

ABSTRACT**THE STATUS, ROLE AND JOB SATISFACTION LEVELS OF
TEACHER EDUCATORS/TRAINERS IN TRINIDAD AND
TOBAGO****Lynette Dyan Payne**

This study attempted to examine the status, role and job satisfaction levels of teacher educators/trainers in Trinidad and Tobago. Collectively, these are a small group of state employed personnel who are responsible for providing the professional development of student teachers. Four state-run teacher training institutions were the target areas of this study.

Opinionnaires were administered to teacher educators/trainers, and interviews were conducted with a sample of present and former decision-makers in the education system. Research questions and a set of hypotheses were formulated to determine status, role and job satisfaction issues. The data from the opinionnaires were analyzed quantitatively and qualitatively, while that of the interview were done so qualitatively. The t-test and chi-square were the more common measures used. The Spearman's Rank Order Correlation and measures of central tendency were applied to specific research questions in an attempt to derive the analyses and findings

The findings derived from the quantitative analysis showed that in spite of high levels of education and training, they are denied a higher status, (professional and society) based on their level of earnings. There were significant differences in determining their degrees of professionalization among the researched group. Another finding on their assigned and assumed roles, revealed that teacher educators/trainers perceived their roles differently with evidence of role ambiguity and role conflict. The job satisfaction data revealed that teacher educators/trainers experienced higher levels of dissatisfaction over satisfaction. This aspect of the study was the most comprehensive.

The qualitative data were more cross-sectional but the data provided many commonalities and concurred with the findings of the quantitative analysis. It indicated that the researched group commonly perceived their status to be a menial one in spite of the important and diverse role that they perform when they train some of our nation's future teachers. Job satisfaction levels of this group were described as "low."

It was recommended that the Ministry of Education should establish a committee to formulate policy on teacher education in Trinidad and Tobago. However, in the short run, the related recommendations of the National Task Force on Education (1993-2000), should be implemented.

Another recommendation was that teacher educators/trainers should accept responsibility for their professional future by being organized in an association.

Recommendations for further study in teacher education may include the changing role of teacher education, in preparation for future local/regional needs and demands. Another area of study is an evaluation of teacher training offerings in Trinidad and Tobago.

Keywords: Lynette Dyan Payne

Teacher educator/trainer - status

Teacher educator/trainer - role

Job satisfaction levels

Quality of worklife issues