The Reason for Becoming a Teacher Educator: A Study on Teacher Educators' Motives and Well-Being

Muhammad Athar Hussain
Assoc. Professor, Department of Education, The Islamia University of Bahawalpur, Punjab, Pakistan
athar.hussain@iub.edu.pk

Mubshra Arshad
M. Phil Scholar, Department of Education, The Islamia University of Bahawalpur, Punjab, Pakistan
mubashraarshad786@gmail.com

Laraib Arshad
M. Phil Scholar, Department of Education, The Islamia University of Bahawalpur, Punjab, Pakistan
laraibarshad569@gmail.com

Bashir Hussain
M. Phil Scholar, Department of Education, The Islamia University of Bahawalpur, Punjab, Pakistan
bashirhussain098@gmail.com

Abstract

This study was conducted to find out the reasons for becoming a teacher educator, to analyze the teacher educators' well-being at the university level, and to ascertain the difference between teachers' opinions based on demographic variables. All the male and female teachers (31 teachers) and 1347 male and female students from the Department of Education of two colleges and three universities of Rahim Yar Khan were the population of the study. The census sampling technique was used to select the whole population of teachers as a sample because the population of the teachers was small and the stratified random sampling technique was used to select the sample of the students. Finally, 31 teachers (19 males and 12 females) and 674 students (339 males and 335 females) from the Department of Education were selected. A 54-item questionnaire for teachers and a 32-item questionnaire for students, self-structured were used. Thirty-one questionnaires for teachers and six hundred and seventy-four questionnaires for students were distributed among the participants. The researcher used both descriptive and inferential statistical techniques to analyze the collected data of 705 participants by using SPSS. The results revealed that the majority of aspiring educators are encouraged towards the teaching profession however the already inducted in the teaching profession has some concerns. A motivational environment and well-being of teachers should also be provided to the teachers to satisfy their extrinsic needs which will enhance their intrinsic motivation to explore their expertise in the teaching profession as committed teachers.

Keywords: *Reason, Teacher Educators, Motives, Well-Being*.

Introduction

Teacher educators are crucial to pre-service and continuous professional development (Cochran-Smith et al., 2020). They teach, manage, and advise schools (Yuan & Yang, 2020). Despite their importance, teacher educators are often disregarded due to a lack of study (Livingston, 2014; Tack et al., 2018). In the past decade, global interest in teacher educators and studies on their effects on student learning has increased. According to Kelchtermans et al. (2018), Teacher educators' professional titles (Lunenberg et al., 2014; Richter et al., 2021) and growth are being studied (Tack & Vanderlinde, 2019).

Like any profession, teachers have several incentives (Watt & Richardson, 2007). Workplace and career motivation studies have found various "push" and "pull" factors (Kirkwood, 2009). External or internal variables may cause an emotional response. They usually make work unpleasant. Positive feelings are often linked to "pull" motivators like starting something new. The push-pull theory is prevalent in economic behavior studies but rarely used in education research (Segal et al., 2005).

Anthony and Ord (2008) found that not being happy with some parts of one's job, moving and not being able to get a job in their usual field, and losing one's job were push factors for second-career teachers to switch fields. Task demand elements like searching to rise to the occasion, relishing a task, and recognizing a job fit on both personal ability and level are examples of antecedent variables (looking for a challenge, wanting to teach, and feeling like teaching were good matches) were these "pull factors". A recent qualitative study used the push-pull theory to examine what "pushed" or "pulled" teacher educators to change careers (Holme et al., 2016). This study quantifies teacher educators' push and pulls characteristics and examines their relationships to well-being.

A qualitative study by Mayer et al. (2011) of 19 Australian university educators found that most teachers came into the profession rather than actively choosing it. This study found that teacher educators rarely make conscious judgments. This supports a study by twenty university-based American teachers (Goodwin et al., 2014) and other qualitative, small-scale research in other countries (McEvoy et al., 2019; Edmond & Hayler, 2013). The aforementioned study found that most teachers enter the field by coincidence, although other studies suggest they do it on purpose. In this global survey, 41 university-based teacher educators from Ireland, Israel,

Norway, and the Netherlands were asked what drew them to the region (Guberman et al., 2020). The statistics showed that 51.2% of instructors choose teacher education on their own. Headhunting firms recruited 31.7% of teacher educators, and Chance recruited 17.1%. This matches qualitative research with seven Chilean teacher educators (Montenegro Maggio, 2016). Some educational teachers in this study entered the sector by chance, while others had definite reasons. These findings imply many people actively contemplate teaching careers.

Guberman et al. (2020) investigated individuals' reasons for becoming educators. Practical reasons like wanting to change jobs drove educators. The survey also showed that educators see teacher education as a path to research. Using these findings, a UK case study focused on three education professors from various institutions (Holme et al., 2016). This auto-ethnographic self-study explored why one teacher became a teacher educator. The data revealed three themes with unique driving forces. Theme 1 (exploration and reinvention) motivated individuals to redesign their professional and personal lives. One respondent responded "I want more", indicating a desire for professional growth. Another added, "The autonomy that our present employment offers us or helps us to escape some of the stressors that might arise in a more structured educational atmosphere". Another impact of the professional route that "I had selected is due to my wife". Holme illustrates the second theme of "important people" influencing participants' transition to teacher education. Key people's direct assistance, direction, and role as role models may be significant. Last but not least, Theme 3 reflected a positive and proactive approach to learning, which one respondent described as a desire to keep learning for personal improvement and to share knowledge.

In the middle of their careers, many educators decide to switch gears and enter the area of teacher education, where they will be responsible for a wide range of duties distinct from those they have performed in their previous teaching positions (Murray & Male, 2005). From a theoretical perspective, it is possible to identify and categorize the many motivations for switching careers, many of which are related to the individual's sense of satisfaction in their current position. Well-being in the workplace refers to a state of excellent mental health and performance (Ryan & Deci, 2001). It consists of the lack of bad experiences, such as emotional tiredness, and the presence of good ones, like work satisfaction (Diener et al., 1999). The positive and negative aspects of well-being are addressed in the current investigation, which

focuses on both work satisfaction and emotional tiredness. People's positive or negative evaluations of their occupations are central to the definition of job satisfaction in the academic literature (Weiss, 2002). For educators specifically, Skaalvik and Skaalvik (2011) defined job satisfaction "as instructors' emotional responses to their work or their teaching position". Burnout, on the other hand, is characterized mostly by emotional weariness. Symptoms include a lack of motivation, constant tiredness, feelings of stress, and depletion of emotional reserves (Maslach et al., 2001).

As a profession, teacher educators have received very little attention and study (Bates et al., 2010; Murray & Kosnik, 2011). "A teacher educator actively facilitates pre-service educators' education and instructors" (European Commission, 2013). The phrase "teacher educator" refers to all educational professionals who are directly or indirectly involved in or liable for the educator's initial and continuous education. According to Kelchtermans et al. (2018), this category includes both higher education and K–12 educators who train teachers (White, 2014). This research emphasizes teacher educators' roles as practicing educators. There are several ways to become a teacher because different countries have different educational systems (Guberman et al., 2020). Teachers often say their path was winding (Murray & Male, 2005).

Statement of the Problem

The researcher found that earlier studies had been carried out in a variety of settings, but there was not a single study that had been carried out in the area of Rahim Yar Khan in Punjab, Pakistan. This study aimed to investigate the reasons for becoming a teacher educator. Moreover, this study assessed the teacher educators' motives and well-being at universities in the district of Rahim Yar Khan.

Significance of the Study

- This study aimed to investigate the reasons for becoming a teacher educator. Moreover, it assessed the teacher educators' motives and well-being at universities in the district of Rahim Yar Khan. Therefore, the study may contribute significantly to the field of research.

- The study may be helpful for the teachers and students at the university level to know about the teacher educators' motives and well-being.

- The study may be helpful for different stakeholders of the field of education i.e. parents, policymakers, and district school administration.

Research Objectives

This study had the following objectives:

1. To find out the reasons for becoming a teacher educator.
2. To identify the teacher educators' motives for becoming teacher educators.
3. To analyze the teacher educators' well-being of teacher educators at the university level.
4. To ascertain the difference between teachers' opinions based on demographic variables i.e. gender, locality, designation, and qualifications.
5. To ascertain the difference between students' opinions based on demographic variables i.e. gender, locality, discipline, and semester.

Literature Review

Since teachers play such an important role in today's society, they must have access to the latest information. A great number of people seek membership and employment in the teaching profession because of its prominence (Angelista, 2018). Since educators shape the minds of tomorrow's leaders, society can't afford to be picky about who they hire. As a result, deciding on a profession in education is more important than ever. Frameworks that provide indicators of levels of performance and progress are essential to educational institutions. These metrics are pegged to the value placed on human capital investment in the form of teachers (Seniwoliba, 2013). Western and developed-world academics have conducted considerable studies on what drives people into the teaching profession.

According to Holme et al. (2016), respondents' unfavorable views of their teaching employment drove their decisions to pursue professions in teacher education, which was perceived as escaping teacher-related commitments. Yuan (2016) described a teacher who quit the classroom due to an unfair promotion system and sought work in teacher education. Again, the case study shows how a negative classroom experience can change professions. The study literature reveals a link between why someone becomes a teacher educator and their pleasure in that profession, but it also suggests a link between switching employment and satisfaction. One of the elements that predict teachers' happiness is their motivation to become teachers (Watt & Richardson,

2007; Watt et al., 2014). Again, there is no data linking teacher educators' pleasure to their career choices. However, preliminary linkage research has been done. Yuan (2016) says that a teacher who suddenly became a teacher had "a reality shock" because of her new responsibilities. One teacher educator said they wanted to help student teachers' careers. These teachers felt well because they found their work stimulating and enjoyable (Vanassche & Kelchtermans, 2016).

Overall, our literature assessment reveals a dearth of studies on teacher educators' motivation and a preponderance of qualitative, exploratory studies with contradictory results. There seems to be a wide variety of pull and push elements that motivate people to pursue a profession in teaching (e.g., career development). According to a few researchers, there are four primary factors drawn to working in teacher education: There is the possibility that, by sheer happenstance/coincidence, some people may "fall into" the field (Goodwin et al., 2014). To further one's job goals is another possible motivation (Guberman et al., 2020). As a third factor, people may just desire to break the monotony of their regular workplace by moving to a new location. Fourth, you can take pleasure in assisting the professional growth of others, which can be seen as a kind of social service (Holme et al., 2016).

Motives for Becoming a Teacher Educator

As a profession, teacher educators have received comparatively little attention and study (Murray & Kosnik, 2011). Teacher educators are broadly defined as those "who actively facilitate the learning of student teachers and instructors". The term "teacher educator" is used here in its broad sense to include any professionals in the field of education who contribute to or are directly accountable for pre-service and in-service teacher education (Kelchtermans et al., 2018).

A person's motivation comes from within, in the form of feelings and desires that push them to carry out a task or complete an endeavor (Gul et al., 2020). "Motives for entering the teaching profession, student retention rates in initial teacher education programs and, ultimately, in the teaching field, and student engagement with both are all important factors to consider", is how Sinclair (2008) described teacher motivation. Teachers' motivation can be broken down into two parts: the inspiration to become educators and the commitment to remain in the field. The influence of extraneous factors, which is based on one's self-interest, is the least common type of

teacher motivation. Intrinsic motivation, which comes from within oneself, is the most common type. Some examples of purely extrinsic motivators are wage scale and structure, as well as vacation and holiday time. Those whose drive comes from inside are more likely to pursue possibilities for continued education and employment that best utilize their skills and experience throughout their lives. Loyalty to one's children and with a strong desire to positively impact the lives of young people drive people with this motivation (Saleem et al., 2021). The setting of Pakistan lacks data on whether people are driven by extrinsic or intrinsic factors. Researchers have also confirmed that teaching in Pakistan is difficult for a variety of reasons. Recruiting, training, deploying, and improving are the basic issues facing education planners in Pakistan today.

Co-workers, acquaintances, and family members were all mentioned as "important figures" who aided in the participants' transition to teacher education (the second theme). Holme et al. (2016) are keen to point out, however, that the nature of the effect varies from person to person. Influential people can make a difference in a variety of ways, including through their direct encouragement, support, and guidance, and through serving as inspirational role models. The third and final theme defined an optimistic and proactive attitude towards learning, which was articulated in the desire to keep studying for personal growth and to teach others (Holme et al., 2016).

Teachers' Well-Being

Some numerous viewpoints and ideas attempt to set boundaries around the concept of happiness, making it difficult to pin down a single definition. Having a sense of ease, health, and contentment can be summed up as the definition of well-being. Well-being is not merely the absence of suffering; rather, it is "a state in which each person realizes his or her full potential, is resilient enough to handle the demands of daily life, is productive at work, and gives back to society" (Beausaert et al., 2021). When we talk about educators' well-being, we mean their state of mind while they're on the job. Many external variables, such as school resources and support, teacher workload, and student behavior, and internal variables, such as a teacher's personality and level of interest in their profession, all play a role in determining teachers' emotional health and well-being (Jelinska & Paradowski, 2021). In modern parlance, the term "teacher well-being"

refers to "instructors' reactions to job- and profession-related psychological, physiological, and social factors" (Viac & Fraser, 2020).

Teachers' job happiness affects not just their mental and physical health, but also their loyalty to their current employer and their desire to leave their current position. In addition, a teacher's sense of well-being impacts her or his decisions on how to best interact with students and implement effective teaching strategies (Buonomo et al., 2019). As a result, teacher satisfaction affects crucial student outcomes like psychological health, motivation to learn, and academic success and achievement. Last but not least, there is proof that a happy staff improves student achievement. Because both theory and data indicate that both individual and contextual factors have a significant influence on teacher well-being, the science of teacher well-being promotes research into issues that have an impact on educators' mental health. Both internal and external influences have a considerable impact on educators' happiness (Nazari & Alizadeh Oghyanous, 2021).

Research Methodology

This study is descriptive and a survey method was espoused to collect the data. In this study, a questionnaire based on a 5-point Likert scale was utilized to analyze the reasons for becoming a teacher educator: A study on teacher educators' motives and well-being. The researcher developed a questionnaire after researching the literature and consulting with the supervisor. These instruments have two distinct sections labeled A and B. Section A examines respondents' personal and demographic data, and Section B enquires about the reasons for becoming a teacher educator: A study on teacher educator's motives and well-being. To check the reliability of this procedure, correlation coefficients between variables and factors are determined and their dependability is assessed. The Cronbach Alpha rating of 0.75 is regarded as valid and trustworthy. Pilot testing is undertaken to confirm the tool's authenticity. 9 teachers and 15 students selected randomly from the IUB Rahim Yar Khan Campus provided data.

In the current study, the population included all male and female teachers and students from the Department of Education at the Govt. Post Graduate College for Women RYK, Govt. Khwaja Fareed College RYK, Khwaja Fareed University of Engineering and Information Technology RahimYar Khan, The Islamia University of Bahawalpur, and The Islamia University of

Bahawalpur (Rahim Yar Khan Campus). The population of the study consists of 31 teachers (19 males and 12 females) and 1347 students (673 males and 674 females) from the Department of Education. The data is collected through the questionnaire from university students. Students and teachers were requested to fill in the data carefully after reading each item.

A representative sample is a subset of a population that is otherwise representative of the total. As the population of teachers was small, therefore researchers employed a census sampling technique and select the whole population as a sample. On the other hand, the population of the students was large; stratified random sampling is employed in this investigation. Due to the diversity in the strata of the population, this was the most suitable technique for the selection of a sample in this study. In stratified random sampling, the whole population was divided into groups or strata. The size of each stratum was proportionate to the population size of the strata when examined across the entire population. Our results were based on a representative sample of male and female students from the departments of Education of 2 colleges and 3 universities.

The evaluation of the facts is imperative to realize the output of the facts that have been accrued. We used one-of-a-kind statistical equipment in the respective study examined by utilizing the software program SPSS, which may be descriptive analysis (mean, standard deviation, and frequency value) and inferential analysis (inferential statistics i.e., independent samples t-test and ANOVA) are employed to know the difference between participants' opinions on the based on demographics, i.e., gender, locality, age, faculty, and program of study.

Sample of Study

Table 1

Gender-wise and University-wise Distribution for Sample

University	Department	Teachers		
		Male	Female	T
GPGC for Women RYK		0	3	3
IUB Bahawalpur		8	4	12
GKF College RYK	Education	2	0	2
KFUEIT RYK		5	2	7
IUB RYK Campus		4	3	7
Total		19	12	31

Table 1 demonstrates that the population of the study was comprised of 31 teachers (19 males and 12 females) from the Department of Education at the GPGC for Women RYK**,** IUB Bahawalpur, GKF College RYK, KFUEIT Rahim Yar Khan and IUB (Rahim Yar Khan Campus).

Table 2

Gender-wise and University-wise Distribution for Sample

University	Department	Students		
		Male	Female	T
GPGC for Women RYK		0	27	27
IUB Bahawalpur		105	103	208
GKF College RYK	Education	23	0	23
KFUEIT RYK		104	101	205
IUB RYK Campus		107	104	211
Total		339	335	674

Table 2 demonstrates that the sample was selected using a stratified random sampling technique. The sample of the study comprised 674 students (339 males and 335 females) from the Department of Education at the GPGC for Women RYK**,** IUB Bahawalpur, GKF College RYK, KFUEIT Rahim Yar Khan and IUB (Rahim Yar Khan Campus).

Data Analysis

Software application (SPSS 20.0) was used to analyze the data. The percentages and frequencies of solutions have been computed. The findings had been expressed as a proportion of entire replies. Conclusions had been reached, and guidelines have been given as a result.

Analysis of Difference between Teachers' Opinions Regarding the Reason for Becoming a Teacher Educator: A Study on Teacher Educators' Motives and Well-Being

This section reveals the analysis of data to find the difference between teachers' opinions based on their gender, locality, designation, academic qualification, and teaching experience. One-way ANOVA and independent sample t-test were used to analyze the data.

Table 3

Difference between Male and Female Teachers' Opinions

Variables	Category	N	Mean	SD	Df	*T*	Sig.
Gender	Male	19	134.5263	29.01603	29	1.957	.594
	Female	12	156.2500	31.80087			

Table 3 shows the difference between male and female teachers' opinions. When comparing the opinions of male and female educators, the calculated significance value (.59) is bigger than the significance level (.05), indicating that there is no statistically significant difference between the two groups.

Table 4

Difference between Teachers' Opinions by Locality

Variables	Category	N	Mean	SD	Df	*T*	Sig.
Locality	Urban	21	148.4286	36.63819	29	1.432	.023
	Rural	10	131.4000	10.21111			

Table 4 shows the difference between teachers by locality. The mean value of significance .023 is smaller than the significance level of 0.05; hence there is a statistically significant difference in the viewpoint of urban and rural instructors.

Table 5

Difference between Teachers' Opinions by Designation

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	7514.750	2	3757.375	4.732	.017
Within Groups	22235.121	28	794.111		
Total	29749.871	30			

Table 5 shows the difference between teachers by locality. There is a statistically significant difference in instructors' opinions by designation, as the value of .017 is smaller than the significance level of 0.05.

Table 6

Difference between Teachers' Opinions by Academic Qualification

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	12805.079	3	4268.360	6.801	.001
Within Groups	16944.792	27	627.585		
Total	29749.871	30			

Table 6 indicates the difference between teachers' opinions by academic qualification. The .001 significance level is lower than the .05 threshold shown in the table. This demonstrates that there

is a statistically significant variation in teachers' perspectives based on the level of education. The hypothesis is supported by the F value (6.80).

Table 7

Difference between Teachers' Opinions by Teaching Experience

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2589.225	3	863.075	.858	.475
Within Groups	27160.646	27	1005.950		
Total	29749.871	30			

Table 7 indicates the difference between teachers' opinions by teaching experience. The p-value (.475) is large than the .05 threshold for statistical significance (0.05). According to the data, there is no statistically significance difference in instructors' perspectives as a function of years in the classroom. The hypothesis is also supported by the F value (.475).

Analysis of Difference Between Students' Opinions Regarding the Reason for Becoming a Teacher Educator: A Study on Teacher Educators' Motives and Well-Being

This section reveals the analysis of data to find the difference between students' opinions based on their gender, locality, discipline, and semester in which studying. One-way ANOVA and independent sample t-test were used to analyze the data.

Table 8

Difference between Male and Female Students' Opinions

Variables	Category	N	Mean	SD	Df	T	Sig.
Gender	Male	339	126.48	21.93	672	10.79	.000
	Female	335	103.54	32.31			

Table 8 shows the difference between male and female students' opinions. In other words, there is a statistically significant difference between male and female students' opinions based on gender, as the estimated significance value (.00) is smaller than the significance level (0.05).

Table 9

Difference between Students' Opinions by Locality

Variables	Category	N	Mean	SD	Df	*T*	Sig.
Locality	Urban	357	100.76	31.95			
	Rural	317	131.21	16.00	672	15.34	.000

Table 9 shows the difference between students by locality. Statistically, there is a distinction between the views of students in urban and rural areas, as the value of 00 is less than the threshold of significance of 0.05.

Table 10

Difference between Students' Opinions by Discipline in Which Studying

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	72427.861	3	24142.620		
				30.65	.000
Within Groups	527629.148	670	787.506		
Total	600057.009	673			

Table 10 indicates the difference between students' opinions by discipline in which studying. The calculated value of significance (.00) is lower than the predetermined threshold of significance (0.05). This demonstrates that there is a statistically significant distinction between students' perspectives depending on their area of study. F value (30.65) also supports the claim.

Table 11

Difference between Students' Opinions by Semester

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	52645.963	3	17548.65		
				21.47	.000
Within Groups	547411.046	670	817.03		
Total	600057.009	673			

Table 11 indicates the difference between students' opinions by semester. The calculated value of significance (.00) is lower than the predetermined threshold of significance (0.05). This demonstrates that there is a statistically significant distinction between students' perspectives depending on their area of study. F value (21.47) also supports the claim.

Results

The findings of this research study are given below.

The Findings of Teachers' Data Regarding:

a. Career Aspirations

1. The majority of respondents (80.7%) responded that they wanted to enhance their careers.

2. Most of the participants (71%) responded that they like to try out new things in their profession.

3. 67.8% of the respondents/teachers responded to the statement "I wanted to enhance my pay scale".

4. Many of the respondents (67.8%) replied that they want to enhance their status.

b. Social Contribution

1. The majority of respondents respond that they wanted to share their vision of what a good school is either agree or strongly agree with 80.6% of the respondents.

2. Most participants (61.3%) responded "I hoped to contribute to the development of the educational system".

3. 48.4% of the teachers responded that they liked to contribute to the development of society either agreed or strongly agreed.

4. Most of the participants (71%) responded that they wanted to become active member of society.

c. Escaping Routines

1. A lot of respondents (72.2%) responded that they wanted to reduce their teaching load.

2. 77.4% of respondents either agreed or strongly agreed with the statement "I was looking for a break from my everyday tasks as a teacher".

3. 48.4% of the participants responded that they sabotaged occasionally to escape from hard work during their duty hours.

d. Coincidence

1. Many of the teachers responded that I fell into the job of teacher educator more or less by chance are either agree or strongly agree with 58.1% of respondents.

2. Respondents either agree or strongly agree with the statement "I had no particular reason for becoming a teacher educator" (77.4%).

3. Most of the participants responded that they believe that they got into this profession by luck not by hard work is either agree or strongly agree with 64.5% of respondents.

e. Teacher Educators' Motives & Well-Being

1. The majority of respondents (77.4%) responded that it is hard to be happy doing their job.

2. The statement "From my point of view, the advantages of my job outweigh the disadvantages" is either agreed or strongly agreed by (74.2%) of respondents.

3. Many of the teachers (87.1%) responded that "If I could choose again, I would choose this job all over again".

4. 80.6% of participants responded that they sometimes regret choosing this job.

5. The statement "All in all, I am very happy with my work" either agreed or strongly agreed by (93.5%) of respondents.

6. 87.1% of respondents either agreed or strongly agreed with the statement "I often think about leaving this job".

7. Mostly (74.2%) of the participants responded that they find other professions more paying than teaching.

8. Many of the teachers (87.1%) responded that the incentives given to them for teaching do not satisfy them.

9. Most of the respondents (77.4%) either agreed or strongly agreed with the statement that the low income of teachers influences their motivation towards teaching.

10. Most of the participants (67.7%) responded that they rarely feel exhausted at work.

11. 41.9% of the participants responded that they don't feel overburdened by their work.

12. Many of the teachers (50.6%) responded that they often feel bored at work.

13. Majority of the respondents (67.7%) agreed about the statement "I feel my work extremely entertaining and interesting".

14. 37.9% of the participants responded that they often lack the energy to put to work.

15. 51.6% agreed that they feel uplifted by work.

16. Most of the participants (51.6%) agreed that their department offers free family accommodation.

17. A lot of respondents (42.0%) agreed that their department offers free medical facilities for them and their families.

18. 54.8% of the respondents either disagreed or strongly disagreed with the statement "My department offers free education for my children".

19. Mostly the participants (54.9%) either disagreed or strongly disagreed that the department offers free transport facilities for them and their children.

20. Many of the teachers responded that my department offers utility bills for my family either disagree or strongly disagree with (54.8%) respondents.

21. 58% of the respondents either disagreed or strongly disagreed with the statement "My department offers TA/DA for extra assignments for out of city".

22. Majority of the respondents (61.3%) agreed that their department offers refresher courses for their professional development.

23. 74.2% of the respondents either disagreed or strongly disagreed that the department offers courses regularly for the continuous professional development of its employees.

24. 58% of the participants agreed that teaching teachers allows them to provide service to society.

25. 51.1% of the teachers agreed that they want to teach for nation-building.

26. Most of the participants (54.8%) agreed that teaching will allow them to influence the next generation.

27. A lot of respondents (48.4%) agreed that teaching enables them to give back to society, whatsoever they've learned through their education or friends.

28. 67.7% of the respondents either agreed or strongly agreed with the statement "I can get more prestige in society through this job".

29. 41.9% of the participants disagreed with the statement "I can change the attitude of teachers through this job".

30. Many of the teachers (51.6%) agreed that they can change the outlook of teachers through this job.

31. 54.8% of the respondents either agreed or strongly agreed with the statement "I can get a job near my hometown easily".

32. 42% of the respondents agreed that the teacher educator profession has more job opportunities.

33. Most of the participants (51.6%) either agreed or strongly agreed that they think teacher educator is a well-paid job.

34. A lot of respondents (48.3%) either agreed or strongly disagreed with the statement "I think teacher educator is a permanent learning facility".

35. 64.5% of the respondents either agreed or strongly agreed with the statement "As a teacher educator, I will enjoy long holidays".

36. The statement "I chose this job for seeking more incentive" either agreed or strongly agreed by 80.6% of the respondents.

37. Many of the teachers (74.2%) agreed with the statement "I find teacher educator job securing my future with a pension".

38. 67.8% of the respondents either agreed or strongly agreed with the statement "My family is more socially secure in this job".

39. Most of the participants (58.1%) agreed with the statement "I am more economically strong in this profession".

40. The statement "I can give more time for the training of my children in this job" either agreed or strongly agreed by 78.4% of the respondents.

Findings of Students' Data Regarding:

a. Career Aspirations

1. Majority of the respondents (61.4%) agreed that they want to enhance their careers.
2. Mostly the participants (61%) agreed that they like to try out new things in their profession.
3. 60.1% of students' response to the statement "I want to enhance my pay scale" is agreed.
4. Many of the respondents (63.4%) agreed that they want to enhance their status.

b. Social Contribution

1. Majority of the respondents (66.6%) agreed with the statement "I want to share my vision of what a good school".

2. Most participants (63.8%) are either agreed or strongly agreed with the statement "I hope to contribute to the development of the educational system".

3. Many of the students (62.1%) agreed that they like to contribute to the development of society.

4. Most of the participants (64.2%) either agreed or strongly agreed with the statement "I want to become an active member of society".

c. Coincidence

1. Many of the students (63.0%) agreed with the statement "I choose this job if any other better job could not get".

2. 68.7% of the respondents either agreed or strongly agreed to the statement "I had no particular reason for becoming a teacher educator".

d. Teacher Educators' Motives & Well-Being

1. Most of the participants (55.4%) agreed with the statement "I will choose this job because my department offers free family accommodation".

2. A lot of respondents (54.8%) agreed with the statement "I will choose this job because my department offers the free medical facility for me and my family".

3. 63.2% of the respondents either agreed or strongly agreed with the statement "I will choose this job because my department offers free education for children".

4. 60.3% of the participants agreed with the statement "I will choose this job because my department offers free transport facility for me and my children".

5. Many of the students (58.6%) disagreed with the statement "I will choose this job because my department offers utility bills for my family".

6. 60.3% of the respondents either agreed or strongly agreed with the statement "My department offers TA/DA for extra assignments for out of city".

7. Majority of the respondents (61.4%) agreed with the statement "I will choose this job because my department offers refresher courses for my professional development".

8. The statement "Teaching teachers allow me to provide service to society" either agreed or strongly agreed by 65.3% of the respondents.

9. Many of the students (65.3%) agreed that they want to teach for nation-building.

10. Most of the participants (66%) agreed that teaching will allow them to influence the next generation.

11. A lot of respondents (60.7%) agreed that teaching enables them to give back to society, whatsoever they've learned through education or friends.

12. 67.1% of the respondents either agreed or strongly agreed with the statement "I can get more prestige in society through this job".

13. Mostly the participants (60.0%) agreed with the statement "I can change the attitude of teachers through this job".

14. 71.1% of the respondents either agreed or strongly agreed with the statement "I can get a job near my hometown easily".

15. Majority of the respondents (77.8%) agreed that the teacher educator profession has more job opportunities.

16. Most of the participants (78.3%) agreed that they think teacher educator is a well-paid job.

17. A lot of respondents (80.2%) agreed that they think teacher educator is a permanent job.

18. 82.1% of the respondents either agreed or strongly agreed with the statement "As a teacher educator, I will enjoy long holidays".

19. Most of the participants (80.3%) agreed with the statement "I chose this job for seeking more incentive".

20. 68.7% of the participants either agreed or strongly agreed with the statement "I find teacher educator is a job with a pension".

21. Many of the students (67.4%) responded that their families will be more socially secure in this job.

22. Most of the participants (65.1%) either agreed or strongly agreed with the statement "I can give more time for the training of my children in this job".

Discussion

The main objective of the study was to investigate the reasons for becoming a teacher educator: a study on teacher educators' motives and well-being. Due to the important role, they play in modern society, teachers need to have immediate access to the latest research. Due to its great prestige, teaching attracts a significant number of applications (Angelista, 2018). A person's preferences and values, as well as a personal evaluation of one's skills and experience, as well as one's financial and time resources, must all be taken into account when making the challenging decision of which career route to pursue. Due to the vast variety of environments in which they are engaged, teacher educators may pursue a variety of professional paths (Guberman et al., 2020).

People who are thinking about changing careers are driven to become teachers by a wide range of things. Scientists have found that the "push" and "pull" factors that get people to work and advance in their careers are different for each job. Motivation to act might originate from within or from without. Typically, sentiments towards them in the workplace are negative. In contrast, positive emotions are typically associated with the "pull" forces that motivate action, such as when a person initiates something new of their own free will (Kirkwood, 2009). Studies indicate that many educators stumble into the field of education, while others indicate that some teachers deliberately choose careers in education (Gubermann et al., 2020).

Beausaert et al. (2021) say that teachers' enthusiasm has a big impact on the learning environment they create for their students and on the success of schools as a whole. A little study has been conducted on the connection between teachers' levels of motivation and their pupils' accomplishments and learning (Janke et al., 2015). Internal and environmental influences have a significant impact on the mental health of educators. Included are school resources and assistance, teacher workload, and student conduct (Jelinska & Paradowski, 2021).

Even with these improvements, research on teachers' mental health often looks at cognitive factors like job satisfaction and emotional factors like positive and negative affect (Rahm & Heise, 2019). Moreover, a teacher's happiness influences how he or she chooses to interact with students and use effective teaching strategies (Buonomo et al., 2019).

Conclusion

The first objective was to find out the reasons for becoming a teacher educator. The result revealed that the majority of the respondents had job goals like increasing their salary and social standing, as well as a desire to attempt new things in their current field.

The second objective of the study was to identify the teacher educators' motives for becoming teacher educators. Teachers have shown that it is difficult to be fulfilled by work; from their perspective, the benefits of their profession outweigh the drawbacks; however, given the chance to do it all over again, they would still choose this line of work. Though they enjoy their job very much overall, the rewards they receive for teaching do not meet their needs, and teachers' low salaries hurt their dedication to the profession. According to the findings of students that they want to enter the teaching profession because it allows them to serve society because they want to teach for nation-building, because it gives them power over the next generation, because of the prestige it brings them, because of the number of job openings in the field, because of the salary, and because of the number of vacation days they will receive.

The third objective of the study was to analyze the teacher educators' well-being of teacher educators at the university level. Results show that while they don't feel overloaded by their workload, coworkers and they do find their work to be highly enjoyable and interesting, and they don't always have the stamina to give full attention to the task. They liked contributing to the improvement of society and hoped to aid in the enhancement of educational systems, they received free medical care for themselves and their families, they were provided with free housing, and their children attended public school at no cost to them. According to the survey's findings, many aspiring educators are drawn to teaching because of the financial benefits it offers their families—including free housing, health care, and schooling—as well as the opportunity to make a difference in the world.

The fourth objective of the study was to ascertain the difference between teachers' opinions based on demographic variables i.e. gender, locality, designation, and qualifications. It has been found that there is a statistically not significant difference between teachers' opinions on the base of gender, locality, designation, academic qualification, and teaching experience.

The fifth objective of the study was to ascertain the difference between students' opinions based on demographic variables i.e. gender, locality, discipline, and semester. It has been found that there is a statistically significant difference between teachers' opinions on the basis of gender, locality, discipline, and semester.

Recommendations

1. There should be an enhancement in the pay scale of teachers.
2. There should not overburden on the teachers.
3. There should be reasonable incentives for the teachers.
4. Most of the respondents argued that the department should offer free medical facilities for them and their families.
5. Most of the respondents argued that the department should offer free transport facilities for them and their children.

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