

Examining the Job Satisfaction of Teacher Educators in the Context of Online Learning

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Abstract

The current focus of the research was on teachers' work happiness with educators in online environments that have increasingly begun to characterize educational settings. With such an increasing popularity of online learning, in literally all the sectors of education, all these occurrences are desperate wonders and study. Literature review results, according to this study, will stress more on issues about job satisfaction such as the utilization of instructional approaches, the knowledge of technology, support from administration, and personal life. Through the perceptions and experience of teacher educators in the progression towards the development of online teaching, study objectives remain established like in this instance through qualitative and quantitative methodologies. The outcomes demonstrated the importance and the impact-making power professional development has, along with the recognition of differences in institutions, networks, and institutional support that mold the jobs coming with online learning. Educational policymakers, administrators, and any other stakeholders with interest and concern in the rethinking and optimization of the piece environment for teacher educators toward the information age could establish general the consequences of these findings. The number of teacher educators estimated globally is about 200. These work with students constantly as they are in the high upper-level class concerning this. Most educators working for the authorities in India's state of Uttar Pradesh are teachers. They are in the age bracket of 25 to 45. The people of the age bracket of between 25 and 45 years have an age mean of 35. Among the people among the educators and educators, there are 100 men and 100 women. According to the investigation, data utilized for the investigation were gathered. In the analysis process of the data, the statistical tool which is paired with ANOVA is used. In the regression analysis, the independent variables are reviewed. For a probable relationship or association of the dependent and independent variables, the analysis performed by the investigator was a Chi-Square analysis with independent variables and to look for a significant association. This will be an establishment of the level of satisfaction that the teachers placed in virtual classrooms. Most importantly, it validated a theory that was abandoned thus the results of this research; null hypothesis- there is no significant difference between a person's online persona and his or She is at her work satisfaction – in education. This therefore calls for online educators to train both the experts and it would be better if the education board incorporates it in the curriculum for the Bachelor of Education degree.

Keywords

Job satisfaction ,Teacher educators, Online learning ,Digital Education , Educational Technology

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Introduction

Therefore, the introduction of virtual education in the field of learning has changed the learning environment and, therefore, necessitated a re-evaluation of the variations in the aspect of teachers' roles and experience. Among them is understanding teachers' job satisfaction in the context of online learning. Past studies on institutional performance focus on inputs, processes, and outputs, leaving out outcome dimensions of contentment among teachers and commitment. Teachers groom future teachers and thus contribute back to the educational practices in the institution. Online learning environments bring their own unique challenges and opportunities as an obvious reality that comes with change. As much as digital platforms offer a properly flexible accessible environment, it too, too, demands the adoption and adaptation of new pedagogical approaches, technical tools, and the modes of communication. In this background, research on factors influencing job satisfaction in the working life of teacher educators in the contemporary and 21st-century digital setting is then imperative, for creating a motivating and rewarding working environment. This paper aims to investigate the multifarious dimensions of the piece of teacher educators in an online learning context. The study, then, provides a further discussion of the interrelation between pedagogical orientations, technological knowledge, administrative support, and work-life balance in understanding the experience and perceptions of teacher educators within online transitional instruction. This paper reviewed the existing literature since job satisfaction ought to be viewed in light of the research performed on online education and teacher professional development. From the qualitative data to the quantitative data, the aim of the research is to yield greater insight that appreciates the complexity of teacher-educator experiences within the online learning environment. This research outcome has implications for the educational policymakers, administrators, and stakeholders interested in quality improvement and in using or providing web services to teach the teacher educator and any user support to the well-being. This study goes further in identifying some of the critical determinants of job satisfaction to inform strategies in professional development, institutional support, and collaborative initiatives that will meet the needs of teachers enshrined in this domain of the digital age. Final Design: The purpose will be to foster extended dialogue regarding Teacher Satisfaction and Effectiveness amidst the changing paradigms in the world of education.

Online Teaching

For the virtual teaching, it would also be known as eLearning. A huge amount of the degree colleges are offering a course through distance learning. There are also colleges, for which students do not have to be present at the institute physically for learning. In contrast to this, during the pandemic, colleges are also allowed the

internet facility to their students to learn from Remote. Apart from the technology made available, all organizations try very hard to struggle to meet the current circumstances so as to complete the curriculum and also to get compliant with the way pupils are learning education day by day. Tutors produce materials and then they have a second thought about whether the materials will reach the students at the wrong time. The workload for tutors is like no other time elevated and with this crisis, it mounts up to burnout and stress levels. It quickly becomes a challenge for the teachers on either side, besides the pupils that the adaptability of the technology culture. Scientifically speaking and psychologically, both are affected.

Job Satisfaction

It has to do with how driven staff members are to work. It's a wise and spontaneous response that workers while carrying out their duties. To put it simply In technical terms, job satisfaction refers to the degree to which Job satisfaction is high. Employment is a person's sense of contentment with the target environment's emotional response due to the person's evaluation of the level of fulfillment of his or her wants occupied by the surrounding surroundings.

Teachers Educators

Teacher educators are specialists tasked with equipping teachers with the pedagogical knowledge, instructional methods, and classroom management approaches they need to be successful in their positions. They assist teachers in their continuing professional development, encourage reflective practice, and help them build their teaching skills.

Digital Education

Digital education, often referred to as online education or e-learning, is the process of delivering educational content and facilitating learning using digital technology, including computers, the Internet, and multimedia resources, outside of the traditional classroom setting. It includes a wide range of educational activities such as digital exams, interactive multimedia tools, virtual classrooms, and online courses. With digital education, students can access course content at any time and from any location, often at their own pace. They can also collaborate with teachers to create individualized learning plans and opportunities for student-teacher collaboration.

Educational Technology

The use of technological tools, resources, and processes to improve teaching, instruction, and educational outcomes is called educational technology. It includes a wide range of tools such as software, digital gadgets, online platforms, multimedia content, and interactive learning environments that aim to facilitate and enhance learning for both teachers and students.

Objectives with in the Research

- To investigate the interaction between teacher educators to students during online learning.
- To investigate the satisfaction level of job among teacher educators during online teaching.

Hypothesis to be Tested

Ho1: There is no difference between Traditional teaching and Online teaching among teacher educators.

Ho2: There is no relationship between the job satisfaction level of teachers and educators during online teaching.

Review of Literature

Du W, Liang R, Zhang J and Wang L (2023) studied at the variables affecting university instructors' online teaching effectiveness and satisfaction during COVID-19. In order to determine the variables influencing teachers' performance and satisfaction during the COVID-19, data from 347 instructors from six universities in eastern China were surveyed. The findings showed that contentment, perceived utility, and perceived simplicity of use of online teaching have a substantial impact on teachers' performance in this mode of instruction. Teachers' satisfaction with online teaching was found to be highly impacted by confirmation of expectations for online teaching as well as computer self-efficacy. Zhu et al. (2022) observed that teachers' conceptions, skills, and experience particularly when utilizing ICT had an impact on their performance when teaching online. These elements were crucial in determining the efficacy of online instruction. Hai Zhang and Dongping Liu (2021) conducted a study aimed at identifying factors that affect teacher satisfaction with distance education. The relationship existing between the satisfaction of the teachers with online learning and gender as well as the year they have taught is computed by the F-test and a t-test. The following three major conclusions can be reached. First, teacher satisfaction with online learning is highly affected by perceived quality and can very well be expected to be predicted by teacher expectations of education. Moreover, the five were unaffected by the gender variables. Thirdly teaching year length matters a lot in what the teachers expect to influence the complaints and loyalty. This research provides informational data on how influences teachers pleasure with online learning it provides information about how teacher online learning is developing system and administrator techniques for managing and designing the platform content. Another venue that encouraged equitability of student advancement within the online classroom involved the goals

contract. In most online classes, a set of objectives and goals are provided giving a hint about the definite learning outcome. To succeed in a virtual classroom, students need to be self-directed. Expectations for students in a virtual course were established in a goals contract that allowed students to work out their own tailor-made goals.

The use of the goals contract shifts the burden of accountability for what is known about the teaching staff to the students (Darby & Lang, 2019). This singles out the various technologies with a description of how they were achieved by Simonson, Albright, Smaldino, and Zvacek (2019). The other couple of chapters that deal with student assessments and program evaluations put more focus on learning rather than technology. Scattered throughout the book are real-life case studies that beautifully combine theory and practice. The material is quite helpful for it uses all these real-life anecdotes and the ideas to give insight not just to the instructors-not necessarily instructional designers, but also to instructional designers-not necessarily practitioners on how they might go about creating syllabi, graphic design ideas as well as practice, principles of communication and how they are applied. For a layman of the said field, the section on design elements is informative, but it would have been easier if the discussion on Internet-based education practices was further extended and at the same time, the section on design elements was abbreviated. Moore and Kearsley (2011) say that faculty members deliver online instructions and interactions to students in constitute a course and a program which are a smaller subsystems of the bigger systems (higher education systems). As such, their action is impacted upon by elements across an assortment of components from each of the system levels. "Our association has been renamed the Association for Educational Communications and Technology or AECT (Patrick Lowenthal and Brent G. Wilson, 2010). "Now it is in vogue once more" to call what we do "educational technology. What are the anticipated implications of new technologies on instructional systems, and on the important professional organization of the Association for Educational Communications and Technology in particular, and how does the instructional approach paradigm embodied in this study respond to these implications? Clearly, these principles are not all-inclusive or have fully developed. They are, however, based on any accepted theory, or theories, of learning and are a synthesis of concepts from several angles. The online program will continue introducing new principles as it grows and changes. In practice, the isolated educational ideas developed in this paper are supported by existing methods of online courses, which do work most effectively and continue to get better each time they get tested. The strategic framework and the instructional methods the framework gives rise to must be validated and improved upon with formalized research initiatives that provide the support. Most notably in the instructional technology literature,

investigations into how well instructional strategies work with internet technologies and online courses are sparse. Much of the literature provides anecdotal evidence in the form of encounters with or ‘experience of’ virtual learning environments, and empirical studies comparing in-person with virtual learning techniques. Future research should, therefore, need to be tested with an analysis that will investigate how two dissimilar learning environments are able to increase learning opportunities and achievements in a virtual environment without comparing so many teaching methods.

Research Methodology

Data for the investigation is collected using the descriptive study design. A statistical tool and regression analysis are a combined approach that reviews the independent variables when analyzing data. A chi-square involving the independent variables is used to investigate and identify any prospective relationship between dependent and independent variables in order to find a meaningful association. We test the degree of job satisfaction among teachers and educators in virtual room.

Size of Population

Participants in the study are about 200 teacher educators who work with students in higher classes.

The majority of teachers and educators who are employed by the Uttar Pradesh state. They are between 25 and 45 years old decades Ages 25 to 45 have an average age of 35. 100 teachers educators are men, while 100 teachers educators are women.

Table 1: Gender-specific Population Size

GENDER OF TEACHER EDUCATORS	NUMBER OF TEACHER EDUCATORS
MALE	100
FEMALE	100
TOTAL	200

Figure 1 :3D Scatter Plot of Gender-specific Population Size of Teacher Educators

3D Scatter Plot of Gender-specific Population Size of Teacher Educators

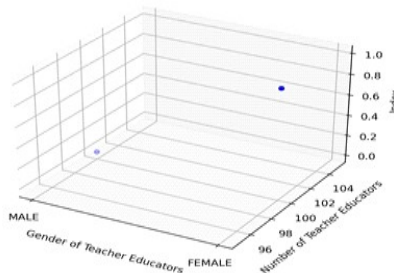


Figure 1

Interpretation and Analysis

Table 2: F-test Values for ANOVA

F - test value	0.02315
Hypothesis Rejected (H0)	P < 0.05

Consequently, the Alternative hypothesis (H1) was accepted and the Null hypothesis (Ho1) was rejected.

Figure 2 : Bar Graph of F – test Value for ANOVA

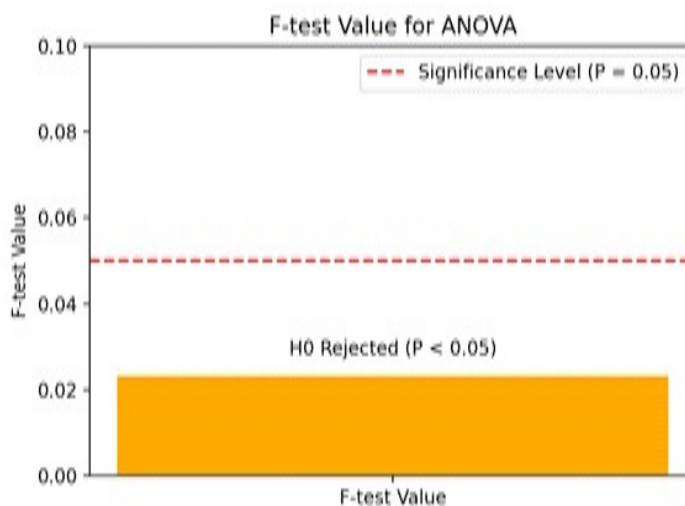


Figure 2

Table 3: Results of the Chi-Square Test

Probability value	0.0352
Hypothesis Rejected (H0)	P<0.05

This led to the acceptance of the Alternative hypothesis (H2) and the rejection of the Null hypothesis (Ho2).

Figure 3 : Bar Graph for Results of the Chi-Square Test

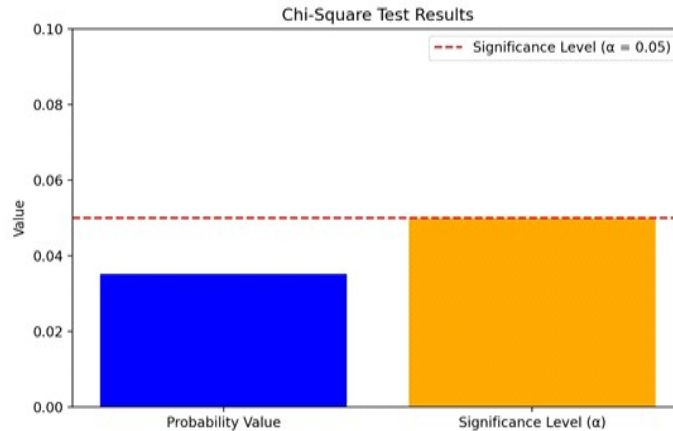


Figure 3

To take into account the statistical analysis Chi-square value of the statement has been utilized to confirm the theory. The first theory indicates that there are Disparities between traditional and online learning methods the F-test result of 0.01143, which represents the quality of instruction among teacher educators with a $P < 0.05$, rejects the null hypothesis. Accepted a different theory that states, “There exists a noteworthy correlation between virtual instruction in addition to conventional instruction among educators “. The delivery of lessons and student satisfaction have been attentive. Reduced by the interpretation of the data. How satisfied are you? Is thought to be lower in online learning instructing; the study’s findings supported the theory discarded; there is a notable distinction linking an individual’s internet presence and job satisfaction educating.

Conclusions and Recommendations

Indian education has been heavily weighted towards traditional methods of instruction for many years. But technology is now better and more advanced; There have been numerous grants and training opportunities by both the government and the organization. Innovation is erratic, and the age group with the typical age of teachers educators is 35. The step learning curve has been most teachers educators are employed and there is deprivation between in-person instruction and communication instructors and pupils. Professionals must receive training from online educators, and it would be preferable if the education board included it in the B.Ed. Curriculum. The Internet of Things needs to be one of the main documents for professional studies and develop into an authority. Concurrently, it will be applied in a circumstance where It might be

required . The pupils need to be exposed to online tutoring. The circumstances have shown an ill-preparedness and insufficient time allocated to various categories of people, including educators, learners, and parents .

Teachers and educators are doing a terrific job of conducting the session virtually thanks to the efforts of the private organization. Additionally, government degree colleges perform better in distributing the lesson's recorded version via satellite TV. What is the hourly question? Whether students are receiving it in an efficient manner needs to be dealt with. The satisfaction of the teacher educators in Online instruction raises additional issues. Teachers and educators have to be generous while receiving the right support, guidance, and instruction Psychological education and rewards will improve the production.

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