CHAPTER-1
INTRODUCTION

The entire development of any nation depends upon education. It also determines the level of prosperity, welfare and security of people. The success of democracy and secularism depends upon the number and quality of people going out of schools and colleges. Education helps in the development of democratic citizenship, it also makes an individual socially efficient. This helps in making the society worth living. Thus a lot of stress is laid upon education in the democratic countries.

The role of a teacher in the educational process is unquestionable. Its success depends on the quality, competence and the character of the teacher. According to education Commission (1952-53), "The most important factor in the contemplated educational reconstruction is the teacher - his personal qualities, his educational qualifications, his professional training and the place that 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".

There is no substitute for a teacher as a human engineer, architect of the society and nation builder. The role he plays is vast, unique and unmatchable. According to Humayun Kabir, "Without good teacher even the best of the system is bound to fail. With good teacher even the defects of a system can be largely overcome". Aristotle was of the view that the teacher who educated children deserves more honour than parents, who merely gave them birth, for the latter provided mere life, while the former ensured a good life.

Education given by the teacher has three fold functions to perform. Firstly it is an agency for the development of knowledge and skills. Secondly, it is an agency for inculcating moral values such as rationality, secularism, achievement...
orientation, equality; lastly it is an agency for socialization, thus preparing the individual for future adult roles and responsibilities.

According to Humayun Kabir, "The teachers are arbiters of nation's destiny. It may sound a truism, but still it needs to be stressed that the teacher is the key to any educational reconstruction". It is he who gives shape to the personality of the students. According to Nepal education commission "The teacher is the foundation stone in an educational setup and it is he who can make the education meaningful and shape the educational climate". The teacher has a powerful abiding influence in the formation of the character of every future citizen. He acts as a pivot for the transmission of intellectual and technical skills and cultural traditions from one generation to the other. The responsibility of the teacher is therefore very great.

The role of teacher is very significant in achieving the objectives of education. In ancient Indian society teacher was considered next to God. He alone can transform the students, community and society. So the teaching profession is regarded as the most important profession as its social value lies in its significant contribution to the improvement of the quality of life and betterment of society at large. Shamsuddin, “From the time immemorial, the teacher has been enjoying a high status and esteem in society. He has been termed the torch bearer of the race, the one, who, by light of his knowledge, removes the darkness of ignorance. He moulds the lives of thousands of children, and is known as the builder of the nation.”

The report of the commonwealth conference (1974) has stated, "The teacher must have knowledge of child development, of the material to be taught and suitable methods of teaching it, of the culture of his pupils and of some interest of his own; his skills must enable him to teach, advise and guide his pupils. community and culture with which he is involved; his attitudes should be positive without being aggressive, so that his example is likely to be followed as he
transmits explicitly and implicitly the national aims and ideals and moral and social values”.

The teacher has more than one role to play. He has to play the role of a facilitator, a leader of a cooperative enterprise in which development occurs through reciprocal give-and-take. He is expected to arouse enthusiasm and be a source of inspiration to his pupils. S.K. Verma (1991) mentioned that if teacher is not enthusiastic about his work, if he does not have a set of values, if is not a communicator of love, knowledge, power and beauty, he would neither be able to put new life and energy into those who follow him nor to approve honest endeavour, and cheer those who find their burdens heavy.

The quality of teacher educators is very important for bringing about foundational improvement in teacher education institutions and consequently in school education. Adiseshiah (1978), “Those that are entrusted with the responsibility of teaching the teacher have naturally to be the men and women of high caliber whose influence would prove to be the greatest assets for prospective teacher”. Teacher educator, like a teacher, must possess the knowledge, skills and attitudes which will enable him to work with confidence.

Teacher educator can be called builder of nation builders. He gives shape to the teacher, who later shapes the future of students. The quality of teachers very much depends upon the quality of those who educate them. Thus the quality of citizens in the indirectly depends upon the quality of teacher educators.

Researches have repeatedly corroborated the fact that the progress of a nation squarely rests on the teachers. That is why the first sentence of Education Commission (1964-66) report stated that.” Thus destiny of a nation is being shaped inside the classrooms”.

It is, however, not only the knowledge of subjects and mastery over methods of teaching which are necessary for a teacher to be effective, therefore other factors like his attitude towards the profession of teaching, adjustment with the work, interest in the profession and, of course, satisfaction with job.
Maintenances of high staff satisfaction and morale have long been an important objective of educators.

A teacher, who is happy with his job, plays a pivotal role in the upliftment of society. Well adjusted and satisfied teacher can contribute a lot to the well being of his pupils. A dissatisfied teacher can become irritable and may create tensions which can have negative influence on the students learning process and it consequently effects their academic growth.

Job satisfaction implies the overall adjustment to work situation. Gorton (1976) concluded that, "Employees satisfaction and morale are attitudinal variables that reflect positive or negative feelings about particular person or situation." According to Hoy and Miskel (1978) motivators contribute more to job satisfactions than dissatisfactions.

Schackmuth (1979) predicted professional self-image as determinant of job satisfaction. Martin(1979) concluded that school culture influences teachers satisfaction negatively. An NEA survey ( "Teacher opinion poll: Job satisfaction" 1980) found that public attitudes towards the schools, treatment of education by the media, students attitude towards learning, salary and status of teacher in the community had a negative impact on the job satisfaction.

There have been several studies to show correlates of job satisfaction. Singh H.L.(1974) found that values were correlates of job satisfaction. Social values were positively, were as economic values and political values were negatively correlated with job satisfaction. Srivatstava, Shohba (1986); Clemence, S.M. (1989); Aggarwal, M(1991); Sanghi, Seema (1992); Rawat, S(1992) Bala, Mukesh (2002) found that values were correlates of job satisfaction.

It has been shown by studies in India and abroad that teachers having favorable attitude towards their profession are more successful, better adjusted and well satisfied in their job. This view is well supported by the findings of studies conducted by Kalanidhi (1965); Teigland (1966); Neidt and Hellund(1967); Yee (1968); Aaron(1969); Bhogle (1977); Singh, H.L. (1974); Chen(1977); Gupta,S.P.
Effective performance at a job is positively correlated with the degree of satisfaction in the job, this view is supported by the finding of studies conducted by Gupta (1995); Bidwell and Charles (1956); Satyanarayanan (1970); Locke (1970); Lavingia (1974); Sinha (1974); Wanous (1974); Mekky (1974); Arora (1978); Mutha (1980); Edger and Ponder (1981); Padmana Bhaiah, S. (1986); Singh, T (1988); Atreya, J.S. (1989); Kaur, J. (1995); Shah, Beena (1995); and Kulsum, Umme (1999).

Most of the work done on job satisfaction so far has been restricted to school teachers only. Lately college teachers have been included in the studies on job satisfaction. But teacher educators have not been paid due considerations. No definite conclusion can be drawn regarding the comparison of values, attitude towards teaching and teacher effectiveness with job satisfaction among teacher educators. Thus the conduct of proposed study seems fully justified.

STATEMENT OF THE PROBLEM
The problem may be stated precisely as:

"A COMPARATIVE STUDY OF JOB SATISFACTION OF TEACHER EDUCATORS IN RELATION TO THEIR VALUES, ATTITUDE TOWARDS TEACHING AND TEACHER EFFECTIVENESS."
OBJECTIVES OF THE STUDY

The study was conducted with following objective in view.

1(a). To compare the relationship between job satisfaction and values among male and female teacher educators (total sample).
(b) To compare the relationship between job satisfaction and values among male teacher educators.
(C) To compare the relationship between job satisfaction and values among female teacher educators.
(d) To compare the relationship between job satisfaction and values among male and female teacher educators for high, low and average level of satisfaction group.

2.(a) To compare the relationship between job satisfaction and attitude towards teaching among male and female teacher educators (total sample).
(b) To compare the relationship between job satisfaction and attitude towards teaching among male teacher educators.
(C) To compare the relationship between job satisfaction and attitude towards teaching among female teacher educators.
(d) To compare the relationship between job satisfaction and attitude towards teaching among male and female teacher educators for high, low and average level of satisfaction group.

3.(a) To compare the relationship between job satisfaction and teacher effectiveness among male and female teacher educators (total sample).
(b) To compare the relationship between job satisfaction and teacher effectiveness among male teacher educators.
(C) To compare the relationship between job satisfaction and teacher effectiveness among female teacher educators.
(d) To compare the relationship between job satisfaction and teacher effectiveness among male and female teacher educators for high, low and average level of satisfaction group.
4. (a) To study and compare the conjoint effect of values, attitude towards teaching and teacher effectiveness towards the prediction of job satisfaction among male and female teacher educators (Total sample)
(b) To study and compare the conjoint effect of values, attitude towards teaching and teacher effectiveness towards the prediction of job satisfaction among male teacher educators.
(C) To study and compare the conjoint effect of values, attitude towards teaching and teacher effectiveness towards the prediction of job satisfaction among female teacher educators

DELIMITATIONS OF THE STUDY
1. Job satisfaction among teacher educator was compared in relation to some selected variables only.
2. The study was restricted to the colleges of education of the state of Punjab only.

ORGANIZATION OF CHAPTERS OF THE REPORT
The final report consists of nine chapters. After having dealt with the rationale and the statement of objectives of the problem in the introductory chapter (First), theoretical views have been presented in the second chapter. The third chapter gives a review of related literature, followed by fourth chapter that deals with methodology and procedure of the study. Chapter fifth deals with description of data. Chapters sixth to ninth are devoted to the analysis and simultaneous discussion of results so as to furnish answer to different types of inquires and test the hypotheses. The tenth, i.e. the last chapter contains the summery of the study along with educational implications of its findings. Bibliography and appendices find their places at the end of the research report as usual.