



Job Satisfaction and its impact on Teaching Effectiveness: A Study on Teacher Educators

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Abstract:

This paper attempts to explore the critical and unexplored relationship between job satisfaction and teaching effectiveness of teacher educators, who train future professional teachers. Grounded in theories of motivation like Self-Determination Theory, occupational well-being, and educational effectiveness, the study posits that the emotional and professional fulfillment of teacher educators is not merely an individual concern but a fundamental prerequisite for their capacity to model pedagogical excellence, inspire transformative learning, and cultivate highly competent novice teachers. Through this paper, the researcher aims to find out all the factors that influence the effectiveness and job satisfaction of teacher educators. This paper uses quantitative and qualitative methods. Quantitatively and qualitatively assess the relationship between specific satisfaction dimensions like autonomy, support, workload, recognition and multifaceted measures of teaching effectiveness like candidate skill acquisition, pedagogical innovation, mentoring quality. The importance of this paper can be gauged from the fact that it will change the nature of support for teacher educators in the education sector. The researchers will use mixed method of research to complete this study like surveys assessing satisfaction facets and effectiveness indicators, complemented by interviews and observations. In this study, teacher educators of different background and stream will be included. The findings are expected to reveal a significant positive correlation, demonstrating that satisfied teacher educators exhibit greater resilience, pedagogical creativity, and sustained engagement directly translating into enhanced candidate preparedness. Most importantly, the study moves beyond correlation to argue that job satisfaction is a core component of teacher educator effectiveness, not merely an antecedent. Dissatisfaction, conversely, is linked to diminished energy, constrained innovation, and potential attrition, eroding program quality. At the same time, the expected results will provide specific and targeted evidence to educational institution leaders, policymakers, and organizations associated with the education sector, on the basis of which better action plans can be developed for them. Ultimately, this research will underscore that elevating the status, conditions, and satisfaction of teacher educators is paramount to securing a high-quality, sustainable teaching force for future generations.

Key Words:

Teacher Educators, Job Satisfaction, Teaching Effectiveness, Self Determination, Teaching Profession.

Introduction:

Teachers, who are considered the architects of the nation, have a hand in bringing them to this point because of many great teachers like them, who, with their tireless work, dedication and selfless love, groom these teachers and improve their teaching skills, enabling them to easily face various problems at the class level and demonstrate their art in a better way. These teachers, who are called teacher educators or trainers, try to provide the best possible training to future teachers, while putting aside their own needs and problems. Therefore, the government, administration and institutions related to teacher education need to consider this so that they can perform their service well and efficiently.

Prologue:

It has become clear from the study of various articles and literature that for teachers, not only their mental and intellectual development is sufficient, but their competence and skill development are also very important. A teacher named Dr. Anu (fictitious name) who has been associated with the teaching profession for the last 10 years, tries her best to give the best possible education to her students, but she is unable to do so due to not being completely satisfied with her job. Her lectures, which used to be very meaningful and engaging, which student teachers used to listen to, are no longer of the first importance. Anu, as usual, now gives a boring lecture and leaves with a clear look of disappointment in her students. At the same time, she does not guide her student teachers with the same enthusiasm and dedication as she used to do earlier.

On the other hand, Dr. Jack is fully supported by his institution, he fully cooperates with his colleagues and exchanges ideas. He informs them about his research projects and tells them about their advantages and disadvantages. His passion and dedication for teaching is noticeable, he gives useful and meaningful feedback to his student teachers so that they can use them to further improve their training. At the same time, he is always looking for new teaching methods so that he can equip his students with the best possible qualifications and skills according to the needs of the time and circumstances. The difference in teaching between Anu and Jack does not only depend on their temperament but is closely related to their job satisfaction and fulfillment. Therefore, it is the need of the hour for both to be satisfied with their jobs. The future of student teachers depends on them. If they are not completely satisfied, the future of student teachers can be bleak.

In the field of education, teacher educators have a huge responsibility on their shoulders. They have the responsibility of training individuals who will shape and shape thousands of young minds. As many educationists believe that just as good teaching is the driving force behind student achievement and success, it is also essential for teachers to be satisfied with their jobs and duties to make their teaching effective and efficient, otherwise they will not be able to fulfill their responsibilities properly. It has been seen time and again that the professional well-being of teachers is neglected in educational institutions, which can prove to be very dangerous for teaching and learning, and especially for the training of student teachers.

According to John Hattie, who is well known for his work in the field of visual education, he believes that teachers play a major role in student acquisition and achievement. Therefore, in view of this logic and philosophy, the importance of teacher educators becomes even greater because their role is greater in shaping future teachers. Therefore, if teacher educators feel disconnected, stressed and dissatisfied, how will they develop competence and competence in their students? Aristotle who is a renowned realist philosopher sad about job satisfaction “Pleasure in the job puts perfection in the work.” Ernest Hemingway, a novelist and short story writer, who was awarded a noble prize for his literature said “Worry a little bit every day and in a lifetime, you will lose a couple of years. If something is wrong, fix it if you can. But train yourself not to worry: Worry never fixes anything.” The above discussion shows

how important is job satisfaction. That is why an educational institution should always focus on job satisfaction of teacher educators.

This paper discusses about important connection between job satisfaction and teaching effectiveness specifically within the context of teacher educators. We will define key concepts the paper, outline the study's objectives, establish its significance, review relevant literature, and discuss expected outcomes, arguing that enhancing job satisfaction for teacher educators is not just an HR concern, but a strategic imperative for educational excellence.

Literature Review:

Here are some literature reviews which are directly and indirectly related to the study

- Thapliyal et.al (2024) conducted a study on “Teaching effectiveness of secondary school teachers teaching in different types of school management” The objective of the study was to compare the teaching effectiveness between private and government teachers teaching at the secondary level in Ranchi. Descriptive survey method was used carry out the study. The sample consisted of 200 secondary school teachers. Stratified random sampling technique was used for data collection. Teacher effectiveness scale developed by Kumar and Mutha (2011) were used. The finding showed that teaching effectiveness of government teachers was better to private secondary school teachers.
- Sengar and Pandey (2024) conducted a study on “To study the effect of job satisfaction on the performance of academic faculties working in private college and private university in Indore” To purpose of the study was to examine how job Satisfaction impact the performance of academic faculties employed in private college and university in Indore, India. The Questionnaire method was used carry out the study. Random sampling technique was used for data collection. The sample consisted of 60 private college and university teachers in Indore. Minnesota satisfaction Questionnaire developed by Weiss et al. and performance evaluation developed by self-constructed were used. The findings showed that job satisfaction of private college and university teachers was positive associate types of occupation.
- Qurashi et. al (2022) has conducted a study on “Job Satisfaction in relation to Teacher Effectiveness among Higher Secondary School Teachers” The aims of the study was the correlation between job satisfaction and teacher effectiveness of higher secondary school teachers. Survey method was used to carry out of the study. The sample consisted 100 higher secondary school teachers in Srinagar district Jammu and Kashmir. Stratified random sampling technique was used for data collection. Teacher job satisfaction scale (2009) developed by Sharma and Singh and teaching effectiveness scale (2010) by Jayaraman’s were used. The finding showed that job satisfaction and teacher effectiveness of teachers was high positive and significant correlation. (Teacher was high job satisfaction have and high teaching effectiveness and low job satisfaction was low teaching effectiveness.
- Guria (2020) conducted a study on “School and college teachers effectiveness and job satisfaction of trained and untrained teachers India. The objective of the study was relationship among teacher job satisfaction, teacher efficacy and job placement among early career special education teacher in Chhattisgarh. Survey method was used carry out the study. The sample consisted of 120 Hindi and English medium school and college students state wise in INDIA. Teacher effectiveness and job satisfaction was Questionnaire, Rating scale, and Likert scale. The findings showed that trained teachers were more effective than untrained teachers.
- Halder and Roy (2018) conducted a study on “Job satisfaction and teacher effectiveness of secondary school teachers” The purpose of the study was to explore the pattern of relationship between job satisfaction and teacher effectiveness of secondary school teacher in west Bengal. Descriptive survey method was used to carry out the study. The sample consisted of 400 in Malda, Uttar Dinajpur, & Dakshin Dinajpur districts west Bengal. Randomly sampling technique was used for data collection. Job satisfaction scale developed by Singh

and Sharma (1999) and teacher effectiveness scale by Jayaramanna were used. The findings showed that job satisfaction and teacher effectiveness was positive correlation.

Objectives of the study:

The researcher has set the objectives of this study by studying various literature and articles and keeping in mind the many needs of teacher educators so that this study can be completed by considering various aspects. Therefore, the following objectives of this study have been set.

- To find out the current levels of job satisfaction reported by teacher educators in selected institutions.
- To identify the key factors like workload, autonomy, support, recognition, compensation etc. which are most significantly influencing job satisfaction among teacher educators.
- To assess the perceived and observed teaching effectiveness of participating teacher educators.
- To analyze the nature and strength of the relationship between job satisfaction and various dimensions of teaching effectiveness among teacher educators.
- To explore how variations in job satisfaction levels manifest in teaching practices and student candidate experiences.
- To Find out evidence-based recommendations for institutional leaders and policymakers to enhance teacher educator job satisfaction and, consequently, teaching effectiveness.

Need and Significance of the Study:

We should treat teacher educators like master chefs who train the next generation of chefs. Imagine if a master chef is not satisfied with his job, is stressed out every day, is not paid according to his work, and is overworked and not appreciated, how well will he train his subordinates to cook? And if in this unhappy state, the chefs trained by him start serving in different restaurants, what will happen to the reputation of these restaurants and their own careers? That is why understanding the link between a teacher educator's job satisfaction and how well they teach is so incredibly important. It is not just about their personal feelings; it is about the whole future quality of our schools. Here is why this study really matters:

Preparing quality and talented teachers:

Teacher educators have the responsibility of training future teachers. Therefore, if they are satisfied and happy with their job, they will be able to equip student teachers with new teaching methods in an effective and efficient way and at the same time be able to guide and train them better. As Parker J. Palmer, an American writer and educationist who has expressed his opinion on many educational issues, says, "Good teaching comes from the identity and integrity of the teacher." Therefore, teacher educators should be supported so that they can train student teachers to the best of their abilities. Ultimately, happier teacher educators lead to better-prepared teachers entering our classrooms, which benefits every student down the line.

Stability and Retention of Skilled Teacher Educators:

Teaching and training student teachers is not an easy task, it requires a high level of expertise and skill. A teacher educator can use his full expertise and skill only when he is free from all kinds of stress and difficulties. If he is constantly under stress, has a heavy workload from the institution, and is inattentive, then in such a case he will get carried away with his work and instead of training, he will start looking for a way to skip the job. In such a case, it will prove to be a big loss for the institution and the institution as well as the students will not be able to benefit from his experiences and wisdom. That's why understanding what makes them stay happy and engaged helps institutions keep these important professionals, making teacher training programs more stable and experienced.

Bringing the Needs of Teacher Educators to the Fore:

It is often seen that the administration and others are more concerned about the needs of teachers and are trying to find solutions to them. But they forget those who worked day and night to make them capable of teaching in schools today. This is the reason why teacher educators suffer from inferiority complex and are unable to put their full potential into teacher training. Therefore, people associated with the education sector should think about this so that their needs can be met in time. This study will help them in all aspects. This study throws a light on their specific needs and challenges, making sure they get the support they deserve too. It's about recognizing that the "teachers of teachers" are just as important as the teachers themselves.

To Make the Administration and Institutions Aware of the Correct Situation:

Administrators and heads of educational institutions who want to bring good programs for teacher educators are unable to do so due to the lack of proper evidence and framework. This study will present the best possible evidence in front of them so that they can take the right decision. Also, this study will give them concrete information: "What actually makes a difference for teacher educators' happiness and effectiveness? Is it less paperwork? More support? Better resources? Fairer pay?" Knowing this helps leaders make smarter choices about where to put money, time, and effort to get the best results for everyone.

Building better and more effective policies for teacher educators:

Based on the findings of this study, government agencies related to education and other educational institutions that set rules and provide funds will continue their work without any conflict and will create better and more effective policies for the welfare of teacher educators. This research provides solid facts they can use. Should policies focus on reducing workloads? Improving professional development? Creating better support systems? This study points policymakers towards actions that will genuinely help teacher educators succeed, leading to stronger teacher training programs overall.

We can say that this study is important because satisfied and happy teacher educators can perform their service in a better way and shape themselves into great teacher educators in the future. And great teacher educators are the key to training great teachers for our children's classrooms. By figuring out what helps them for their betterment, we are investing in the very foundation of quality education for everyone. It is about fixing a problem at the source to create positive system throughout the entire education system.

Conclusion:

The journey of Dr. Anu and Dr. Jack illustrates a fundamental truth in education: those who teach the teachers carry a great responsibility, and their capacity to fulfill it brilliantly is deeply intertwined with their own professional well-being. This paper establishes that job satisfaction is not a peripheral concern for teacher educators but it is a core component of their teaching effectiveness. When teacher educators feel valued, supported, intellectually engaged, and reasonably balanced, they are far better equipped to inspire, challenge, and expertly prepare the next generation of educators.

The literature consistently shows that factors like autonomy, manageable workload, collegiality, recognition, and adequate resources are vital for satisfaction. This satisfaction, in turn, fuels the passion, energy, innovation, and deep commitment required for truly effective teacher preparation. Neglecting the job satisfaction of teacher educators risks undermining the very foundation of quality teaching in our schools.

Investing in the well-being and satisfaction of teacher educators is, unequivocally, an investment in educational excellence. By understanding and actively fostering the conditions where teacher educators thrive, institutions and policymakers can ensure that the ripple effect that begins in the teacher education classroom spreads

outwards, ultimately creating waves of positive impact in classrooms everywhere. As we strive to improve education, let us remember that supporting those who shape the teachers is the first, and perhaps most crucial, step.

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