

JOB SATISFACTION IN TEACHER EDUCATORS - A CRITICAL STUDY

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Introduction:

In every social sector India has been a rapid expansion and growth after the independence. This growth rate is increased in the last twenty years due to change in global scenario. Now the whole world is going towards quality, competitiveness and excellence. Due to this pressure of increasing demand of skilled manpower in every sector of the country as well as world. Industries and service sector as well as infrastructure are booming only due to increasing demand of quality. This is supported by only by supplying and preparing skilled manpower. This is happened with the help of specially, professional education in the higher education level. Due to inadequate resources in the government sector now is encouraging to private sector to invest in higher education in the country. From that self-financing higher education institutions are emerging in our country during the last 20 years. Number of institutions are increased due to the state policy of privatization and liberalization among these institutions are important professional education, management, medical, technology, pharmacy, law, teacher education.



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Job Satisfaction and Education:

The students now also shifted from academic discipline to the professional courses in the country. The combined effect from these factors resulted in emerging new category of private providers establish new institutions of self-financing basis in the country. For the rapid growth and expansion in the education after the independence government has two policies.

- 1) Setting up quality institutions for creating top quality manpower for the country a
- 2) Policy of social welfare which provides to access large number of educations.

When state resources are found to be inadequate, private agencies are encouraged in to enter the field due to present global scenario. The two processes of social empowerment and privatization are not apparently compatible and often clash in goals, interest and approaches. The major challenges toward the Indian higher education are now to create new strategies, programs and policies of revolutionary nature that would align to put the same direction the direction of quality to improvements inculcation of values and commitment equality, integration of social cultural nature and involvement of all peoples in the process of development.

Job Satisfaction and Teacher Education:

Now in India has developed multi-tier infrastructure for teacher education. NCTE tries to give their efforts, state government and private sector their establishment of secondary teacher educator institutions gained in rapid speed. There are more than 10000 teacher institutions in India. Now the purpose of establishment of such institution was to provide opportunity of training to a large number of students who wants to be teacher. Most of the private institutions are claiming that they are providing quality education in teacher training but their motive is entirely different. Although, in the country private agencies have come into teacher education under self-financing scheme which is begins initially by the payment of stipend to entrant trainees convert now in to collection of high fees from the students. Charging of donations, capitation fees are also rampant. The entry of private institutions of in teacher education can be attributed to the potential of generating money by running teacher institution courses which comparatively small investment compared to the professional course as in engineering and medical courses.

In our education system, especially B.Ed. colleges, in our country different persons are working in our education systems such as various officers, headmasters or principals of schools, teachers working at different levels, office staff for doing their duties and responsibilities. They are working their places at certain conditions and problems. Different facilities are available but some facilities are not adequate. Also, some issues related to the in-service training, promotions, about salary, about pension funds, different types of bills pending towards the college and universities, etc. Beside of those teachers are performing their duties and responsibilities.

Teacher Education few concerns:

In India we take things lightly does not necessarily mean that situation here is any better. Therefore, are matters which should attract the attentions of professionally, if not exactly the decision makers. Way back in 1882 the Hunter commission had declared teacher education superfluous and unprofitable and resolution of Indian Education Policy 1904 of the Government of India had demanded that not only much of the supply be increased but the qualities of the training teachers must be improved.

Perhaps on one count we can derive some satisfaction that the supply has increased considerably but on the other we have a big question mark regarding its quality staring at us. Similarly, we cannot really say for sure whether teaching is a skill area or knowledge area or little of both. Any decision in this regard will make us put another question. If it's a knowledge area how come that while education has numerous graded degrees such as B.Ed., M.Ed., M. Phil, it has neither a theoretical base of its own nor does it improve qualitatively.

A few problems which face teacher education area arises out of the manner in which course or training are offered. No mode of course offering really meets our approval. If we regard this as a knowledge area it is understandable that like philosophy, literature. or some similar discipline. We

could make it available to its prospective clientele through we linked. But the moments we say it has a large component of skills, we are not quite sure whether simulation practice is possible through distance mode.

If one added to this the other major problem which seems to defined a rational resolution, how do we really distinguish between M.Ed. an M.A. Education and what ground? We find ourself stumped. The entire eastern pattern of India finds a M.Ed. degree meaningless, surely these facts deserve our attention. For them it is M.A. Education which makes sense and help them to compare their degree with other master degree of universities. Numerous northern India universities offer both the degrees but so far have not clearly defined their scope and purpose.

Interestingly enough researches conducted to the area of education have really not made any worthwhile impact on the system, process of practice of education. At least in this regard for some very identifiable reasons we in India do not compare favorably with our counterparts elsewhere in the world, the reason constitutes

- 1) The presence of powerful autonomous associations of teachers which are not trade unions like one generally we have, and
- 2) The have been funds for the specific problem which they realize cooperative research on a massive scale. Latter help them to inform their decision making and improves actual practice.

No one seems to know the meaning of the term teaching. What makes teaching something tangible that its dissection would help us to know what to teach and how to teach teaching. It is a process what does it lead to and if it is product. It is product does it yield itself to a meaningful analysis. Once again, we face the problem, what have we seen teaching so far which we claim makes an individual transform in to a teacher.

If through this process of training we equip with some additional knowledge, what is its actual nature and quantum. If it is attitude then why do we test an individual through the aptitude test before allowing him or her pre-service? In other word teaching as such could be taught all them. Before one put a question like what has been going on in teachers' colleges when these competencies were yet unknown and if the stage has not been reached even now before they could be successfully taught or learn. We are quite sure that no worthwhile answer can be elicited. What is most extraordinary is that the models of teaching being propagated these days.

Similar question continues to plague the rational mind about program and courses of study for teacher education. It is altogether another matter that no satisfactory answer is available. In fact, these questions should have been addressed to by associations of teacher education. The ones we have are either financially academically unable to take up the challenge. Perhaps for this reason alone government has the set up NCTE. From its mandates it would appear that while research is its major functions, it would address itself primarily to the task of reforming the education system.

Critical review:

In the past different periods in which teacher education grown as in Mediaeval to ancient, Buddhism, Muslim, British government and after independence to till date were considered. Then for the teacher educator different committees or commissions given their recommendations about how to improve the quality of teacher education which includes commission of related to the universities education, commission related to the secondary school, commission related to the education of rural areas, commission headed by the Durga bai Deshmukh for the study of women's teacher training colleges problems, the review committee on education and teacher training for primary education study group, were also studied.

After that parliament members committee on education mentioned some important things about teacher education, after that NCERT frame a committee to review the teacher education which is also mentioned, the secondary education committee for teachers give some recommendations about the teacher education, University Grant Commission as well as their experts gives their opinion about that improvement of teacher education. The national policy of education 1986 gives important recommendations about how to improve teacher education and their programmed of action is also given. The committee headed by M.B. Buch and Acharya Rama murti committee were also discussing teacher education. The Yashpal committee and National Curriculum Framework also give the most importance to improve teacher education in the upcoming years, the knowledge commission at national level and new educational policy by 2020 also give more emphasis about the change in teacher education.

Twenty first century teacher education gives importance to it and is mentioned in the chapter as well as few concerns about this teacher education also mentioned. After that the concept of job satisfaction, its importance, related factors such as personal, job, management also mentioned. Some job satisfaction theories are also mentioned which includes self-actualization theories of Maslow, two factor theory is of Herzberg's, Lawler-porter theory, equity theory and so on were considered.

Conclusion:

Research article published in state level, national level and international level journals, magazines, doctoral thesis between the years 2000 to 2021 were studied were studied by researcher. The review work done in two main sections the research work done in abroad and in India. The review works is related to the key words Organizational Climate, Job Satisfaction and Teacher Educators in both the groups. Also, various objectives, sources and basics terms were explained in the reviews. What are the reasons and obstacles as well as some good things which were included in the job satisfaction of teacher educators? Some findings and recommendations, those which are helpful for the literature review were explained in it along with different types of review and their definitions were explained.

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