medley surmises that teacher competence and teacher performance is related to
the accomplishment of teacher goals that is 'teacher effectiveness'.

Various researchers on teaching effectiveness have tried to identify
those abilities and qualities which are associated with teachers' performance.
Hough and Duncan (1970) interpreted teaching effectiveness as an activity- a
unique professional, rational and human activity in which one creatively and
imaginatively uses himself and his knowledge and skill to promote learning
and welfare of others.

According to Yashpal Committee report (1992) “The teacher is engaged
in the most dedicated task of human engineering with whatever resources and
tools are available to him. All five materials, text books, modern gadgets and
laboratory equipments will turn to dust in the hands of an incompetent teacher.
Only the teacher who knows his art, has a sense of purpose and has the necessary enthusiasm to share his learning with his students will deliver the goods.”

Elaborating on teaching effectiveness, Mangla (2001) stated that it is behaviour, an organised set of cognitive acts or operations of teaching both overt and covert, organised logically and meaning fully. Further she stated that effectiveness of teaching is explained by personal qualities of the teacher, attributes of instructional process and teacher impact on pupils’ behaviours. Moreover, teaching is defined as a process which is completed in four phases such as (i) curriculum planning, (ii) instructing (iii) measuring and (iv) evaluating. In the first phase, a teacher formulated goals or objectives of education and organizes instructional matter. The second phase of teacher is related to creating attention regarding the strategies and tactics of instruction and obtaining situational feedback about instruction. The third phase refers to creating or selecting devices to measure learners’ learning, organizing and analyzing data. And the last phase concerned with feedback to evaluate the appropriateness of objectives and the validity and reliability of tools or techniques of measurement.

It is subsequently believed that in the 21st century of globalization, many new challenges regarding education have emerged before the higher education and particularly teacher education system. Teacher educators must accept these challenges as they have the responsibility of educating teachers. Realising the importance of the role of teacher educator, they are expected to use best practices and strategies to meet these new challenges. There is ample empirical research evidence to suggest that if we want quality teachers, we must have effective teacher educators and sound teacher education programme. Hence the question arises- how best can we restructure the teacher education programme? Only a teacher educator who is competent, well qualified,
professionally committed and whose teaching is effective may be the answer of above question.

Gupta's (1979) study affirms that there are some factors which are related to effective teaching viz. the blackboard work, correcting oral mistakes, explaining difficult main points, general knowledge, handwriting, knowledge of subject, maintaining discipline in class, power of oral expression, revision of main points, skill in questioning and use of material aids. Mutha (1980) found teacher effectiveness to be a composite of the following factors:

- Job satisfaction
- Teaching aptitude
- Social and aesthetic value
- Marital adjustments
- Economic and political values
- Extroversion
- Anxiety

Consistent with the definitions of teaching effectiveness. Cashin (1989) opined that 'all the instructor behaviours that help students learning constitute effective teaching. Cashin further revealed that college teaching is a function of several factors such as :

- Subject matter mastery
- Curriculum development
- Course design
- Delivery of instruction
- Assessment of instruction
- Availability to students
- Administrative requirements.

Clark (1995) revealed that there are some qualities of effective teaching at university level such as :
• **Cognitive**
  (a) Knowledge and appreciation
  (b) Organization of individual lessons
  (c) Clarity of explanations
  (d) Quality of presentation

• **Affective**
  (a) Stimulation of interest
  (b) Participation and openness to ideas
  (c) Rapport and concern
  (d) Disclosure and fairness

He further presented a model of effective teaching.

Outline

```
Motivation

Transitions

Organization

Participation

Review

EFFECTIVE

Rapport

TEACHING

Explanation

Communication

Knowledge

Presentation
```

**Figure 1.1 : Model of Effective Teaching by Clark (1995)**

In this context, Hopkins and Stern (1996) have suggested that in order to be effective (a) teacher should be committed for doing best for students; (b) must have ability to use new teaching learning approaches; (c) must have pedagogical content knowledge; (d) working style should be collaborative; (e) should have love and affection for students and treat them equitably and (f) must have ability to possess knowledge and skill. While Danielson (1996) in
her book 'Enhancing Professional Practice: A Framework for Teaching' reported that qualitative teaching is associated with four domains such as:

(i) Planning and preparation    (ii) Classroom environment
(iii) Instruction    (iv) Professional responsibilities

According to Dunkin (1997) 'teacher effectiveness is a matter of the degree to which a teacher achieves the desired effects upon students'. Whereas Wong (2000) has mentioned some characteristics of an effective teacher. They are as follows:

- Good classroom management and communication skills
- Mastery of what he / she teaches
- Ability of setting rules, consequences and give reinforcement immediately
- Preparing students for the competitive and global world economy
- Cooperative behaviour with all learners
- Ability to recognise every learner's unique capability
- Good decision maker and ability to explain body of knowledge.

It is established by number of researchers that effective teaching goes beyond just imparting knowledge but it is a purposeful activity carried out by teacher with a specialized knowledge in a skillful way to enhance the cognitive, affective and psychomotor development of a person or group of persons.

Similarly the study conducted by Oyekan (2000) showed that teaching effectiveness include:

- Broad based knowledge of the subject matter
- Effective use of chalkboard
- Good language and communication skills
- Well organized learning environment

Brophy (2001) referred to twelve principles of effective teaching as under:
Supportive classroom climate, opportunity to learn, curricular alignment, establishing learning orientations, coherent content, thoughtful discourse, practice and application activities, scaffolding students' task engagement, strategy teaching, co-operative learning, goal oriented assessment and achievement expectations.

While presenting the characteristics of effective teaching, Chayya (2001) remarked that effective teachers take responsibility for students' development, determines the level of difficulty of the lesson, knowledge and appropriate selection of teaching learning methodologies, demonstrate and present a particular lesson in small steps, encourage students to become more responsive, motivate individual learner for self-learning, develop ability of problem solving and decision making and provide opportunities to students to practice newly learned concepts in real life situation. Sheela Mangla (2001) proposed a model of teacher effectiveness to clarify the concept.

![Figure 1.2 : Model of Teacher Effectiveness by Sheela Mangla (2001)](image-url)
Minor, Onwuegbuzie, Witcher and James (2002) referred to seven characteristics of effective teachers viz. student-centered, competent, enthusiastic about teaching, ethical, professional knowledgeable on the subject matter and effective in terms of classroom and behavior management. Whereas Prakash (2007) identified characteristics of a teacher as nature for the profession, love for children & respect individuality of each child.

As for a teacher educator, the assessment of their teaching should be in terms of following features suggested by Chakrabarti (2008).

(a) Proneness to developments  
(b) Reciprocality  
(c) Practicality  
(d) Contemporaneity  
(e) Creativity  
(f) Aesthetic awareness

He further stated that teacher effectiveness of teacher educators depend on a cycle of positive relationship which may be characterized as follows:-

![Diagram of Behavioural Patterns of Teachers]

**Figure 1.3 : Cycle of Relationship between Teacher Educators and Teacher Effectiveness by Mohit Chakrabarti (2008)**
From the aforesaid discussion, it can be said that in order to bring out improvement in teacher education programmes, it is necessary that teacher educators are fully qualified, well equipped with teaching aids and have ability to give best of their capacity. The expansion of knowledge, technological innovations and competitive society have inevitably led to corresponding changes in instructional technology and thus in turn, has further heightened the importance of professional commitment. The teacher education programme of preparing future school teachers would remain incomplete without specific competencies and a high degree of professional commitment.

1.4 PROFESSIONAL COMMITMENT

Teacher education is the professional preparation of those who wish to choose teaching profession. And it includes the programmes of education, research or training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools and also includes non-formal education, part time education, adult education and correspondence education (National Council for Teachers Education Act, 1993).

The primary aim of teacher education programme is to develop healthy attitude, great interest in teaching, values and commitment consistent with the dignity of teaching profession among student-teachers. And it is the commitment on the part of teacher educators that makes any programme of teacher education a success.

The term commitment is conceptualized as 'the degree of positive, emotional and affective bond between the teacher and the educational institution, teachers' affective or emotional response to the experiences which they receive in an organization or institution. It is a term that teachers use in describing themselves like they are caring; dedicated to teaching, take the job seriously and teaching interesting, well wisher of learners, emotionally attached with teaching, sincere and having enthusiasm for teaching. Commitment can be
conceived as a strong desire to adopt professional values, ethics, and a willingness to exert considerable effort on behalf of the profession.

The concept of professional commitment can be conceived as a process of socialization into the profession. It is defined as the attachments that an employee forms to their profession. The concept of professional commitment associated with professional concern, loyalty, recognition, beliefs, ethics; internal satisfaction, professional growth, professional development, enthusiasm, interest in teaching and active participation in job related activities.

Morrow (1993) defines professional commitment as the strength of an individual's identification with and involvement in an organization. Whereas Vandenberg and Scarpello (1994) asserts that professional commitment is a person's belief in and acceptance of the values of his/her chosen occupation or line of work, and a willingness to maintain membership in that occupation.

According to Meyer and Allen (1997) teacher commitment is a psychological state that characterise a teacher's relationship with his teaching profession and helps the teacher in making decisions about remain or leave the profession. They further stated that it can be conceived as a power or quality needed to approach stress and change. It is established by a number of researchers that teachers’ commitment is related to three characteristics i.e. (i) honesty, (ii) responsibility and (iii) tolerance.

Hausman & Goldring (2001) argued that teacher commitment is the most significant factor in improving teacher performance, teacher effectiveness and thus reduce turnover. While Brooks and Swailes (2002) defines professional commitment as the strength of a person's identification and involvement with a particular job. It is conceptualized as an attitude reflecting the strength of the bound between an employee and an organization or an institution. It is related to professional characteristics of teacher. Generally, there are three important characteristics of professional commitment.
(i) Ethics
(ii) Professional growth
(iii) Internal motivation

However, from the above definitions of professional commitment, it can be concluded that most of the researchers agree with the concept that it is the relative strength of identification with the involvement in a particular profession.

1.4.1 Components of Professional Commitment


- Affective Commitment
- Continuance Commitment
- Normative Commitment

Affective Commitment

Affective commitment reflects identification with, involvement in, and emotional attachment to the profession. Employees with stronger affective commitment remain in their occupations because they want to. For instance, professionals with a strong sense of affective commitment to their profession will keep up with developments in their profession, subscribe to trade journals, attend professional meetings, and participate in their professional association (Bagraim, 2003).

Continuance Commitment

Continuance commitment reflects an awareness of the costs associated with leaving the profession, such as difficulty in getting another job. It is based upon the material and psychological costs involved by one's leaving the organization, professionals with such kind of commitment remaining within it because they are compelled to do so. For instance, professionals with high levels of continuance commitment might be less inclined to involve themselves
in professional activities other than those required to retain membership of their profession (Meyer et al. 1993).

**Normative Commitment**

Normative commitment refers to feelings of obligation to continue with the profession. It is based professionals’ moral belief that it is right and moral to continue within the organisation. Employees having a high normative commitment keep staying within an organization because they feel they should. Such type of commitment may develop because of effective professional socialization or the sacrifices involved in becoming a member of a particular profession (Meyer et. al 1993).

Modern society requires professional commitment from its teachers. Only committed teacher educators can inculcate moral values and ethics to pupil teachers which will help them to develop right attitude and behaviours required for teaching profession. The POA (Programme of Action) made some suggestions with regard to commitment of teachers.

"Every effort will be made to make teaching and attractive profession to which young persons of talent and commitment feel motivated to join. Apart from improvement in working and living conditions, the procedures of selection of teachers will also be reorganized. Persons who have given evidence of interest in teaching, love for children, spirit of adventure and creativity and commitment for social uplift will be preferred. In addition to these qualities at the level of higher education due attention will be given to the quality of intellect and capability to provide leadership to youth".

In order to make them satisfied and professionally committed, NCTE (1998) in its documents on 'Curriculum Framework for Quality Teacher Education' proposed a comprehensive list of professional attributes of teacher educators as follows:
• A teacher educator should develop competencies and skills required for teaching profession.
• He/She should organize and participate in competency based, commitment oriented professional development programmes at national level or state level.

Teacher commitment is the best predictor of job satisfaction (Usha and Sasi Kumar, 2007). It may be concluded that the teachers who are satisfied with their jobs are also equally committed to their teaching profession. Awang and Ahmad (2010) also discovered that there exists a significant correlation between job satisfaction and work commitment. However it has emphasized that every society, policy makers and administrative should make efforts to make teacher educators satisfied and committed to teaching profession.

Figure 1.4: Model of Job Satisfaction and Work Commitment by Zainudin Awang & Junaibah Hanim Ahmad’s (2010)
Moreover, there is very close link between commitment and teaching effectiveness. Shukla (2009) discovered that there was positive correlation between professional commitment and teaching competence. Teacher educators are expected to perform their functions effectively but they cannot perform their functions well until they are not professionally developed and competent. But there is a general feeling that they don't keep contact with the new developments regarding modern techniques of teaching, curriculum, objectives etc. In this context, the Education Commission (1964-66) rightly remarked,

"An important point of emphasis would be orientation of university teachers to adopt new and improved techniques of teaching and education. The programmes of seminars, discussions or workshop should be organized to serve as the spearhead of the reforms".

However, a teacher educator must be able to seek new knowledge about the subject and skills and commitment, internal motivation and positive attitude towards teaching profession which will enable him to teach effectively in classroom situation.

But it is matter of great concern that there is no formal preparation programme for teacher educators. With the widespread expectations and challenges in modern society, it has been realized that there should be sound programmes for training of teacher educators. Rabindranath Tagore also stated 'a teacher can never teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame.'

There are some institutions like DIETs, SCERTs, NCERT, NUEPA etc. which handle the responsibility of training the teacher educators by organizing professional development programmes for them. These institutions organize educational professional development programmes like micro teaching, practice teaching, action research, teaching effectiveness, integrated curriculum, evaluation techniques and commitment oriented seminars etc.
Thus, it is clear that an effective and committed teacher will achieve the desired learning outcomes, if he/she satisfied in his/her profession.

1.5 **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 then 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 the demand of efficiency is required in every field. It is emphasized that teachers are supposed to look after the harmonious development of students and their performance is the most crucial input in the field of education, thus their professional training should be adequate to stimulate social, intellectual and moral development.

As we know that effective teacher education requires effective teacher educators. And effective teacher education entirely depends upon contended 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. Keeping this point in view, it would be interesting to examine whether the teachers are satisfied with their profession or not.

In addition, teacher commitment has also been identified as one of the most crucial factors for the future success of teacher education programme.
Teacher educators’ professional commitment is correlated with their work performance and their ability to innovate and to integrate new ideas into their own practice.

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 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 able 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, 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 suggests that the researches 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 researches about commitment of teacher educators in relation to their cognitive, affective and psychomotor areas and their professional characteristics and attitudes (Kohli,
It is noted that only few attempts have 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 need 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 of the factors which are responsible for professional commitment and teaching effectiveness of teacher educators. Hence, the present study is designed for this venture.

1.6 STATEMENT OF THE RESEARCH PROBLEM

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

1.7 OPERATIONAL DEFINITIONS OF THE KEY TERMS

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

1.7.1 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.

1.7.2 **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.

1.7.3 **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 teacher’s 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, principals and parents, teaching skill, co-curricular activities, professional knowledge, general appearance and habits in relation to class-room, class-room management and personality characteristics.

1.7.4 **Professional Commitment**

Professional commitment may be regarded as 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 pre-requisite 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.

1.8 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.

1.9 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.
1.10 DELIMITATIONS OF THE STUDY

The study is delimited to:

(i) 252 teacher educators only.

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

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

(iv) 36 B.Ed. Colleges only.