

CHAPTER I

CONCEPTUAL FRAMEWORK

1.0.0 INTRODUCTION

The progress of any country is dependent on its educational system and the education system will be able to discharge its set functions only when accomplished by right kind of teaching staff. It is the teachers that translate all educational theories into practice making the students learn. The teachers therefore have the most powerful influence in any system of education. It can be understood, if one reads the observation of Kalam and Rajan (1998), “If you are a teacher in whatever capacity you have a very special role to play because more than anybody else you are shaping generations”. Teaching is the only field where we are handling the students who will become the citizens of next generation. Teachers are responsible to provide needed skills and positive attitude for the future citizens for which they are called as the nation builders. Education Commission (1964-66) as stated, “The destiny of India is now being shaped in her classrooms”. This, we believe is no mere rhetoric. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people. On the quality and number of persons coming out of our schools and colleges will depend our success in the great enterprise of national reconstruction the principal objective of which is to raise the standard of living of our people”. Hence, it is very crucial to prepare teachers for all levels of education and this sole responsibility is in the hands of teacher educators working in different teacher education institutes.

To prepare teachers dedicated towards their profession in teaching is really a tough job for teacher educator. And to sustain this they require quality like sincerity, honesty, team support and financial security. As generally said that teachers are the builders of nation, the responsibility of teacher educators who educate these teachers is much higher. Unless the teacher educators derive satisfaction in their jobs, they will not be effective both from the point of view of their growth and professional contribution in terms of future preparation of teachers. This will only happen when teacher educators have high job satisfaction. The proposed study is in this line to

study the job satisfaction of teacher educators and factors affecting it. In this context it is pertinent to have a comprehensive understanding of the teacher education.

1.1.0 TEACHER EDUCATION

The definition of Teacher Education, according to the Encyclopedia of Educational Research (1941), Walter. S. Monroe in Aggrawal (1996) defines teacher education as "The total education experiences which contribute to the preparation of a person but the term is completely employed to designate the program for the courses and other experiences offered by an educational institute for the announced purposes of preparing persons for teaching and other educational service and for contributing to their growth in competency for such service. Such teacher education programs are offered in teacher colleges, normal schools and colleges and universities".

About Teacher Education the Educational Commission (1964-1966) said, "A sound program of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvement in the education of millions".

According to Good (1973) in the Dictionary of education, teacher education is defined as "all formal and informal activities and experiences that help to qualify a person to assume the responsibility as a member of the educational profession or to discharge his responsibility most effectively".

According to Passi (1997) in Ramatulasamma (2002), "Teacher education means programs of education, research or training of persons for equipping them to teach at primary, secondary, and senior secondary stages in schools and includes non-formal education, part time education, adult education and correspondence education".

The Education Commission (1964-66) recommended that the quality of existing programmes of teacher education should be considerably improved. The essence of a programme of teacher education is 'quality' and in its absence, teacher education becomes not only a financial waste but a source of overall deterioration in educational standards. The professional preparation of teachers being crucial for the qualitative improvement of education should be treated as a key area in educational development

and adequate financial provision should be made for it, both at the state and national level.

It is often observed that many teachers are very impersonal in their approach to teaching and related functions. This makes such matters as initiatives on the part of teachers' commitment and professional ethics serious issues as deliberately mentioned in policy perspective in Teacher Education published by (NCTE, 1998). The same NCTE documents recognized this when it mentions that the main concern of Teacher Education pertains to access, quality, generation of appropriate knowledge base and enhancing responsiveness.

The Teacher Educator who is responsible for shouldering these challenging concerns should, indeed himself be a highly motivated and committed professional. Teacher Education can bring behaviour modification in the prospective teachers during the pre-professional education. The teacher educator can either insist on perfection of lesson planning or he may approve a mediocre lesson plan but insist on actual teaching. He may innovate while giving demonstration or follow the existing methods. He can try to build idealism in the trainees or he can throw water on their enthusiasm by preaching that in today's schools they cannot achieve anything tangible. Such choices made by the teacher's educators determine the quality of future teachers.

People differ in the extent to which they report job satisfaction, and the explanation for these differences lies in the nature of the jobs which various employees perform. For this reason, researchers began investigating other occupations in order to bring broader perspective and findings to the literature. In order to have wholistic understand about Teacher Education we need to look into the historical perspective of teacher education.

1.2.0 TEACHER EDUCATION IN INDIA

India has one of the largest systems of teacher education in the world. Besides the university, departments of education and their affiliated colleges, government and government aided institutions; private and self-finance colleges and open universities are also engaged in teacher education. As per Programme of Action, (1986) there were more than 1200 institutions for teacher education at primary level and more than

360 institutions for secondary level in India. There are about 1300 teacher education institutions for elementary education and more than 700 colleges of education/university departments preparing teachers for secondary and higher secondary schools as per National Council of Teacher Education (NCTE), 1998. As per NCTE (2007) list of recognized secondary teacher education institution there were 3429 secondary teacher education institutions in India, in 2013 the number of institutions increased to 11993 as per list of recognized institutions in NCTE (2013) and still more are going to be added in the existing number. It is amazing to notice that from 1988 to 2007 in this 19 years the growth rate of secondary teacher education institutions was about 400 and from 2007 to 2013 during this 6 years the growth rate of secondary teacher education institutions was increased up to 350% in India. It shows the real quantitative expansion of secondary teacher education institutes in the country. But it is quite difficult to say about the qualitative development of the teacher education institutions, looking at the considerable mushrooming growth of teacher education institutions in India, which is one of the reasons that attracts the researcher to undertake a study on the teacher education and to work on the quality of teacher education, in terms of job satisfaction of teachers working in the teacher education system.

Though most in-service teacher education programmes are nearly identical yet their standard varies across institutions and universities. Teacher education constitutes an important sector of education which contributes in the process of national development. Hence, it has always been an important concern for the various commissions and committees set up from time to time for the development of teacher education in our country. Since long the teacher education institutions have been entrusted and immunized from repeated criticism hurled against them. In fact they demonstrate indurate characteristics towards change and progression in the direction of achieving excellence. It is rightly observed by the Education Commission (1964-66) that, “the quality of pre-service teacher education has not improved but has actually shown signs of deterioration.” This is also proved by the National Council of Teacher Education (NCTE, 1998). At this point it is felt that the programmes of teacher education for various stages need to be overhauled, restructured and modernized in its input, process and output to make the system quality oriented as the NPE-1986, the POA-1990 and 1992, called for an ‘Overhaul of the teacher education

system in the country'. A similar thought is also highlighted in the following statement of the International Commission on Education for the Twenty First Century, "The Commission believes that a rethinking of teacher education is necessary, in order for it to bring out in future teachers precisely those human and intellectual qualities that will facilitate a fresh approach to teaching" (Learning: The Treasure Within, Report to the UNESCO of International Commission on Education for the Twenty First Century, Paris, 1996:146). Whether the concerns of these commissions hold true today, it is a matter of inquiry.

During last ten years there has been a significant development in the teacher education scenario with many government and private run colleges coming up both in urban and rural areas. Of these, as observed by the researcher, there are some institutions provide good salary packages, whereas, some are displaying a sorry state of affair. Similarly, some institutes have a pleasant working environment while the others have poor working environment. In such situations, what would be the satisfaction level of teacher educators? When a more or less similar pattern of curriculum is being transacted in most of the teacher education institutes following the guidelines provided by NCTE, is a question for discussion. To some extent it depends on the level of job satisfaction among teacher educators. Job satisfaction improves an individual's performance and effectiveness whatever might be the nature of work one is engaged in. It is also seen that job satisfaction of teachers is dependent on many factors which are found to be different in different teacher education institutes. So it is one of the concerns to study the job satisfaction of teacher educators working in different set up.

As the teachers have noble duty of teaching the students, the teacher is respected a lot in Indian society. Earlier teaching was considered as a service to mankind. As teaching is considered as a profession, teacher education institutions have been established to educate teachers. Proper procedure is adopted to select teachers, teachers are paid according to their qualifications and experience, and teachers unions to some extent have been protecting teacher's rights from any irregularity in the system. Even the attitude of teachers towards the teaching profession has changed significantly. More people are being attracted to this profession in recent days; particularly there is a great rush for teacher educators. Considering this fact that

teaching as a profession, the nature of work and variable associated with the teaching job, factors of job satisfaction and personnel variables of teacher's draw a special attention for the researcher to have an insight into teacher's job satisfaction working in teacher education institutes.

Now most of the people working for teacher education are concerned for the quality of teacher education system. The teacher education focusing on quality can enhance the whole education scenario for the development of nation and future generation. The number of secondary teacher education institutions accredited by National Assessment and Accreditation Council (NAAC) is increased now-a-days because this accreditation is considered as one of the criteria of the quality of teacher education. Hence, many teacher education institutions are in queue to get accredited by NAAC. Apart from other criteria of NAAC, one of the criteria of quality is the academic environment in the institution which includes the job satisfaction of the teachers. When everybody is concerned about quality in the teacher education institutes it is assumed that there are conducive working environment in the institutions to think openly for different challenges related to present and future. There are a number of factors involved in the quality of life at workplace, and these factors can be grouped in three categories: individual factors, job factors, and organizational factors. The characteristics of these factors affect the individual involvement in the job, his/her sense of competence which leads to job satisfaction, and finally to job performance and productivity. Therefore, job satisfaction implies the quality of life at workplace. It can be considered as a primary need of the teachers. According to National Assessment and Accreditation Council (NAAC), 2007 report only eleven secondary teacher education institutions in Gujarat were accredited. Report also indicated that other institutions are either not ready for accreditation or they don't feel that there is a need to be accredited by the agencies like, NAAC. Therefore, it is assumed that if teachers have job satisfaction then their secondary needs are to be fulfilled which will tend the teachers to do productive activities in the institutes.

1.3.0 HISTORICAL PERSPECTIVE OF TEACHER EDUCATION IN INDIA

The history of teacher education in India started with the arrival of European missionaries in the Indian sub continent. Before the arrival of the Britishers in India,

the European Missionaries first start scholars and later initiated teacher education institutions. First institution for training teachers was started by Danish Missionaries under the inspiring leadership of Ziegenbalg and his colleagues at Tranquebar in 1716. A normal training school generally for the primary or elementary grades was established by William Carey at Serampur (West Bengal) in 1802.

It is evident from the letter published in 1832 in Affairs of the East India Company, Vol. 1. India possessed educational institutions of a nature which did not exist in the countries of the west. That even in the beginning of the nineteenth Century, India in the matter of education was in advance of the European Countries is proved by the fact of her teaching those countries a new system of tuition, to which attention was drawn by the court of Directors in their letter to the Governor General in council in Bengal dated 3rd June 1814. Very few in India know that the system of mutual tuition which has been practiced by Indian school masters since time immemorial- has been borrowed by the Christian countries of the west from India. The man who first introduced it into Great Britain was a native of Scotland by the name of Dr. Andrew Bell. For some time this monitorial system was the basis of teacher education program and in England it was known as Bell-Lankaster system.

The first normal school was started under the management and with the finances of the British Government in Madras in June 1826. In the starting it was preparing teachers for district schools. Later, this normal school developed into the Presidency College. Bombay started a normal school in the year 1847 in the Elphinstone Institution and Calcutta also started a normal school in the year 1849.

In the 1834 Lord Macaulay came to India as a law member of the Council of Government. In the minutes of Indian Education his major highlights were as, 'Literature' means English literature and not Sanskrit or Arabic or Persian literature, emphasis that medium of instruction should be English and proposed for preparing Code in English. In this concern, to improve Indian educational life, Britishers conducted a survey to know the real positions of education in India. The survey was conducted in madras, Bombay and Bengal only. And the conclusion was that each village had a primary school, corporal punishment was observed, students follow time table, condition of teachers was bad and teachers were ill-educated and ill-paid.

Wood's Despatch (1854) on education brought out the need for teachers' training, as it desired "to see the establishment of training schools and classes for masters in each presidency in India". The grant-in-aid rules framed made a provision of salary grant to those schools only having teachers who had obtained a certificate of teacher education. These steps ensured a great impetus to the training of the teachers.

Indian Education Commission (1882) was considered as second milestone of Indian education. The Commission laid emphasis on the establishment of a number of normal schools for secondary teachers' training throughout the country. It also recommended that an examination in the principle and practice of teaching be instituted and only successful candidates should be employed as teachers in any secondary school government or aided. In the field of secondary teachers' training, the first institution was established in 1886 in Madras and was known as Government Normal School, Madras.

In 1889 Lord Curzon was Appointed Governor General of India. At this time the wave of nationalism was flowing fast. Some able and sacrificing social reformers were demanding National Education. They thought that only national Education could safeguard the culture, civilization, literature and language. A further step in Teachers' training was taken in 1904 with the passage of Government of India Resolution. The following principles were laid down to improve the teacher education in the country.

- i. Men of ability and experience should be enlisted to provide adequate staff of well-trained members of the education service.
- ii. Importance to be given to the equipment of training colleges for secondary teachers.
- iii. Need was felt for practicing schools to be attached to each college to correlate theory with practice of teaching.
- iv. There should be one-year course leading to a university degree or diploma for graduates. These courses should include both theoretical backgrounds along with practical. For other, there should be two-year course.
- v. Training colleges should be linked with the schools, so that a teacher may not neglect the methods learnt in the college, when he or she accepts teaching as a profession.

The above policy was further supported in 1912 by the Government declaration stating that “Eventually under modern system of education no teacher should be allowed to teach without a certificate that he was qualified to do so”. Such principles had direct impact upon teacher education in India.

Calcutta University Commission (1917) in Aggrawal (1996) also known as Sadler Commission emphasized the role of university in the professional training of secondary school teachers and educational researches. It suggested that the training programme should not only make the trainee a component class-room teacher but also a good administrator.

Hartog Committee in 1929 extended the work initiated by Sadler Commission and gave valuable recommendations and suggested conferences and refresher courses for those teachers who were already in service in order to raise standard of school teachers. As a result, refresher courses for teachers began to be organized, education departments were established in some universities and research degree in Education was started. Teachers' training institutions also started equipping and improving their laboratories and libraries. By all these measures teachers' training went on to being benefitted by many improvements. Working on the recommendations of the Sadler Commission thirteen out of eighteen universities set-up faculties for teacher education. Andhra University started the new B.Ed. degree in 1932. Bombay University launched a Post Graduate degree in M.Ed. in 1936.

In 1937, Mahatma Gandhi convened Wardha Educational Conference and propounded a new system of education popularly known as 'Basic Education'. Gandhiji felt the need of making teacher-training more practical and functional. He offered craft-centred education for child, correlated with life situations. With this, the emphasis in teacher-training now shifted to the type of education which was practical and based on the needs of the pupils and the community. This basic Education stated by Mahatma Gandhi leading to the training of teachers for basic schools. In 1938, a Basic Training College was set-up at Allahabad and the Vidyamaandir Training school was started at Wardha in 1938.

The Abbott –Wood Report in 1937 in Aggrawal (1996) came with very valuable suggestions about teacher education. It said, “The normal school should concern itself

with the social way of education as well as with the technical know how to teach”. It was further suggested a refresher course for the teacher so that he/she could get a wider experience. In 1941, there were 612 normal schools out of which 376 were for men and 236 for women. These schools provided one or two years’ training. There were 25 training colleges for graduates.

In 1944, Sargent Report also laid emphasis on teacher education programmes. It also stressed the need of refresher course for trained teachers to be organized at different intervals. It further suggested that the scale of salary of teachers should be increased in order to have able and efficient teachers. While in 1906, hardly 29% teachers for High Schools, 37% for Middle Schools and 25% for Primary Schools were trained, in 1947 approximately 61.5% of Secondary and Primary Teachers were trained. After 1945, a separate Education Department was established under the Central Government. During 1937 to 1947, the number of training schools and colleges and the expenditure on them increased considerably. In 1937 out of about one lakh secondary men teachers 43,000 were untrained. So, by 1947, teacher-training programme was quite comprehensive in India. At the secondary level, out of total 88,000 teachers, hardly 51% were trained. There were about 649 training colleges. Number of secondary level training colleges was 42 only with an intake capacity of 3000 teacher. These figure show that some growth had already taken place till 1947 but overall conditions still needed improvement as the needs of the country were fast expanding. P.L. Rawat (1970) has rightly remarked that on the whole we can conclude that during this period, the increase in training facilities was not adequate.

The problem of training of secondary school teachers was considered by University Education Commission, (1948) which observed that there was no difference in the theory courses offered in various teacher education colleges but there were differences in the practices followed. In 1950, the First Conference of Training Colleges in India was held at Baroda to discuss programmes and functions of training colleges. In this conference, teacher education was given a new nomenclature and it became ‘teacher education’. After this conference on teacher education sudden increase in workshop, seminars and conferences was observed. Teacher education syllabi was revised, new areas of specialization were added and laid stress on enhancing practical work.

Another important event in the history of education during the first decade of independence was the report of the Secondary Education Commission, (1952-53) which grieved for the poor quality of teaching in schools. The commission made recommendations that graduation teacher education institution should be recognised and affiliated to the universities which should grant degree. The trainees must receive training in one or more extracurricular activities, short intensive courses in special subjects, workshop and professional conferences. Therefore in the First Five Year Plan (1951-56) emphasis remained on expansion of teacher education programmes. Accordingly many extension service centres were opened. Need for improvement was felt in secondary schools teachers and All India Council for Secondary Education was established in 1955. As result of this twenty four (24) extension centres were started. Similarly, Second Five Year Plan (1956-61) and Third Five Year Plan (1956-61) also emphasized on increasing the number and qualitative improvement of teacher education institutions.

The Review Committee on Education (1960) made major recommendations about post-graduate studies in education and research, education of administrators and qualifications of teacher educators. Most of these recommendations were accepted and implemented. The National Council of Educational Research and Training (NCERT) was established by the Government of India in 1961 to improve quality of school education. NCERT also established four Regional Colleges of Education, one each at Ajmer, Bhubaneswar, Bhopal and Mysore. A centre of Advanced Studies in Education was set up by the University Grant Commission (UGC) in the Faculty of Education and Psychology in the M.S. University of Baroda. The Seventh Conference of All India Association of Teacher's Colleges' was held in 1964 and recommended the setting –up of a state Council of Teacher Education.

Education Commission (1964-66) also known as Kothari Commission (1964-66) observed that a sound programme of professional education for teachers was essential for the qualitative improvement in education..... at all levels of teacher education to meet the requirements of the national system of education. After receiving the report of this commission the Government of India set up The National Policy on Education (1968) as regards status, emoluments and education to teachers visualized as follows:

(a) Of all the factors which determine the quality of education and its contribution to

national development, teacher is undoubtedly the most important. It is on his personal qualities and character, his educational qualifications and professional competence that the success of all educational endeavours must ultimately depend. Teacher, must therefore, be accorded an honoured place in society. Their emoluments and other service conditions should be adequate and satisfactory having regards to their qualifications and responsibilities. (b) Academic freedom of teachers to pursue and publish independent studies and research and to speak and write about significant national and international issues. (c) Teacher education, particularly in- service education, should receive due emphasis. Restructuring and Reorganization of Teacher Education was taken up in 1987 to create a strong institutional infrastructure and academic and technical resource base for orientation, training and continuous up gradation of knowledge, competence and pedagogical skills of elementary school teachers in the country.

In seventies new pattern of education, i.e., 10+2+3 was implemented. National Council of Teacher Education (NCTE) was set-up in 1973 as advisory body for teacher education. It brought out its curriculum framework in 1978. During this period, the National Commission on Teachers (1983) studied in depth the problems of teacher education and the status of teachers in society. Its main recommendations were directed at enhancing the period of training, change in selection procedure of teachers, making the pedagogy of teacher education meaningful leading to enrichment of the theory courses and practical work.

The National Policy of Education (NPE), in 1986 and its Programme of Action made a strong case for improving the quality of teacher education because it was the prerequisite to improve the quality of school education. Some training schools were upgraded to District Institutes of Education and Training (DIETS) and some training colleges were upgraded to Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASEs).

After an in-depth study of the question of unsatisfactory quality of learning, Yashpal Committee, (1993) noted that inadequate programme of teacher preparation leads to unsatisfactory quality of learning in school. Therefore, the B.Ed. programme should offer the possibility of specialization in secondary or elementary or nursery education. The duration of the programme should either be one year after graduation or four

years after higher secondary. The contents of the programme should be restructured to ensure its relevance to the changing need of school education. The emphasis in these programmes should be on enabling the trainees to acquire the ability for self learning and independent thinking. The teacher education programme, being a professional course has to be rigorous, thorough and intensive programme. By the year 1998-99 there were 45 District Institutes of Education and Training (DIETS), 76 Colleges of Teacher Education (CTEs) and 34 Institutes of Advanced Studies in Education (IASSES). The statutory NCTE further came out with a Curriculum Framework (1998) to provide guidelines in respect of the content and methodology of teacher education. As a result of this, many universities and state governments revised the courses of teacher education. This is a comprehensive document that deals with almost all aspects of teacher education including its context, concerns and also the social philosophy of teacher education in Indian society which contemplates a synthesis between unity and diversity, freedom and compulsion, social planning and individual initiative.

The National Curriculum Framework (NCF), 2005 for school education places different demands and expectations on the teacher, which needs to be addressed by both initial and continuing teacher education. Teacher quality is a function of several factors: teacher's status, remuneration and conditions of work, teacher's academic and professional education. National Curriculum Framework for teacher education (NCFTE): Towards Preparing Professional and Humane Teacher, 2010 highlighted that it is obvious that the education and training of a prospective teacher will be effective to the extent that it has been delivered by teacher educators who are competent and professionally equipped for the job.

National Knowledge Commission, 2007 has made considerable progress in school education since independence with reference to overall literacy, infrastructure and universal access and enrolment in schools. The Commission has observed that teachers are the single most important element of the school system, and the country is already facing a severe shortage of qualified and motivated school teachers at different levels. It is urgent to restore the dignity of school teaching as a profession and provide more incentives for qualified and committed teachers. The training of teachers is a major area of concern at present, since both pre-service and in-service

training of school teachers is extremely inadequate and also poorly managed in most states. Pre-service training needs to be improved and differently regulated in both public and private institutions, while systems for in-service training require expansion and major reform that allows for greater flexibility. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which became operational from 1st April, 2010, has important implications for teacher education in the country. To enhance quality of school education Teacher Eligibility Test (TET) for Teachers and Principal Eligibility Test (PET) are conducted at both level at state and at centre level. For teacher education UGC already conducted National Eligibility Test (NET), at state level State Level Eligibility Test (SLET) was already there. Despite improvement of service conditions and perks, the profession is yet to attract the best talent.

All the above described commissions and report emphasis on the quality of teachers in general and teacher educator in specific.

1.4.0 TEACHER EDUCATION IN GUJARAT

Gujarat state has major positive side when a thought of education come in the mind of any individual. Before brief illustration on teacher education in Gujarat it is important to have knowledge about profile of Gujarat in brief. Gujarat is situated between 20.1' and 24.7' north latitudes and 68.4' and 74.4' east longitudes on the west coast of India. It is bounded on the west by the Arabian Sea, on the north-west by Pakistan, on the north by Rajasthan, on the east by Madhya Pradesh and on the south and south-east by Maharashtra. The state of Gujarat occupies the northern extremity of the western sea-border of India. It has the longest coast line 1290 km among Indian states can be observed in the Gujarat map.

Figure 1.1: Political Map of Gujarat State



Source : <http://www.maps-india.com/gujarat/gujarat-district-map.html>

The state of Gujarat has an area of 196,024 sq. km. and a population of 50.67 million. There are 25 districts, 170 blocks and 18539 villages. The decadal growth rate of the state is 22.66% (against 21.54% for the country) and the population of the state continues to grow at a much faster rate than the national rate. Also both the industrial and educational growth has increased. As Chief Minister of Gujarat, Shri. Narendra Modi, emphasised that Gujarat is going through a transformation phase in education field and soon will be a Knowledge Hub of the country. When all are so curious to see

the growth of Gujarat in terms of education, it is a teacher and teacher educator who give their best in the field of education.

Fifteen Universities in Gujarat have secondary teacher education institutions. It has nine state level government universities namely Gujarat University in Ahmedabad, Sardar Patel University in Vallabh Vidyanagar, Veer Narmad South Gujarat University in Surat, The Maharaja Sayajirao University (M.S.University) in Baroda, Gujarat Vidyapith in Ahmedabad, Saurashtra University in Rajkot, Bhavnagar University in Bhavnagar, Hemchandracharya North Gujarat University (NGU) in Patan, Krantiguru Shyamji Krishna Verma Kachchh University in Kachchh and one Indian Institute of Teacher Education (IASE). State also has four private universities namely Ganpat University in Mehsana, Kadi Sarva Vishwavidyalaya in Gandhinagar, Calorx Teachers' University in Ahmedabad, and Navrachana University in Vadodara. Apart from these universities, there is a university in Mumbai called S.N.D.T. University which has nearly 90 affiliated colleges of education in Gujarat. Thus, in Gujarat fifteen universities have secondary teacher education program.

In Gujarat, the university departments of education and university provide the secondary pre-service teacher education through public funding institutions, private and self-financed institutions. Open universities are also engaged in in-service teacher education in the State. Though most of the teacher education programmes are nearly identical in terms of prescribed syllabus and norms yet their standard varies across institutions and universities. Further with a demand of a large number of trained teachers in the schools of Gujarat created the background to increase the number of secondary teacher education institutions in the State. As a result, we can see good number of secondary teacher education institutions in Gujarat which is adding few new colleges in the existing list every year. Teacher educators are also appointed in those newly established institutions with different pay-scales and different type of service conditions in different settings.

Gujarat is a multilingual and multicultural state with diversified conditions. According to the policy of Government of Gujarat, school teachers are appointed as *shikshan sahayak* for a period of five years on a consolidated salary of Rs. 4500. Same policies are also implemented with teacher educators working in colleges are appointed as *adhayapak sahayak* for a period of five years on a consolidated salary of

Rs. 7500. Whether this affects teacher educators in terms of their job satisfaction which also affects their teaching, is a question that needs to be answered. It is also reflected that, in many countries, teacher salaries have declined in recent years, and teachers are not always paid on time (Postlewaithe, 1998). Low and late remuneration may lead teachers to take on another job, which hurts student learning and adversely affects the quality of education. Effective teachers are highly committed and take care about their students (Craig et al 1998 in Colby) and they need supportive working conditions to maintain these positive attitudes that will only be possible when they have high job satisfaction. At present in Gujarat there are around 213 teacher education institution mushrooming providing good quality of teaching learning. With changing scenario and challenges, it is doubtful whether teacher educators are satisfied with their job or not? What is the state of job satisfaction of teachers working in the teacher education institutes in Gujarat is the focus of this study.

1.5.0 JOB OF A TEACHER EDUCATOR

21st century is fully influenced by explosion of knowledge, population explosion, privatization, liberalization, globalization and revolution in information technology. Such kind of situations were neither experienced nor dealt by the teacher education system. So to handle these challenges, teacher educators need extra effort and need to have a very different role to play. The challenges those are more prominent to teachers education by Mohanty (2003) are discussed as follows:

1. **Information Technology Revolution (ITR) and knowledge explosion:** Now-a-days, we accept the importance of ITR but how to reliant on information we get from print media as well as from internet are questionable. The teachers, who are produced today, will teach the present generation and the next generation. At the present rate of knowledge explosion, it will not be fair when the knowledge of skills developed today will become obsolete in due course of time.
2. **Liberalization, Privatization and Globalization (LPG):** Privatization has already started showing its tremendous impact on teacher education. Mushrooming growth of private B.Ed. colleges has created a grave situation with regards to the quality of teacher education programmes. Now with globalization

the whole world has become global village where making of good quality product in terms of teachers has become an issue for the system of teacher education.

3. **Making B.Ed. programmes more comprehensive:** B.Ed. programmes have their own objectives and curriculum prescribed by different universities to which they are affiliated. But new concepts like, life long learning, computer education and new methods of teachings are coming up to make teaching learning process more concrete which requires more understanding. Besides all these, newer concepts are coming up where the teachers have to constantly enrich themselves. Here the teacher educators have a strong role to deal with this situation.
4. **Catering to the need of multicultural and pluralistic society:** Mainly we are many in terms of religion and culture. Teachers in the school have to deal with these many cultural and religious aspects without disturbing the basic nature of education. States have their own typical cultural and religious identity. But in our classrooms we are dealing with one uniform, mechanical way of studies. Learning with this mechanism may not cater the need of multicultural and plural society. Hence it is again the role of the teacher education institutions to prepare teachers with right spirit to cater to these multifaceted needs.

Such drastic situations were never experienced and dealt before. This is an extraordinary situation and therefore requires extraordinary approaches to deal with. Here the role of teachers and teacher educators can be felt. 21st century came with futuristic perspective and multiple complex challenges. The openness towards science and technology, globalization, etc., made a great spur in the educational sector. With paradigm shifts in higher education, from national to global education, from one-time education for a few to lifelong education for all, from teacher centered to learner centered education, from classroom education to digital learning and from tradition classroom to virtual classrooms. These changes make new demands and pose fresh challenges to teacher education systems and practices. These changes finally impact the overall job of teacher educators.

Those who are working as a teacher educators would be agree that teaching students teachers requires a lot of hard work, dedication and consistency to complete the given syllabus within the allotted time period. Teacher educators are expected to have a high

degree of professionalism and interest in their jobs. To ensure the standards of quality NET/Ph. D. qualification/degree was essential requirement at the entry level. With the constant contemporary changes in the Indian Society it becomes imperative on the part of the teacher educators to be flexible to reorient themselves to the emerging concepts. And teacher educators needs to internalize various know how to overcome the challenges to understand their job in a better way.

UGC recommend that the workload of full time teacher educator should not be less than 40 hours a week for each semester in an academic year. It should be necessary for a teacher to be available for at least six and a half (6½) hours daily in the University/College. The bifurcation of 40 hours for the Undergraduate colleges and Universities shall be follows as, 14 hours of teaching, 12 hours for preparation of teaching, 6 hours for research, 2 hours for continuous and comprehensive evaluation, 2 hours for administrative work and 2 hours for Co-curricular/Extracurricular Activities and 02 hours extension activities.

It was suggested from time to time by different commission and NCTE to increase the time duration of regular B.Ed course from one year to two years this indicates that the one year is too small to integrate all the values of teacher education. It was very difficult for the teacher educator to do justice with the prescribed curriculum with the available time frame of 1 year. To complete his work with all respect he has to be on his toes throughout the year.

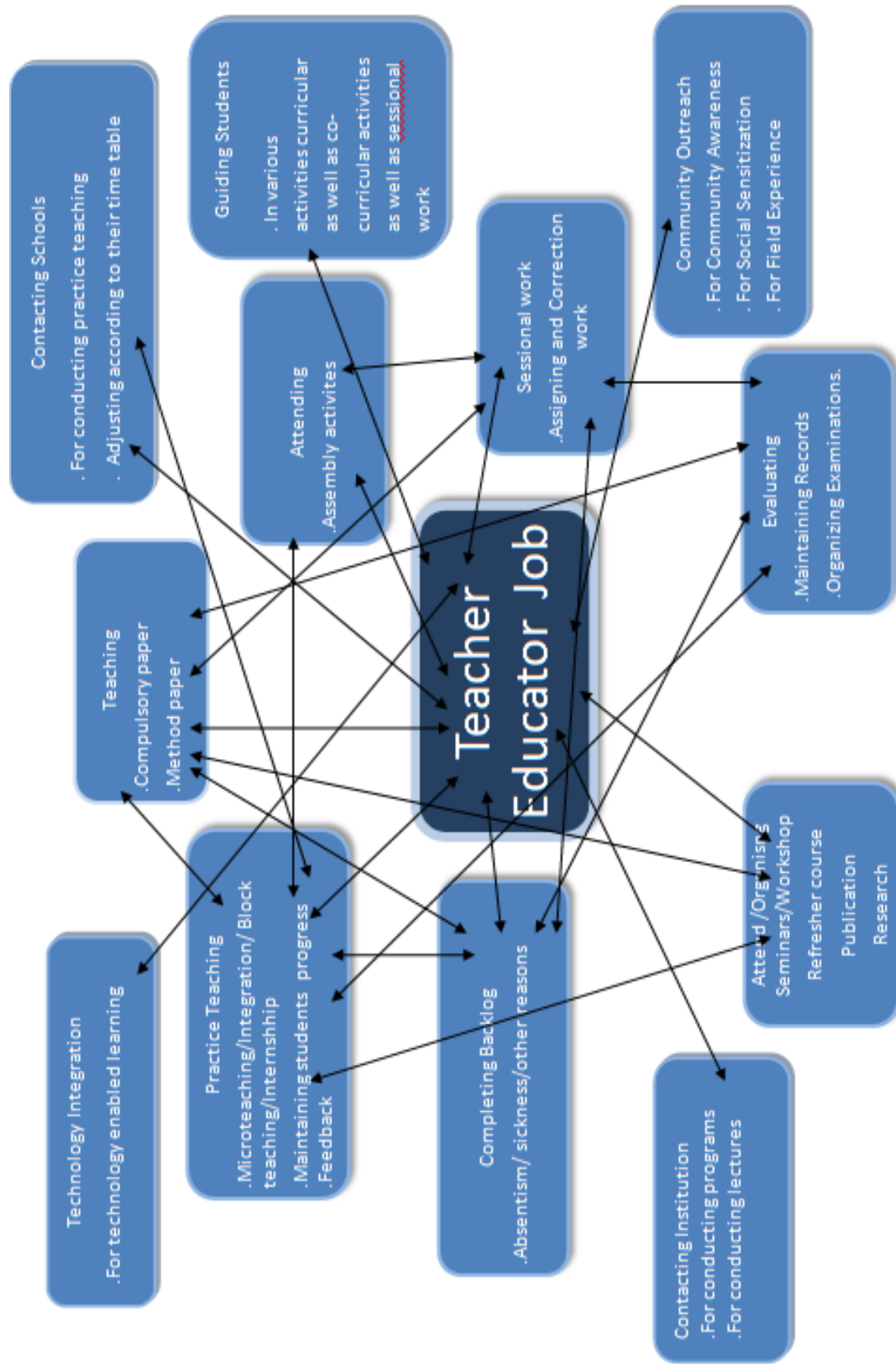


Figure No. 1.2. : Job Components of Teacher Educators

From the figure 1.1 it is clear that job as a teacher educator is a complex web of interrelated and independent components on each other. Their work starts with attending the assembly activities usually conducted by students. Then come the regular teaching of compulsory subject and method or specialized subject for which they need to have a lot of reading for the preparation of their lecture. At a regular interval of time activities related to compulsory subject and method or specialized subjects are assigned to student teacher and within 1 or 2 two weeks collect it back for assessment. As the completion of each semester one end semester examination and one mid semester or unit test is conduct for summative assessment. These examinations are organized by the institution and teacher educator has a specific role like, preparation of question paper, supervision duty, maintaining records, etc.

Practice teaching was spread out in one year duration and phase wise organized for the student-teachers in which micro-teaching, integration, block-teaching and internship is plan and organize. Component of practice teaching like micro-teaching and integration are organized within the institution. For implementation of block-teaching and internship different medium schools are selected as per language background of student-teachers. Then the required numbers of schools are personally or telephonically contact and there confirmation is approve.

Teacher educators participate in seminars and workshop within and outside the institution in which they involved in the activities like schedule making, organizing the event, contacting peoples, take care of the participant and all other related arrangements. Along with internal activities they also engage in external activities like, community outreach programs for community awareness, contacting institution and eminent person from different field to conduct lectures on specific areas like issues related to discipline, classroom management, health awareness, etc.

The group of student-teachers is mostly heterogeneous in nature. They consult the teacher educators for their regular queries related to assignment, feedback given to them, organizing assembly activities, content clarity problems related to compulsory and method paper. And due to complexity some of the students due to regularities, sickness and due to other personal reasons not able to complete their course requirements. Again these things are short out with collaboration with colleges and related person or institution in case of pending work related to practice teaching.

Educators teachers gets directly or indirectly feedback about his teaching from student teachers, colleagues and his principal. Forms like teachers evaluation form, self appraisal form the indicators of feedback mechanism in the institution. And he would works on the weaker areas and so in the long run understands his works and performs well.

1.6.0 ROLES AND RESPONSIBILITIES OF TEACHERS AND TEACHER EDUCATORS

The role and responsibilities of teacher as cited in the National Curriculum Framework (2005) position paper were as follow.

- Care for children and love to be with them,
- Understand children within social, cultural and political contexts,
- Not to treat knowledge as a ‘given’, embedded in the curriculum and accepted without question,
- Perceive child not as a passive receiver of knowledge,
- Encourage its capacity to construct knowledge,
- Discourage rote learning,
- Make learning a joyful and participatory activity,
- Critically examine curriculum and textbooks,
- Contextualize curriculum to suit local needs,
- Treat all children equally,
- Organize learner-centered, activity based, participatory learning experiences – play, projects, discussion, dialogue, observation, visits,
- Integrate academic learning with productive work,
- Promote peace values - democratic way of life, equality, justice, liberty, fraternity, secularism and zeal for social reconstruction, reflect on her teaching experience

Then the role and responsibilities of teacher educator to prepare such teacher should share the underlying educational philosophy and also possess the needed understanding and professional competencies to develop such behaviours in his/ her charges (student-teachers). In vision for teacher education National Curriculum Framework for Teacher Education (2009) gave the role of teacher educator. So the following could be the role and responsibilities of Teacher Education.

- To Engage would-be teachers with the larger socio-political context in which education and learners are situated
- Engage teachers with children in real contexts than teach them about children through theories
- Bring into the TE curriculum and discourse trainees' own assumptions about children and beliefs about knowledge and processes of learning
- Help teachers to reflect upon their own positions in society – gender, caste, class, poverty, linguistic and regional variation, community, equity and justice
- Focus on the developmental aspects of children with constant reference to the socioeconomic and cultural contexts of children
- Engage with theory along with field experiences to help trainees to view knowledge not as external to the learner but as something that is actively constructed during learning
- Provide opportunity for trainees for reflection and independent study without packing the training schedule with teacher directed activities
- Integrate academic knowledge and professional learning into a meaningful whole
- View learning as a search for meaning out of personal experiences and knowledge
- Generation as a continuously evolving process of reflective learning
- View knowledge not as an external reality embedded in textbooks but as constructed in the shared context of teaching - learning and personal experience
- Provide opportunities to the student teacher to critically examine curriculum, syllabi and textbooks
- Change perception of child as a receiver of knowledge and encourage its capacity to construct knowledge

1.7.0 JOB SATISFACTION

During the 1950s, job related factors were taken into account while defining job satisfaction. Ginzberg et al. (1951) in Naik (1990) proposed schemata for vocational satisfaction identified with three types of satisfaction in work. Firstly there is the intrinsic satisfaction which comes from two sources: the pleasure which is derived from engaging in work activity (functional pleasure) and the sense of accomplishment which is experienced from meeting professional standards. Secondly, there are the concomitant satisfactions which are associated with the physical and psychological

conditions of a person's work. These would include working in a clean and friendly atmosphere, well-equipped department etc. Thirdly, there are extrinsic satisfactions which are the tangible reward for work, i.e. salary, bonus and other economic benefits. Ginzberg et al. (1951) in Naik (1990) pointed out, however, that the critical consideration is not the absolute amount of these satisfactions, "but the amount in relation to expectations, which, in turn, is a function of values and goals".

Bullock (1953) in Patel (2004) states job satisfaction as a product of attitudes which result from summation of many specific likes and dislikes experienced in connection with job. This attitude manifests itself in evaluations which may rest largely upon one's own success or failure in the achievement of personal objectives and upon the perceived contributions of the job and employing organization to these ends. Thus, a worker may like certain concept of his/her work yet thoroughly dislike others.

During 1960s a similar but more comprehensive concept of job satisfaction was formulated by Smith (1963) that states, "Satisfaction is a product of other variables rather than a course in itself". It is possible that feeling of satisfaction or dissatisfaction occurs only when a question is asked of the individual or when circumstances pose potential alternatives (favourable or unfavourable) to him which require him/her to make an evaluation. The feeling of an individual about various aspect of his/her job is not absolute but related to the alternatives available to him/her.

Porter (1961) took discrepancy approach in measuring job satisfaction, asking people how much of an outcome there should be for their job, and how much of a given outcome there actually is. It sees satisfaction as influenced, not by how much a person wants, but, by how much he feels receives. Thus, according to Porter, job satisfaction contains three different discrepancy approaches; the first looks at what people's want, the second, at what people feel they should receive, and the third, as what people expect to receive.

There are many instances where both job satisfaction and attitudes are used interchangeably. It seems difficult to differentiate both from each other, when they are operationalized. In order to aid this problem, Vroom's (1967) conceptualization was that both job satisfaction and attitudes refer to effective orientation on the part of the individual towards work roles, which they are presently occupying. "Positive attitudes"

according to him “are conceptually equivalent to job satisfaction” and negative attitudes “are conceptually equivalent to job dissatisfaction.” Therefore he defined job satisfaction as an effective response to the job. To operationalise the terms ‘effective response’, it was further expressed as ‘attitude’. So job satisfaction was defined as attitudes towards the job or job-related factors. Though it is very difficult to identify what are the actual facets of a job, if it is found, then this definition can be a best one to assess one’s job satisfaction.

In late 60s perception was used to define job satisfaction. Perception of job and job-related factors differ from individual to individual. It is impossible to say definitely, that such and such job related factors are satisfying for all employees, or vice versa. This is because every individual employee has his own frame of reference in evaluating his job. In this connection, the definition given by Locke (1969) in Sharma (1989) seems suitable wherein he states that “job satisfaction and dissatisfaction are a function of the perceived relation between what one wants from one’s job, and what one perceives, it is offering.”

During 1980s attitude towards job is taken to define job satisfaction. Feldman (1983) in Patel (2004) stated that job satisfaction will be defined as the amount of overall positive affect (or feelings) that individuals have towards their jobs. Carmick et al. (1987) in Nair (1992) also stated job satisfaction as a specific subset of attitudes held by organization members towards his/her job. Schultz (1982) defined job satisfaction as “the psychological disposition of people toward their work -- and this involves a collection of numerous attitudes or feelings” (p.287). Thus, job satisfaction or dissatisfaction depends on a large number of factors ranging from where employees have to eat their lunch to the sense of self fulfilment they may receive from doing their jobs. Usually, job satisfaction involves a delineation of those factors that an employee perceives to either foster a positive attitude about work, or a negative attitude about work.

Brin (1988) was of the view that job satisfaction is the amount of pleasure of contentment associated with a job. If you like your job intensely, you will experience high job satisfaction. If you dislike your job it will experience low job dissatisfaction.

In the late 80s a number of studies (Cohen, Antonucci, Adlemann and Coleman, 1989 in Patel, 2004) confirmed that job satisfaction is related to satisfaction with all aspects of life. People who have positive attitudes towards their work are likely to have positive feelings about their personal and professional life.

In 90s Arvey, Bouchard, Segal and Abraham (1989) in Duane; Bouchard Arvey, Keller and Segal (1992) in Duane; Keller, Bouchard, Arvey, Segal and Dawis (1992) in Duane state that job satisfaction may be related to genetic factors.

In the earlier half of 21st century, it was assumed that “job satisfaction is the product of one’s emotional adjustment”. The most notable other conceptualization of vocational satisfaction was that of Hoppock (1935) in Naik (1990), who defined satisfaction as,” any combination of psychological, physical and environmental circumstances that causes a person truthfully to say,” I am satisfied with my job”. The underlying assumption in this definition is that it is possible for a worker to balance the specific dissatisfaction in arriving at a composite satisfaction with the job as a whole.

However, Chapman (2004) has stated that job satisfaction is the fulfillment and gratification that comes from work. It is not the money, the benefits or the vacations alone. It is the good feelings you receive from doing the work itself. Virtually every job can provide a level of satisfaction. This is to say that a teacher who recognizes students’ achievements probably derives satisfaction from their progress.

Therefore, though quite a good number of researches have been carried out on job satisfaction, notes that, “It has often been remarked that the term ‘job satisfaction’ is employed in a variety of ways” Katzel (1964) in Ramatulasamma (2002).

From the above discussion, it is seen that job satisfaction has been defined in different ways by many people. Many of these definitions are largely verbal and others are rigorously operational, but most of these are somewhere in between-relatively general and unrefined attempts to give meaning to the experiences which workers report as satisfying or dissatisfying. Furthermore, for better understanding researcher has described the theoretical views of job satisfaction which are given as follow.

1.8.0 VARIOUS THEORIES ON JOB SATISFACTION

For a clear understanding of the meaning and measurement of job satisfaction, it was necessary to review some of its theories and process by which job satisfaction is determined for individuals. In this present context, the following four theories have been discussed.

1.8.1 Subtractive Theory

According to Vroom (1964) definition of job satisfaction is, 'job satisfaction is the function of both expectation and perception. The amount of satisfaction that results is a function of the size of discrepancy between the standard (expectation) and what is believed to be received from the job.'

An issue arises about the standard to which job is to be compared. Morse (1965) and Poter (1962) have argued that the individual's need serve as a standard. Smith et. al (1969) considered the cognitive frame of reference as the standard to which job is to be compared. The evidence seems to show that, both values, and the frame of reference, served more than needs.

1.8.2 Social Influence Theory

The social influence theory of job satisfaction is interesting as it recognizes the social nature of work, and suggests a way of determining job satisfaction that has been ignored for a long time. Salancik and Pfeffer (1977) in Steve (2008) perceive that people determine their satisfaction, not by comparing their expectation and perception, but by observing others on similar jobs, and making references about others' satisfaction. People compare themselves with themselves with other individuals and determine how satisfied or dissatisfied they are.

1.8.3 Equity Theory

According to this theory, a person is said to consciously or unconsciously compare his/her outcome/input ratio with that of other persons or other classes of persons whom he/she perceive as relevant to such comparative purposes. The outcome of a job situation include actual pay, fringe benefit status, promotion, or other factors that the individual perceive to have utility or value to them, and that result from their job relationship. And the inputs include any and all of the factors that the individuals

perceive as being their investment in the job. The inputs could include a person's general qualification for his/her skill, general educational level, efforts, and other similar factors. The various specific outcomes and inputs, as they are perceived by an individual, is weight according to his/her judgment of their relative importance to form a total input. These totals combine to form an outcome/input ratio.

According to this theory, equity is said to exist when an individual perceives his own outcome/input ratio to be equal to that of other persons: inequity exists if the persons' outcome/input ratio to be equal to that of other persons: equality exists if the persons' ratio is not the same as that of others. So, there is satisfaction to this theory, whether under-reward or over rewarded, can lead to job satisfaction although the feeling are somewhat different. The theory emphasizes that over-reward leads to feeling of guilty while under-rewards leads to feeling of unfair treatments (Lawler 1973). The limitation of this approach is that, of all the comparisons the employee does know whether he is satisfied or not, is subjective, not objective.

1.8.4 Two-Factor Theory

Herzberg's (1973) two factor theory takes into account both satisfaction and dissatisfaction separately. Accordingly, satisfaction and dissatisfaction do not exist on a continuum running from satisfaction to dissatisfaction. Rather, two independent continuum do exist, one running from satisfaction to neutral, and another running from dissatisfaction to neutral. Also, the theory stresses on that different job facets influence feeling of satisfaction and dissatisfaction. According to the theory, causes of satisfaction are not causes of dissatisfaction. He mentioned that 'satisfiers' could only effect satisfaction and not necessarily to dissatisfaction whereas the opposite effect occurs for 'dissatisfiers'. That is why the only way satisfaction can be increased is by effecting change in those factors that are contributing primarily to satisfaction. This position generated considerable research in the 1960's. By now, it is clear that the position has no support Mc Cormick (1987). Both facets contribute to both satisfaction and dissatisfaction, although satisfiers seem, in general, to contribute more to both than dissatisfiers do.

From the discussion of four theories thus presented, the first one is the comparison process and it seems to be more important, that is, it appears to explain more variance

in job satisfaction than other points of view do. At the same time, neither the social influence, nor the equity theory, should be overlooked. These theories do influence job satisfaction of individual to a great extent. Particularly in the setting where social comparisons are quite prominent, these processes may, in fact, dominate the comparison process.

With reference to the definitions of job satisfaction, it can be seen that no definition gives a comprehensive meaning of job satisfaction, as different people have tried to analyze the meaning from different angles. One common feature of all definitions is that there is some sort of comparison process involved within the employee while thinking whether he/she is satisfied or not. This comparison may involve any consideration, depending upon employee's expectation, feeling, needs, values, attitude, heredity etc. but, one limitation of such definitions is that of its operationalisation. It is also a fact that all concept definitions cannot be operationalised.

1.9.0 MEASUREMENT OF JOB SATISFACTION

Much of the lack of success in constructing a theoretical basis for the study of job satisfaction may be due to the inability of researchers to agree on a common assessment device. In defining operational definitions of job satisfaction, Wanous and Lawler (1972) in Newby (1999) states that, "As far as the measurement of satisfaction is concerned, the data suggest that there is no best way to measure it". Barrett (1972) stated that one major problem confronting industrial psychology was the lack of standardized measurements. O'Conner, Peters, and Gordon (1978) argued that legitimate reasons such as the need to measure specific facets of satisfaction or the extended length of a published scale may drive researchers to develop their own measures. They concluded that a commonly used measure must be developed.

An extensive review of the literature indicated the Herzberg Two-Factor Theory (Herzberg, Mausner, & Synderman, 1959) as a prominent model for identifying the satisfiers or intrinsic factors and the dissatisfiers or extrinsic factors of the job. There is recurring support for the Two-Factor Theory as it relates to school administrators. Herzberg used a semi-structured interview in his study whereby workers were asked to report a time when they felt exceptionally good or exceptionally bad about their

jobs. If the worker described an exceptionally good experience which occurred within a short-range sequence of events, from one day to several weeks, they were asked to relate a bad experience which had occurred within a long - range sequence of events, from several weeks to several years (Herzberg, 1959). If a long-range sequence of events had been reported relative to the good feeling, the respondents were asked to give short-range incidents for the bad feeling. The analyses showed that humans have two different categories of needs which are essentially independent of each other and affect behaviour in different ways (Herzberg, 1959).

The Job Descriptive Index (JDI), developed by Smith, Kendall, and Hulin (1969), is the most used and researched measure of job satisfaction (Muchinsky, 1990). The JDI measures five facets of job satisfaction. Each facet is measured using words or short phrases to determine if the word or phase matches the respondent's assessment of the job satisfaction of that particular facet. The total score on the JDI is supposed to measure total job satisfaction; however, it is now hypothesized that total job satisfaction is more than the sum of facets satisfaction (Scarpello & Campbell, 1983). The developers of the JDI counter this charge by indicating that the main objective and accomplishment of the JDI is in measuring the satisfaction of the individual facets and not in measuring overall job satisfaction.

The Minnesota Satisfaction Questionnaire (MSQ) was developed by Weiss, Dawis, English, and Lofquist (1967) to measure the individual's satisfaction with twenty different aspects of the work environment and is the second most popular measure of job satisfaction. The MSQ is based on the following rationale: a) employees have a set of expectations concerning their work environments that are derived from their histories, individual abilities, and interests; b) employees have a set of work attitudes that emerge from the fulfillment of those expectations, and c) these attitudes make up employees' evaluation of their work environment or job satisfaction.

The above different measurement of job satisfaction indicated that to measure job satisfaction the Herzberg Two-Factor Theory developed by (Herzberg, Mausner, & Synderman, 1959), The Job Descriptive Index (JDI) , developed by Smith, Kendall, and Hulin (1969), and The Minnesota Satisfaction Questionnaire (MSQ) developed by Weiss, Dawis, English, and Lofquist (1967), Job satisfaction Scale developed by Dolke (1970) in Ramatulasamma, Parmod Kumar and Mutha D.N in (1976) in

Ramatulasamma (2002), and Amar Singh and T.R. Sharma in (1999) in Pestonjee (2003) was widely used or adopted. As quoted earlier Wanous and Lawler (1972) states that, “As far as the measurement of satisfaction is concerned, the data suggest that there is no best way to measure it”. They concluded that a commonly used measure must be developed to measure job satisfaction which will take care of job related aspect of the discipline, by this means no specific job satisfaction scale is developed for teacher educators. So, for the present study researcher developed the job satisfaction scale very specific to teacher education working in teacher education program and each statement items are constructed considering the challenges of teacher education and factors affecting job satisfaction of teacher educators.

As Wanous and Lawler (1972) states that , “As far as the measurement of satisfaction is concerned, the data suggest that there is no best way to measure it”. To measurement of job satisfaction at teacher education level teacher educators’ involvement with jobs was analyzed and related areas were identified as facets of job satisfaction.

1.10.0 DETERMINANTS OF JOB SATISFACTION

Most of us agree on that, all individuals do not drive the same degree of satisfaction though they perform the same job in the same job environment and at the same time. Therefore, besides the nature of job and job environment, there are individual variables which affect job satisfaction. Thus, all those factors which provide a fit among individual factors, nature of job and situational variable determine the level of job satisfaction. These determinants of job satisfaction according to Prasad (2004) have been discussed in details as follow.

A. Individual factors: Individuals have certain expectations from their jobs. If these expectations are met from the job, they feel satisfied. These expectations are based on an individual’s level of education, age and other factors.

1. *Level of Education:* Level of education is a factor, which determines the degree of job satisfaction (Korman,1987) of a person. The possible reason for this phenomenon may be that highly educated persons have very high expectations from their jobs which remain unsatisfied.

2. *Age*: According to Hammer and Organ (1988), individuals experience have relationship with different degree of job satisfaction which is at different stages of their life. Job satisfaction is high at the initial stage, gets gradually reduced, starts rising unto certain stage, and finally dips into a low degree of job satisfaction. Reason being this may be when individual joins an organization, they may have some unrealistic assumptions about what they are going to derive from their work. These assumptions make them more satisfied. At the end of career, job satisfaction goes down because of fear of retirement and future outcome.
3. *Other factors*: Besides the above two factors, there are other individual factors which affect job satisfaction. If an individual does not have favourable social and family life, he may not feel happy at the work place.

B. Nature of job: Nature of job determines job satisfaction which is in the form of occupation level and job content.

1. *Occupation level*: Higher level jobs provide more satisfaction as compared to lower level jobs. This happens because higher level jobs carry prestige and status in the society which itself becomes sources of job satisfaction for the job holders.
2. *Job content*: Job content refers to the intrinsic value of the job which depends on the requirement of skills for performing it, and the degree of responsibility and growth it offers to the job holder. A higher content of these factors provides higher job satisfaction.

C. Situational Variables: It is in organizational context where the management and interaction of individuals take place in the organization. Some of the important factors which affect job satisfaction are given as follow.

1. *Working Condition*: Working conditions of workplace and associated facilities for performing the job determine job satisfaction. These provide job performance and individuals' perception about the organization. If these factors are favourable, individuals may experience higher level of job satisfaction.

2. *Supervision*: Closeness to supervisor varies from individual to individual. When primary emphasis is on performance of job and people become secondary, job satisfaction may decrease.
3. *Equitable rewards*: The type of linkage that is provided between job performance and job rewards determines the degree of job satisfaction. If the reward is perceived to be based on the job performance and based on equity, it offers higher job satisfaction. If the reward is perceived to be based on considerations other than the job performance, it affects job satisfaction adversely.
4. *Opportunity for promotions*: Individuals seek satisfaction in their jobs in context of job nature and work environment but they also attach importance to the opportunities for promotion that the jobs offer. If the present job offers opportunities of promotion in future, it provides more satisfaction. If the opportunities for such promotion are lacking, it may reduce job satisfaction.
5. *Work group*: Individuals work in group either created formally or they develop on their own to seek emotional satisfaction at the workplace, such groups are cohesive. Hence the degree of satisfaction is high. In this type of group people derive interpersonal interaction and workplace becomes satisfying may leading to job satisfaction.

From the mentioned components of job satisfaction, the researcher considers – level of education, age, individual skill level, pay standards, fair promotion policies, supportive working conditions, supervision, equitable rewards, opportunities for promotions, workplace in the educational set up and particularly in the secondary teacher education institutes, as important indicators which may have a role in job satisfaction of teacher educators working in those organizations. If all these determinants fairly exist in any educational institution, employee will be fairly satisfied with their job. It is the quest for study whether all educational institutions have moderate determinants of job satisfaction of their teacher educators. The researcher tries to find out the answer of these questions by measuring the job satisfaction of teacher educators working in different teacher education institutions in Gujarat and to relate that with the available components. Further to strengthen the

study, the researcher had reviewed some of the available related literature on causes of job satisfaction.

Above are the determinants of job satisfaction but what about the determinants of job satisfaction of teacher educators. As Determinants of job satisfaction given by Prasad (2004) were Level of Education, Age, Other social and family life related matters, Job content, Working Condition, Supervision, Equitable rewards, Opportunity for promotions, Work group. These mentioned components of job satisfaction are similar to any job and the researcher considers that these might be the determinants of job satisfaction of teacher educators. Also as mention above it is the quest for study whether all educational institutions have moderate determinants of job satisfaction of their teacher educators.

These are some of the determinants of job satisfaction reported by researcher (Hodgetts.1991) in Singh (2010) are as follows

- Pay and benefits. The importance of equitable rewards is a factor to consider here. One could add fair promotion policies and practices to fair pay (Witt & Nye, 1992 in Singh, 2010).
- Promotion. The level of satisfaction will depend on the acceptability of the system in operation, be it a system based on merit, or seniority, or whatever combination of the two.
- Job. This would embrace (a) skills variety- the extent to which the job allows a worker to use a number of different skills and abilities in executing his or her duties (Glisson & Durick, 1988) (b) interest and challenges derive from the job, in particular moderate challenges (Kartzell, Thompson,& Guzzo,1992) in Cranny and (c) lack of role ambiguity- how clearly the individual understands the job (Glisson & Durick,1998).
- Leadership. There has been endorsement of people-centered or participative leadership as a determinant of job satisfaction (Miller &Monge, 1986 in Singh, 2010).

- Work group. It would appear that good intra-group working and supportive colleagues have in not permitting job satisfaction to surface, rather than in promoting job satisfaction.
- Working conditions. Where working condition are good, comfortable, and safe, the setting appears to be appropriate for reasonable job satisfaction, through not necessary high job satisfaction. The situation with respect to job satisfaction would be bleaker if working conditions were poor.

These factors can be added personality-job fit as a factor influencing job satisfaction. Initially this could be expressed as successful to high job satisfaction, eventually leading to high job satisfaction (Feldman & Arnold, 1985).

1.11.0 DETERMINANTS OF JOB SATISFACTION OF TEACHER EDUCATOR

In the discussion on determinants of job satisfaction by (Hodgetts, 1991) found that Pay and benefits (Witt and Nye, 1992), Promotion, Job specific skills (Glisson & Durick, 1988), interest and challenges derive from the job (Kartzell, Thompson, & Guzzo, 1992), Leadership (Miller and Monge, 1986), good intra-group working and supportive colleagues and good working conditions were the causes of job satisfaction. Doing job in any field requires specific skills, knowledge, interest, involvement, challenges, working environment and work related stress. Teaching was discussed with reference to job and its characteristic and factors that determine job satisfaction were similar. Also the aspects of job satisfaction in teacher educators were more or less similar to the above causes of job satisfaction. These would be the determinants of job satisfaction of teacher educator.

1.12.0 RELATION BETWEEN TEACHER EDUCATION AND JOB SATISFACTION

From the above discussions it can be guessed that as information and communication technology opens the gate of knowledge for accessing and dissemination of knowledge. Today every field is evolving at very fast pace and their first concern was transparency and quality. They treat an individual as product. Therefore they start concerning in general about an individual and specific to job satisfaction of individual. In adverse situation if an individual is not satisfied he can quit the institution for better

career opportunity. Might be higher level of job satisfaction satisfies the individual. Teacher education is not an exception from other fields like medicine and engineering. Any individual having right kind of attitude towards teacher education would be fully devoted to the profession of teacher education. Hence increase in quality and job satisfaction. So, there is complex interlink between teacher education and job satisfaction that depend on many determinants of job satisfaction.

The importance of job satisfaction for teacher educators is obvious as the job satisfaction has for society as a whole. When the teacher educators are happy with their jobs, it improves their lives off the job. In contrast the dissatisfied teacher educators carries that negative attitude home. The teacher educators prepare responsible to build up every citizen in society. Satisfied/ teacher educators are more likely to be satisfied citizens. Having feeling of satisfaction would hold a more positive attitude towards life in general and make for a society of more psychologically healthy people. Hence, there is a need to study the job satisfaction of secondary teacher educators and the present study is an attempt in this direction.

1.13.0 RATIONALE

The teacher occupies a pivotal place in the system of education. The quality of the citizens of a nation depends upon the quality of their education. The quality of education depends upon the quality of teacher. Teacher is the backbone of the educational system, maker of the mankind and the architect of the society. Therefore, the Education Commission (1964-66) recommended that a sound programme of professional education of teachers is essential for the qualitative improvement of education of teachers. Investment in teacher education can yield very rich dividends because the financial requirements are small when measured against the resulting improvements in the education of millions.

As Teacher education institutions determine the level of quality of teacher education in our country. If these institutions function at a high level of efficacy the multiple effects would reach every school in the country. In case, it is not so, the quality of education and the performance of teachers in Indian schools would be not of the desired level. One teacher reshapes the life of thousands of student's during a career of thirty to forty years. Any lacunae in the preparation of these individuals in training

institutions would cost the country very dearly over a very long period of time. The state and the community must realize the necessity of imparting primacy to teacher education institutions in assisting them to discharge their functions efficiently. They must not be confined to merely the training of certain individuals but become the cornerstone to reshape the society and future of the country. And this will work well when teacher educators who provide training to teachers are satisfied with their job. So researcher would like to know whether they are satisfied with their job or not.

In rural and urban areas teacher educators working in different government colleges/institutions get salary as per government norms. But in the self financed college/institution the salary of teacher educators varies from institution to institution depending on management/trust handling it which also affects job satisfaction of teachers educators. Colleges are located in both rural and urban areas. So it is essential to study the job satisfaction of teacher educators working at different areas as there is a common trend of migration of teacher educators to urban areas from rural areas. It is also needed to know whether the teacher educators working in rural/urban are satisfied with their job or whether the area of working is a factor that determines the job satisfaction of teacher educators.

Total quality of the organisation depends on the human resources working in the organisation. In teaching profession, teacher educators are one of the major human resources that prepare teachers for different stages of education. It is assumed if they are satisfied with their jobs they can give their best for the better development of their future generation. So it is essential for teachers to have job satisfaction. The present study is an attempt to measure job satisfaction of teacher educators.

Secondary stage is the stage of education, which helps adolescents to become matured members of the complex modern society. It enables the individual to enter the real life as knowledgeable, active-minded and sociable individual. To improve the quality of secondary education, it is essential to improve the quality of secondary school teachers. How can one improve the quality of secondary education? Of course it's by providing quality education by secondary teacher educators to student teachers. And it is only possible when secondary teacher educators are satisfied with their present job i.e. have job satisfaction. Once the reasons and areas of high job satisfaction and low job satisfaction are identified, teacher education institutes can be provided with

guidelines for the high job satisfaction of teacher educators and hence the quality of secondary teacher education institutes can be sustained and/or upgraded.

Educational quality of any country depends on the quality of teacher educators working in teacher education institutions. It's observed that the developed countries have best established education system. It includes having good infrastructure, different professional programs, expertise in different discipline and availability of facilities in the institution. And the whole process need time to develop quality and a right kind of environment to achieve quality. In the present study as number of teacher education institutions are increasing at a fast pace we need to see how far the teacher educators are dedicated towards their profession. Weather they are satisfied with the management of institution in providing facilities for creating enabling environment for professional development of students and faculty members.

With changing scenario, responsibility of teacher educator increases to a large extent and to prepare teacher with proper understanding and resolving their challenges are really a tough job for teacher educator. From the review of related literature, researcher could not identify any inferences as the studies related to job satisfaction are scattered from primary education to higher education, hospitals to management without giving any clear cut direction. This attracts the researcher to study the job satisfaction of teacher educators working in secondary teacher education institutions with different variables such as pay, job security, educational opportunity, individual growth, healthy environment, advancement, authority, co-workers, recognition, and responsibility etc. An attempt is made in the present study to find the relationship of different personal and social variables of teacher educators with their job satisfaction. With this rationale, an attempt is made to put the research questions in the mind of the researcher related to the proposed study.

1.14.0 RESEARCH QUESTIONS

In the process of formulating the present study and studying the related literature the following research questions come in the mind of the researcher. The researcher will try to seek the answers of these research questions in the process of this research work.

1. What is the level of job satisfaction of teacher educators working in different type of secondary teacher education institutes in Gujarat?

2. Whether the job satisfaction of teacher educators differ with respect to their personal and professional variables.
3. What factors affects job satisfaction of secondary teacher educators?

1.15.0 STATEMENT OF THE PROBLEM

A STUDY OF JOB SATISFACTION OF TEACHER EDUCATORS IN SECONDARY TEACHER EDUCATION INSTITUTES IN GUJARAT

1.16.0 OBJECTIVES OF THE STUDY

1. To develop a job satisfaction scale for teacher educators and to standardize it.
2. To measure the job satisfaction of secondary teacher educators working in the secondary teacher education institutes in Gujarat.
3. To study the Job Satisfaction of secondary teacher educators with respect to their personal variables viz. sex, area of working (rural/ urban) and age, working in the secondary teacher education institutes in Gujarat.
4. To study the Job Satisfaction of teacher educators with respect to their professional variables viz. Teaching Experience, Educational Qualification, Working conditions, level of Individual development, level of recognition, level of Responsibility, working in the secondary teacher education institutes in Gujarat.
5. To study the relative importance of personal variables affecting the Job Satisfaction of teacher educators working in the secondary teacher education institutes in Gujarat.
6. To study the relative importance of professional variables affecting the Job Satisfaction of teacher educators working in the secondary teacher education institutes in Gujarat.

1.17.0 HYPOTHESES

Null hypotheses are formulated because the researcher wants to test these hypotheses statistically and to be neutral in the process of induction. Following are the null hypotheses of the present study and those will be tested at 0.01 level of significance.

1. There will be no significant difference between the mean job satisfaction score of male and female teacher educators working in secondary teacher education institution.
2. There will be no significant difference between the mean job satisfaction score of the rural and urban teacher educators working in secondary teacher education institution.
3. There will be no significant difference between the mean job satisfaction score of the teacher educators working in private and public secondary teacher education institution.
4. There will be no significant difference between the mean job satisfaction score of young and older teacher educators working in secondary teacher education institutions.
5. There will be no significant difference between the mean job satisfaction score of secondary teacher educators with more and less teaching experience.
6. There will be no significant difference between the mean job satisfaction score of secondary teacher educators with more and less qualification.

1.18.0 EXPLANATION OF THE TERMS

The explanation of term clarifies the way for which they are used in the present study. The terms used for the study are clarified as under:

Secondary teacher education institutes: It refers to pre-service teacher education institutes having one year full-time recognized B.Ed. programmes in face-to-face mode for preparing teachers for secondary and higher secondary schools.

Teacher educators: Teachers teaching full time in secondary teacher education institutes. Teachers teaching in the secondary teacher education institutes for the current academic year.

Personal variables: It refers to the variables affecting teacher educators job satisfaction related to sex, area of working (rural/ urban), age, teaching experience and educational qualifications.

Professional variables: It refers to the variables affecting teacher educators job satisfaction related pay scale, job security, recognition, service length, individual development, responsibility.

1.19.0 OPERATIONAL DEFINITION OF THE TERMS

The operational term clarifies the purpose for which they are used in the present study. The terms used for the study are clarified as under:

Job Satisfaction: It is the score secured by the teacher educator in the job satisfaction scale prepared by the researcher.

Scale to measure Working Conditions: It is the score secured by the teacher educator in the level of working conditions scale prepared by the researcher.

Scale to measure Individual Development: It is the score secured by the teacher educator in the level of individual development scale prepared by the researcher.

Scale to measure Responsibility: It is the score secured by the teacher educator in the level of individual development scale prepared by the researcher.

Scale to measure Recognition: It is the score secured by the teacher educator in the level of individual development scale prepared by the researcher.

1.20.0 ORGANIZATION OF THE STUDY

This study is organized into six chapters. Chapter One is the introductory chapter and includes the conceptual framework of the study as we previously see throughout the chapter one which also included the statement of the problem and the guiding questions, the purposes of the study, the significance of the study, definitions of key terms, and limitations of the study. Chapter Two contains the review of related literature on job satisfaction, a review of the measurements of job satisfaction, a review of the research pertaining to satisfaction and demographic variables and its implication for the present study. Chapter Three describes the methodology for the

study in which the process of development the Job satisfaction Scale for the Teacher educators as a major tool, other related tools was described. Along with the development process of research tools, the process of validations of the research tools was mentioned. It also shows the process of how the suggestion were incorporate for the final development of the tools for the present study and then the procedure of collecting the data is described in detailed form. Chapter Four reports the analysis of data in which the data was critically analyzed and reported. Apart from this analyzed data was discussed and interpreted from different the view point of other researchers. Chapter five includes the discussion of the major findings. And Chapter Six includes the findings, summary, the recommendations for further study and conclusions.