

## EXPLORING THE RELATIONSHIP BETWEEN JOB PLACEMENT, INTERESTS, AND PROFESSIONAL FULFILLMENT IN TEACHER EDUCATORS

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### ABSTRACT

The purpose of this research was to examine teacher educators' degrees of work satisfaction and passion for the classroom. Additionally, it delves at the connection between teacher educators' interest in teaching and their work happiness. The research included 450 teacher educators from the Pudukkottai, Thanjavur, and Thiruvavur districts, chosen at random. The researcher's own work satisfaction and interest in teaching scales served as the study's instruments. According to the results, both interest in teaching and work satisfaction are modest. Additionally, among teacher educators, there is a nil link between interest in teaching and work happiness.

**Keywords:** Job Placement, Interests, Teacher, Educators And Professional

### INTRODUCTION

A teacher's education, also known as teacher training, is a set of activities, policies, and processes aimed at preparing future educators to meet the challenges they will face in the classroom, school, and community at large. Teacher educators (or, in some places, teacher trainers) are the people who work to prepare future educators to teach.

The best way to characterize these pursuits has been the subject of heated controversy for quite some time. At least in the United States, the word "teacher education" is gaining popularity over the more generic "teacher training," which suggests that the focus is on preparing individuals to perform mundane but necessary tasks in the classroom. Both pre-service and in-service teacher education are essential parts of the teacher preparation process.

It is now generally acknowledged that education plays a significant influence in society's transformation. As a go-between for pupils and knowledge, the role of the teacher is crucial in the classroom. Permanent teacher training will help to the continual development of education, which is why it is vital to continue procedures such as teacher qualification, which stem from the awareness of the teacher's importance in society. Improving educational quality and bolstering teaching-learning processes in various educational settings are both linked to teacher training. It is feasible to reassign jobs and responsibilities based on profiles, create promotions, or develop qualification programs for new demands with the use of data collected from teacher training, which helps determine the degree of preparedness of instructors.

As a core component of effective teaching, professional development, sometimes known as teacher training, is essential in the field. The goal of teacher professional development is to ensure that educators have the most up-to-date information, abilities, and tactics to provide their students with the best possible education. A number of variables that influence educators to design their own methods of professional development for educators have been studied and found. Here, both internal and external variables are discussed in the research. The extrinsic component identifies a variety of variables that inspire teachers to continue their

education, including financial benefits, professional advancement opportunities, social pressure at work, and the practical application of what they learn in the classroom. On the intrinsic dimension, characteristics that motivate educators to pursue further professional development include building their own knowledge and expertise as educators, believing in their own abilities, having a positive self-image, and experiencing personal growth.

There is also the matter of job satisfaction, which is defined as the extent to which an employee is content with his or her working circumstances and the surrounding environment, which is integral to the professional growth process for educators. Since work satisfaction is a protective factor against feelings of abandonment and stress on the job, it will be a top priority to address elements that promote it.

Physical and mental tiredness, lack of drive, and unpleasant working environment are some of the variables linked to dissatisfaction with one's employment that have been identified in previous research. Other elements that are suggested as influencing job satisfaction include the work atmosphere, disciplinary climate, and student performance. Teachers' happiness on the workplace is correlated with their family's socioeconomic status. In light of the above, it is reasonable to assume that teachers' socioemotional and working circumstances may be enhanced by ongoing professional development, which in turn equips them with coping mechanisms for the many challenges they face on the job.

## LITERATURE REVIEW

Brown and Lent (2010) explored how job placement aligned with individual interests impacts professional fulfillment among educators. Their findings indicated that teachers placed in roles matching their skills and interests reported higher job satisfaction and a stronger sense of professional fulfillment. The study emphasized the importance of career counseling in optimizing job placements.

Holland (2011) investigated the role of vocational interests in predicting career satisfaction among teacher educators. Their research demonstrated that congruence between interests and job roles significantly enhances professional fulfillment, while mismatches lead to burnout and dissatisfaction.

Singh and Sharma (2012) conducted a study on Indian teacher educators, analyzing the relationship between job placement and career satisfaction. They found that educators placed in rural or underserved areas often faced challenges in professional fulfillment due to resource constraints, despite strong intrinsic motivation.

Kim and Cho (2013) examined how organizational support influences the relationship between job placement and professional fulfillment in teacher educators. They concluded that institutions offering mentorship and professional development opportunities positively impact the fulfillment levels of educators, even when job placements are not ideal.

Patel and Joshi (2015) explored the interplay of career interests, job placement, and long-term fulfillment among teacher educators. Their study revealed that alignment between personal interests and teaching responsibilities leads to sustained professional engagement and lower turnover rates, underscoring the importance of interest-based placements.

## RESEARCH METHODOLOGY

The current research used a normative survey approach.

From the Pudukkottai institutes of education, 450 teacher educators were chosen for the sample.

Tamil Nadu's Thanjavur and Thiruvarur districts may be found here. A basic random sampling procedure was used to pick the sample. Every member of the population is reflected in the sample. The study used

subsamples based on educational qualifications (115 with an M.A. M.Ed., 175 with an M.Sc. M.Ed., and 150 with an M.Phil/Ph.D.), years of experience (134 with less than 5 years, 254 with 5-10 years, and 62 with more than 15 years of experience), and college location (131 in rural areas and 315 in urban areas).

**Tools used**

For this data set, the following instruments were employed:

1. Contentment with one's work life
2. Passion for education

Investigator and Research Guide (2015) developed and evaluated both instruments.

**Statistical Techniques used**

Pearson product moment correlation coefficients, ANOVA test, mean, standard deviation, and t-test were computed.

**RESULTS**

**Table-1 Correlation Co-Efficient (r) among Job Satisfaction and Interest in Teaching**

Variables	'r' value	Level of significant
Job satisfaction	0.026	0.05 (Not Significant)
Interest in Teaching		

NS=Not significant

Among teacher educators, the results suggest a positive correlation coefficient between job satisfaction and interest in teaching, but this is not statistically significant at the 0.05 level. When looking at job happiness and interest in teaching, there is no significant association.

**Table – 2 Analysis and interpretation of data in Job Satisfaction**

Sl. No.	Variable	Sample	N	Mean	S.D.	F/tValue	LS
1	Educational Qualifications	M.A. M.Ed.,	115	130.71	28.96	7.942	Significant
		M.Sc. M.Ed.,	185	116.26	32.68		
		M. Phil/ Ph.D.,	150	124.29	30.85		
2	Years Experience of	Below 5 years	134	129.84	27.81	6.092	Significant
		5-10 years	254	117.50	33.95		
		above 10 years	62	126.09	25.81		

3	Location of the college	Rural	135	126.07	26.85	1.650	Not Significant
		Urban	315	121.16	33.41		
4	Entire Sample		450	122.63	31.64		

**Differential Analysis**

Independent sample t-test and analysis of variance

**Interpretation**

Here is the statistical information generated from Table 2.

**Difference Between Educational Qualifications Teacher Educators**

An F-value of 7.942 was computed, indicating statistical significance at the 0.05 level. It follows that there is a substantial gap in work satisfaction amongst teacher educators with different levels of education.

**Difference Between Years Of Experience Teacher Educators**

At the 0.05 level of significance, the computed "F" value of 6.092 is determined to be significant. It follows that teacher educators' levels of work satisfaction vary substantially according to their years of experience.

**Difference Between Rural And Urban Teacher Educators**

At the 0.05 level of significance, the computed "t" value of 1.650 is deemed insignificant. This suggests that there is little to no difference in work satisfaction between teacher educators in urban and rural areas.

**Table – 3: Analysis and interpretation of data in Interest in Teaching**

Sl. No.	Variable	Sample	N	Mean	S.D.	CR Value	LS
1	Educational Qualifications	M.A. M.Ed.,	115	14.92	2.97	2.745	Not Significant
		M.Sc. M.Ed.,	185	14.02	3.11		
		M. Phil/ Ph.D.,	150	14.42	3.58		
2	Years of Experience	Below 5 years	134	14.28	3.27	0.125	Not Significant
		5-10 years	254	14.42	3.28		
		above 10 years	62	14.39	3.22		
3	Location of the college	Rural	135	14.74	3.46	1.467	Not Significant
		Urban	315	14.23	3.16		
4	Entire Sample		450				

## Difference Between Educational Qualifications Teacher Educators

At the 0.05 level of significance, the computed "F" value of 2.452 is not considered significant. Therefore, it may be concluded that there is little difference in the interest in teaching among teacher educators with different educational qualifications.

## Difference Between Years Of Experience Teacher Educators

The computed "F" value of 0.125 is not statistically significant at the 0.05 level. Thus, it may be concluded that there is a substantial difference in the interest in teaching among teacher educators with different years of experience.

## Difference Between Rural And Urban Teacher Educators

At the 0.05 threshold of significance, the computed, "t" value of 1.467 is not considered significant. Therefore, it may be concluded that there is a notable disparity in the interest in teaching between rural and urban teacher educators.

## Findings of the study

- Educators of future teachers report high levels of interest in their work and moderate levels of job satisfaction.
- Job satisfaction varies greatly among teacher educators based on their educational qualifications.
- Job satisfaction varies greatly among teacher educators based on their years of experience.
- There is no statistically significant difference between rural and urban teacher educators with regard to job satisfaction.
- Educators who are qualified to teach do not vary much in their enthusiasm for the profession.
- There is no substantial difference in interest in teaching between rural and urban teacher educators.
- There is no difference in interest in teaching across teacher educators with different years of experience.

## CONCLUSION

At the 0.05 level of significance, the results demonstrate a positive correlation coefficient between teacher educators' job satisfaction and their interest in teaching. When looking at job happiness and interest in teaching, there is no significant association. Our research indicates that teacher educators report a reasonable amount of contentment with their work. Additionally, the outcome suggests that the educator-in-training has a strong passion for education.

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