CHAPTER - I

INTRODUCTION

1.1 IMPORTANCE OF TEACHER EDUCATION AND QUALITIES OF TEACHER EDUCATORS

Higher and better quality of life is one of the outstanding, visible and explicit human expectations globally. Even developed and advanced nations find the need for improvement and betterment of the quality of their citizens. If we want a better future of the masses, we must offer them good quality education. Education denotes victory of knowledge over ignorance, that of reason over superstitions and of light over darkness. It gives impetus to social maturity and helps in awareness of the world. Education refines sensitivities and perceptions that contribute to individual growth and development, social cohesion and national spirit. The Report of the Commonwealth Conference on Teacher Education (1974) has observed that "among the most influential agencies is the formally constituted education system". The system of education is meant to achieve the social, political, cultural and spiritual goals. In fact, education helps in the creation of a social order, relevant to the changing times.

It has been rightly stated by Faure (1973) in the Report of International Commission on Education that "as far back as we can go in the history of education - which is admittedly not very far off - it (education) emerges as a natural characteristics of
human societies. It has contributed to the destiny of societies in all phases of their development.

India is engaged to-day in a hectic programme of educational reform and reconstruction, covering almost all aspects and branches of education. However, poverty, ignorance and illiteracy are overshadowing our efforts and achievements. It has been increasingly felt by our educational planners and administrators that a teacher occupies a key position in this general crusade for educational rejuvenation and progress. It has been rightly realised by them that unless we have teachers of the right type, that is, teachers who not only possess the necessary academic qualifications, but also a sufficient measure of professional competence and the requisite personality traits— the right attitude, ideals and interests— all our plans of educational reconstruction, all our efforts to create a sound system of national education have little chance of success.

The Report of the Commonwealth Conference (1974) has stated as follows: "The teacher has a major role in educational development whether he approaches his work actively or passively. He can influence development adversely by opposing innovation or merely remaining mute in the face of a growing need for reform; on the other hand he can participate actively as an initiator himself or an interpreter of the plans devised by others. Teachers in India form the most outstanding group capable of
transforming not only the process of education but every individual into a competent, committed and willing to perform worker dedicated to the cause of the country and national reconstruction.

The Education Commission (1964-66) in India has emphasized the importance and role of the teacher in the following words:

of all the 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. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective.

For producing the right kind of teachers, the education of teachers assumes great importance in the educational system. It has been rightly said in the Report of Commonwealth Conference (1974) that in order to be competent; 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 (which may not be his own) 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.
Their education depends upon the quality of teacher education institutions. The National Policy for Education (1986) lays emphasis on teacher education as follows: "Teacher education is a continuous process and its pre-service and in-service components are inseparable. As the first step, the system of teacher education will be overhauled".

Rajput (1999) has rightly stated that "teacher education is not a mere pedagogy or acquisition of a training qualification. It is preparation of persons for family, for society and for the country. It is nurturing of creativity, inculcation of commitment and generation of a strong will to contribute at the highest level of efficiency through a value based approach. Teacher education is the process of unearthing the treasure within every teacher and subsequently in every learner in each and every learning centre. It is the process which makes the individuals realise the magnitude and potentialities which, if nurtured and inculcated in the right direction could make significant contributions in the identified sectors". Thus, it is the effectiveness of the teacher education programmes that determine the standard of education. The Education Commission (1964-66) observed, "A sound programme of professional education of teachers is essential for the qualitative improvement of education".

Teacher education for the preparation of school teachers at three levels are:-

1. NIT - NIT is one year diploma course. The nursery teachers
are required to meet the multifarious needs of children during their growing period. The education is imparted to equip the teacher to meet the total needs of children in the age group of 3-5 years.

2. **ETT - Elementary education** extends over standards one to eight, ordinarily covering the age group 5/6 to 12/13/14 years. It comprises two distinct stages, referred to as the primary stage (standards 1 to 5) and the upper primary stage (standards 6 to 8). ETT is a two-year certificate course.

In order to bring about qualitative improvements in the educational system, the National Policy of Education (1986) recommended a number of measures. One of the measures was to initiate District Institutes of Education and Training (DIET) as a part of the larger strategy to achieve national goals in the areas of elementary and adult education. The functions of DIET as envisaged by the Government of India (1989) are:

(a) Imparting pre-service and inservice training to elementary school teachers and instructors of non-formal education (NFE) and adult education (AE).

(b) Providing planning and management support to schools and school complexes.

(c) Providing academic and other resource support to elementary schools for qualitative improvement.
(d) Undertaking evaluation and monitoring of educational programmes in the district.

In order to perform its major functions effectively, the DIET consists of the following seven academic units:

1. Pre-service Teacher Education
2. In-service Programmes and Extension Services.
3. District Resource Unit for Adult and Non-Formal Education
4. Planning and Management
5. Educational Technology
6. Work Experience
7. Curriculum and Evaluation

As DIET's got established, sub-standard institutions were phased out.

3. B.Ed. - Teacher education for secondary stage is imparted by the colleges of Education. These colleges prepare graduate or post-graduate to teach high and higher secondary classes. The duration is one year which leads to the degree of B.Ed.

For bringing about functional improvement in teacher education institutions and consequently in school education, the quality of teacher education is very important. Adiseshiah (1973) has rightly remarked that "those that are entrusted with the responsibility of teaching the teachers have naturally to be men and women of high calibre, whose influence would
prove to be the greatest asset for prospective teachers".
A teacher of teachers should always be a model to his students. Peck and Tucker (1973) have observed that the teacher educators should practice what they preach. When teachers are treated in the same way they are supposed to treat their pupils, they are more likely to adopt the desired style of teaching behaviour."

Teacher educator, like a teacher, must possess the knowledge, and skills which will enable him to work with confidence. It is, however, not only the knowledge of subjects and mastery of methods of teaching which are necessary for the teacher educator to be effective, but there are other factors too, like his satisfaction in the job, his interests in the profession and education, creativeness and his attitude towards teaching.

Satisfaction of teachers play an important role in every society. If the teacher educators are dissatisfied, they will produce frustrated teachers in return. In this way the whole strategy of national development will be destroyed. Job-satisfaction of teacher educators is an important factor to make the profession more functional.

Teacher educator's professional and educational interests will ensure the mastery of the knowledge acquired, its enrichment and its renewal leading to personality growth.

Nothing could contribute more to the general welfare of our modern life, the satisfaction and mental health of people
than creativity. Creativity in any form satisfies the creator in the real sense. It is creativity alone that opens the doors to the everlasting treasure—house of joy. The National Policy for Education (1986) has said: "The government and the community should endeavour to create conditions which will help, motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities of and the concerns of the community". Teacher educators who are creative have more ideas about improving educational situations, the power to appraise innovations critically and engender vision and foresight in their students.

Rebeiro (1999) has rightly stated that "attitude towards one's profession is important both by way of professional pride as well as determining the level of commitment towards the profession. A negative attitude of the members of the profession can create a considerable damage to the profession. Similarly, a positive attitude can enhance the prestige of the profession." A positive attitude towards teaching among teacher educators will ensure better adjustment and success in teaching.

Thus, the professional efficiency, zest and zeal for working of teacher educators depends to a great extent on
the satisfaction they derive from teaching, their professional and educational interests, creativity and positive attitude towards teaching. Quality of teacher educators is a matter of national importance as they are role models for prospective teachers and what they imbibe gets multiplied in the subsequent generations.

1.2 RATIONALE OF THE STUDY

Among the different factors which influence the teacher and his teaching, the most important are job satisfaction, professional and educational interests, creativity and attitude towards teaching. Their presence among teacher educators in a positive direction is likely to improve the standards in teacher education. There are studies on the status of these variables among teachers but almost negligible on teacher educators. The investigator has, therefore, undertaken the present study to measure these variables i.e. job satisfaction, professional interests, creativity and attitude towards teaching among teacher educators. The present study also differs from those done so far in that its sample of teacher educators has been drawn from three levels of teacher education (NTT, ETT, B.Ed.). This will provide a global and comparative picture of the job satisfaction, professional and educational interests, creativity and attitude towards teaching of teacher educators working at NTT, ETT, B.Ed. levels. Its implications may be
considered for further research and for improving conditions in teacher education institutions.

1.3 STATEMENT OF THE PROBLEM

The present study is entitled:

"A Comparative Study of Job Satisfaction, Professional and Educational Interests, Creativity, Attitude Towards Teaching of Teacher Educators at Different Levels of Teacher Education".

1.4 OBJECTIVES OF THE STUDY

The study was undertaken with the following objectives:

1. To study and compare the job satisfaction of teacher educators teaching at NTT, ETT and B.Ed. levels.

2. To study and compare the professional and educational interests of teacher educators teaching at NTT, ETT and B.Ed. levels.

3. To study and compare creativity of teacher educators teaching at NTT, ETT and B.Ed. levels.

4. To study and compare attitude towards teaching of teacher educators teaching at NTT, ETT and B.Ed. levels.

5. To compare the job satisfaction, professional and educational interests, creativity, attitude towards teaching of teacher educators of NTT, ETT and B.Ed.
on the basis of sex differences, age differences and institution-wise differences.

1.5 DELIMITATION OF THE STUDY

1. Present study was delimited to teacher educators teaching at NTT, ETT and B.Ed. levels of Punjab State and Union Territory of Chandigarh (which is also the capital of Punjab).

2. Present study was delimited to 215 teacher educators (20 teacher educators of NTT, 90 teacher educators of ETT, 105 teacher educators of B.Ed. class).

1.6 DEFINITIONS OF KEY TERMS

1. Job Satisfaction

   It is the extent of match between worker's expectation (also aspiration) and the rewards the job provides and the value it creates and gets cherished. Its measurement is the score on Job Satisfaction Scale by Singh and Sharma (1986).

2. Professional and Educational Interests

   Professional and educational interests are defined as one's own pattern of preferences, likes and dislikes preferred in any manner, wisely or unwisely by self or any other source for an educational area or subject (Sundram, 1998).
3. **Creativity**

Creativity is operationally defined as the process of sensing gaps or missing elements, forming hypotheses, testing these hypotheses and communicating the results. Its measure is the total score on fluency, flexibility and originality as measured by Verbal Test of Creative Thinking (by Baqer Mehdi, 1985).

4. **Attitude Towards Teaching**

Attitude towards teaching is operationally defined as the degree of positive or negative feelings of teachers towards teaching and teacher's predisposition to act favourably or unfavourably on a scale (by Sundram, 1998) towards various dimensions of teaching.

1.7 **NEED AND IMPORTANCE OF THE STUDY**

Every field in education has its own importance. The researcher of present study being a teacher educator herself is deeply influenced by the challenges in the teaching profession and feels that out of the innumerable factors which affect the teacher's efficiency, competence, performance and personality, the most influential are job satisfaction, professional and educational interests, creativity and attitude towards teaching. That is why she was interested in identifying these factors in teacher educators working in NTT, ETT and B.Ed. and because as yet no such study has been conducted so far.
which can provide a global and comparative picture of the job satisfaction, professional and educational interests, creativity, attitude towards teaching of teacher educators working at NTT, ETT and B.Ed. levels.

Education of teachers happens to be a matter of national importance, as teachers are role models for children and what they imbibe gets multiplied in the subsequent generations. India needs effective teachers to educate the teeming millions who can function in the rapidly changing society and meet the challenges of these times. Teachers are expected to play a productive role in shaping the future. Teachers have been central in the development of a nation and handing down the cultural, linguistic and social heritage that define the essence of a nation. It is with this view that Secondary Education Commission considered teacher as the most important factor in the contemplated national construction.

Education is an investment in human capital and is the key to all routes of development. Human capital formation consists of qualitative improvement of human abilities and skills. Quality education by quality teachers is the only way to quality improvement in human capital. In the modern technological era, each new generation must be better informed and learned than the preceding generation. This improved state can be realised only if the quality of teachers becomes
superior in each generation. The quality of teachers depends upon the quality of teacher education.

There was a time when it was believed that anybody could teach. Perhaps everybody did teach in the far distant past of human civilization. It is a fascinating story how, in course of time, teaching became a formal process and was entrusted to a new species known as 'teacher'. The belief that everybody could teach encountered the inevitable, although the process was painfully slow. Simultaneously, teacher education has slowly but steadily emerged as an important field of human activity. The enormous expansion of education in all nations necessitated a vast army of teachers and dispelled the notion that 'teachers are born not made'. An overwhelming opinion lies somewhere between the two extremes - anybody can teach; teachers are born, not made. Teacher education is now universally accepted as the first charge of a State. All nations are spending considerable effort, energy and money on the pre-service and in-service education of teachers. Colleges of education have been entrusted with the noble task of educating teachers who are able and willing to educate the new generations for a new world. In this context the present study is conducted on teacher educators of NTT, ETT and B.Ed. levels, so that knowledge of their job satisfaction, professional and educational interests, creativity and attitude towards
teaching can be known and subsequently some measures can be taken to increase their job satisfaction, professional and educational interests, creativity and attitude towards teaching.

A teacher is required to acquire adequate knowledge, skills, interests and attitude towards the teaching profession. It can be done through well planned and effective pre-service and in-service training programmes. Teacher education programme enhances the development of professional identity as a beginning teacher, an informed commitment to teaching. It develops skills, competence, interest and abilities to reflect in order to develop as professions. It prepares teachers for a wide variety of roles.

In influencing the life and character of children and youth, one of the potent factors is the example set by the teacher. Therefore, we expect that in addition to all other qualities, a good teacher should be a living example of some, if not all virtues that are to be developed in the future citizens of a nation. This argument applies with greater force to teacher educators. The personal example of teacher educators exercises greater influence than all his teaching in the college and study of books by prospective teachers. It is the responsibility of teacher educators to develop those qualities in the prospective teachers which will make them competent and good professionals, to create those which they lack and to foster the underdeveloped ones. Professional efficiency, zest and zeal
for working of teacher educators depends to a great extent on the satisfaction which they derive from teaching, positive attitude towards teaching, their professional and educational interests and creativity. They will return the same in equal degree to the prospective teachers placed under them. Satisfaction, attitude towards teaching, educational and professional interests, creativity ensures the mastery of the knowledge acquired, its enrichment and its renewal leading to personality growth. Teachers with satisfaction in their jobs, favourable dynamic attitude, educational and professional interests and creativity can play the role of nation builders. These variables will guide and direct the prospective teachers in their entire teaching.

Satisfaction, creativeness, interest and attitudes practised by teacher educators will influence and shape the personality of the prospective teachers which will eventually help them to become efficient teachers and carry their roles effectively. It was felt that a comparative study of job satisfaction, creativity, educational and professional interest, attitude towards teaching of teacher educators at NTT, ETT and B.Ed. levels was necessary to find out the distinction of quality of education imparted at these three levels. If lapses are found at any level, they should be eliminated and teacher education at all levels should be upgraded to come upto the level of satisfaction of society. It is the nation which
will pay a heavy price if teachers are poorly educated. So teacher education at all levels should be properly planned, organised, guided and made academically more challenging.

1.8 ORGANISATION OF RESEARCH REPORT

After having presented the introductory remarks in Chapter one, the second chapter has been devoted to theoretical viewpoints about different variables and third chapter to the review of related studies and hypotheses on which the present study has been advanced. The fourth chapter deals with the method and procedure. The fifth chapter gives details of analysis of data along with discussion of results. The sixth chapter deals with the summary, findings and suggestions for further research.

The Bibliography and Appendices have been given at the end of the research report.