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A COMPARATIVE STUDY OF WORK CULTURE OF TEACHER EDUCATORS OF COLLEGES OF EDUCATION IN INDIA AND JORDAN

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ABSTRACT
The study compares the work cultures of teacher educators in Jordanian and Indian colleges of education. To provide a thorough understanding of the work culture among teacher educators in Jordanian and Indian colleges of education, a comparative, quantitative study approach was used, which quantitatively combined survey data using a well-designed questionnaire. Teacher educators working at Colleges of Education in Jordan (Irbid city) and India (Mysuru city) were the study sample. A stratified random sampling technique was employed to choose the participants. For the survey, a total of 197 educators, 95 educators from India and 102 educators from Jordan were targeted. Statistical tools, including descriptive and inferential statistics, such as ANOVA, were performed to investigate differences and relationships among different components. The results validate that India has a more collaborative and structured work environment, where teachers actively engage with colleagues, students, and administrators to enhance learning. India's stronger institutional frameworks, better collaboration, and teacher support mechanisms make it more effective in fostering a positive and sustainable educational work culture. However, both regions can benefit from further improvements in inclusivity, innovation, and work-life balance initiatives to enhance teacher satisfaction and productivity.

KEYWORDS: *Work Culture, Efficacy, Teacher Educators, India, Jordan*

INTRODUCTION

Creating high-quality educational systems heavily depends on the work culture of teacher educators. It affects not just the teachers' motivation, work satisfaction, professional growth but also the students' learning experiences and results. It is even more important to comprehend work culture when considering India and Jordan, two nations with fast-changing educational systems and rich cultural legacies. Both countries are attempting to overcome socioeconomic obstacles and cultural norms to raise educational standards and adjust to international trends in education.

Several theoretical frameworks that guide our knowledge of work culture in educational contexts provide the foundation for this study. Teacher educators' job happiness can be analyzed using Herzberg's Two-Factor Theory, which distinguishes between motivators and hygiene factors. Hofstede's Cultural Dimensions Theory provides an additional understanding of how national cultures impact attitudes and behaviors in the workplace (Hofstede, 1980). Furthermore, the idea of Professional Learning Communities (PLCs) provides a prism through which to view the reflective and collaborative elements of the work culture of educators (DuFour, 2004).

With its vastness, diversity, and legacy of academic brilliance, India's education system offers a distinctive setting for researching work cultures among teacher educators. Teachers' work environments are changing due to the push for educational reforms, the greater focus on teacher quality, and the incorporation of technology into teaching and learning. Obstacles are common, including red tape, inconsistent state regulations, and the requirement for professional growth opportunities. However, there is a strong undercurrent of adaptation and resilience among Indian teacher educators, which is motivated by a strong sense of duty to raise the next generation (Jafar, 2023).

Significant changes are being made to Jordan's educational system to enhance both quality and inclusion. The integration of refugees into the educational system, national attempts to modernize education, and the advancement of gender equality in the teaching profession all impact the work culture of teacher educators (Leo, 2023). Teacher educators in Jordan must contend with issues including scarce resources, lack of administrative support, and ongoing professional development requirements. Still, they are committed to creating a learning and innovative workplace.

By comparing and contrasting the work environments in India and Jordan, the study sheds light on the ways in which global trends, educational legislation, and cultural values influence teacher educators' careers (Kanesan et al., 2018). The goal of the comparative analysis is to identify the tactics used by teachers in the two nations to overcome obstacles, seize chances for professional growth, and aid in developing their respective educational systems.

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SIGNIFICANCE OF THE STUDY

The study is significant because of its relevance to global educational development and cross-cultural understanding. Teacher educators play a key role in determining the developmental trajectory of the future generation of teachers as education systems continue to transform in the face of socio-political, technological, and economic changes. Thus, comprehension of these touchstones can provide an opportunity for schools to change academic cultures and work to bolster the practice of teacher training. Significantly, this study bridges a comparative gap between India and Jordan's educational and cultural contexts, which face similar challenges and opportunities concerning teacher education. The research highlights the similarities and differences in work culture, administrative, institutional, and interpersonal structure; workload; professional development; and job satisfaction, thus offering concrete input for policymakers, educational administrators, and curriculum developers in both countries.

Moreover, the current study provides a cross-cultural lens on teacher educators' professional lives, contributing to an understanding of how cultural values, modes of governance, economic constraints, and educational policies mediate work practices and job attitudes. Such a perspective can help generate internationally grounded strategies that take account of the local context and the need to be aligned with the best practices internationally in terms of teacher education. Furthermore, due to globalization and internationalization in their research, the results of this research can help multilateral organizations, universities, and teacher training institutes improve the quality of education in the workplace environment. It adds further empirical content to the limited corpus of comparative research on work cultures within teacher education. The findings of this study could probably lay the foundation for developing a policy framework for improving the job satisfaction, stress, and effectiveness of the personal job performance of teacher educators, in turn influencing future school educators and, consequently, student learning in and out of the classes in India and Jordan.

REVIEW OF LITERATURE

The research conducted in India has demonstrated how programs such as the National Education Policy (NEP) have changed teacher training techniques and educational practices (Swargiary & Roy, 2024). Comparably, the effects of Jordan's educational reforms on the work culture of educators have been closely examined, especially those that aim to improve teacher professional development and accountability (Benson, 2020). These studies frequently contend that although legislative reforms aim to improve educational standards, there are often obstacles to implementation, including increased administrative workloads and unclear roles for teacher educators.

The study on Indian Colleges of Education emphasizes the disparity in access to quality professional development programs and how it affects teaching efficacy and job satisfaction (Lutfah et al., 2019). In Jordan, collaborative practices within colleges serve as a medium for professional growth and sharing innovative teaching practices. This suggests that such collaborations positively influence the work culture by fostering a sense of community and support among educators (Al-Jabali & Obeidat, 2013).

The research demonstrating the quick uptake of digital tools by Indian teacher educators highlights the problems associated with the digital divide and the necessity of providing adequate training in technological pedagogies (Afzal et al., 2023). On the other hand, research conducted in Jordan presents a more favorable picture of technology adoption, with results pointing to a boost in student engagement and professional development for educators (Tobarra et al., 2019).

One of the biggest obstacles to Chinese students learning English online is their enthusiasm for the subject. Acceptance of new technology and approaches, such as digital, online, and mobile learning, is also heavily influenced by the experience of learning (Liangxing, 2017). The most significant issues about the infrastructural constraints of e-learning were low-speed internet networks, communication issues, and trouble accessing the Internet (e-learning and online learning are used interchangeably) (Zolghadri & Mallahi, 2013).

STATEMENT OF THE PROBLEM

" A comparative Study of Work Culture of Teacher Educators of Colleges of Education in India and Jordan"

OBJECTIVES OF THE STUDY

- To assess the work culture of teachers' educators in India and Jordan.
- To compare the work culture of teacher educators in India and Jordan,

HYPOTHESIS OF THE STUDY

H_{01}: There is no significant difference between the work culture of Teacher Educatorsin India and Jordan.
H_1: There is a significant difference between the work culture of Teacher Educatorsin India and Jordan.

VARIABLES OF THE STUDY

Main variable: Work culture
Background variables: Male /FemaleTeacher Educators in Jordanian colleges of education
Male /Female Teacher Educators inIndiancolleges of education

Methodology of the study

A comparative, quantitative study approach was used to provide a thorough understanding of the work culture among teacher educators in Jordanian and Indian colleges of education. This method quantitatively combined survey data using a well-designed questionnaire.

Sample of the study

Teacher Educators working in Colleges of Education in India (Mysuru city) and Jordan (Irbid city) were the study's sample. A stratified random sampling technique was employed to choose participants. For the survey, a total of 197 educators, 95 educators from India and 102 educators from Jordan were targeted.

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Tools used for the study

A standardized questionnaire was created to gather quantitative data on participants' opinions of their work culture, obstacles encountered, chances for professional growth, and how these aspects affect their teaching methods and job satisfaction.

Descriptive of the tool

The tool consisted of 17 items in the form of statements . The tool is likert type five point alternative answers of "strongly agree","agree", "undecided", "disagree" and "strongly disagree".

Statistical Techniques used

Descriptive and inferential statistics, such as ANOVA, were performed to investigate differences and relationships among different components.

DATA ANALYSIS AND INTERPRETATION

Table 1: Work Culture of Teacher Educators in India and Jordan

Work Culture	Mysuru, India					Irbid, Jordan				
Work Culture Collaboration	**SA**	**A**	**N**	**D**	**SD**	**SA**	**A**	**N**	**D**	**SD**
Teacher educators in the institution typically collaborate with their colleagues and students to enhance the teaching and learning process.	44 (46.3%)	39 (41.1%)	6 (6.3%)	4 (4.2%)	2 (2.1%)	46 (45.1%)	42 (41.2%)	7 (6.9%)	5 (4.9%)	2 (2.0%)
Collaborative projects are encouraged and supported within the institution.	36 (37.9%)	25 (26.3%)	8 (8.4%)	7 (7.4%)	19 (20.0%)	38 (37.3%)	43 (42.2%)	9 (8.8%)	9 (8.8%)	3 (2.9%)
There are regular channels for communication and feedback among educators, administrators, and students.	36 (37.9%)	37 (38.9%)	8 (8.4%)	7 (7.4%)	7 (7.4%)	41 (40.2%)	40 (39.2%)	7 (6.9%)	8 (7.8%)	6 (5.9%)
I feel that teamwork is an integral part of the work culture here.	41 (43.2%)	26 (27.4%)	14 (14.7%)	7 (7.4%)	7 (7.4%)	48 (47.1%)	38 (37.3%)	9 (8.8%)	4 (3.9%)	3 (2.9%)
There is a strong sense of community and mutual support among faculty members	41 (43.2%)	36 (37.9%)	8 (8.4%)	8 (8.4%)	2 (2.1%)	48 (47.1%)	40 (39.2%)	11 (10.8%)	0 (0.0%)	3 (2.9%)
Professional Development Opportunities	**SA**	**A**	**N**	**D**	**SD**	**SA**	**A**	**N**	**D**	**SD**
Professional development is a priority in my institution's strategic plan	41 (43.2%)	33 (34.7%)	11 (11.6%)	8 (8.4%)	2 (2.1%)	35 (34.3%)	30 (29.4%)	13 (12.7%)	5 (4.9%)	19 (18.6%)
Regular in-service training sessions keep us updated with new teaching methods	43 (45.3%)	33 (34.7%)	8 (8.4%)	7 (7.4%)	4 (4.2%)	43 (42.2%)	32 (31.4%)	11 (10.8%)	8 (7.8%)	8 (7.8%)
Professional development opportunities are tailored to meet the specific needs of educators	37 (38.9%)	35 (36.8%)	13 (13.7%)	8 (8.4%)	2 (2.1%)	39 (38.2%)	30 (29.4%)	7 (6.9%)	4 (3.9%)	22 (21.6%)
The work culture in the institution encourages professional growth and development among teacher educators	41 (43.2%)	32 (33.7%)	10 (10.5%)	3 (3.2%)	9 (9.5%)	38 (37.3%)	30 (29.4%)	5 (4.9%)	4 (3.9%)	25 (24.5%)
Cultural norms or practices within the institution promote or hinder innovation and the adoption of modern teaching methodologies	33 (34.7%)	36 (37.9%)	11 (11.6%)	4 (4.2%)	11 (11.6%)	37 (36.3%)	30 (29.4%)	9 (8.8%)	3 (2.9%)	23 (22.5%)
Work Culture Support Systems	**SA**	**A**	**N**	**D**	**SD**	**SA**	**A**	**N**	**D**	**SD**
There are effective support systems in place to manage workloads	37 (38.9%)	25 (26.3%)	5 (5.3%)	4 (4.2%)	24 (25.3%)	36 (35.3%)	41 (40.2%)	10 (9.8%)	9 (8.8%)	6 (5.9%)

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I have access to resources that help me balance work and personal life	34 (35.8%)	25 (26.3%)	5 (5.3%)	5 (5.3%)	26 (27.4%)	48 (47.1%)	31 (30.4%)	9 (8.8%)	6 (5.9%)	8 (7.8%)
There are clear policies and procedures for addressing grievances	30 (31.6%)	39 (41.1%)	10 (10.5%)	7 (7.4%)	9 (9.5%)	38 (37.3%)	31 (30.4%)	10 (9.8%)	8 (7.8%)	15 (14.7%)
I receive adequate support for integrating technology into my teaching	40 (42.1%)	39 (41.1%)	5 (5.3%)	3 (3.2%)	8 (8.4%)	46 (45.1%)	40 (39.2%)	10 (9.8%)	3 (2.9%)	3 (2.9%)
The institution promotes a healthy work-life balance through various initiatives	32 (33.7%)	28 (29.5%)	8 (8.4%)	5 (5.3%)	22 (23.2%)	44 (43.1%)	32 (31.4%)	7 (6.9%)	6 (5.9%)	13 (12.7%)
The work culture in the institution impacts job satisfaction and overall well-being as a teacher educator	36 (37.9%)	28 (29.5%)	13 (13.7%)	3 (3.2%)	15 (15.8%)	42 (41.2%)	36 (35.3%)	6 (5.9%)	3 (2.9%)	15 (14.7%)

Source: Primary Data

The table compares how teacher educators in Jordan and India see different facets of their work culture and efficacy. Collaboration is a key element of the work culture in Mysuru, India, and Irbid, Jordan, with strong positive responses. In Mysuru, 87.4% (46.3% SA, 41.1% A) agree that teacher educators collaborate, similar to 86.3% in Irbid (45.1% SA, 41.2% A). These findings suggest that collaboration is well-established in both contexts. The support for collaborative projects is somewhat weaker in India (64.2% SA+A) than in Jordan (79.5% SA+A). Additionally, 20% of respondents in Mysuru expressed disagreement (D or SD), indicating some institutional barriers to collaboration. Mysuru and Irbid show strong alignment on communication and feedback, with agreement rates of 76.8% and 79.4%, respectively. Teamwork is highly valued in both cities, with 70.6% agreement in Mysuru and 84.4% in Irbid.

A strong sense of community is observed in Irbid (86.3% SA+A), with no respondents strongly disagreeing. Mysuru also reports high agreement at 81.1%, but with 2.1% expressing strong disagreement, indicating gaps in faculty cohesion.

Professional development opportunities appear more favorable in Mysuru than in Irbid, though challenges exist in both contexts. 77.9% of educators in Mysuru agree that professional development is prioritized, while only 63.7% in Irbid feel the same. Notably, 18.6% of Irbid strongly disagree, suggesting concerns about institutional commitment. Regular training sessions are supported in both regions, with 80% agreement in Mysuru and 73.6% in Irbid. While 75.7% of Mysuru agree that professional development is tailored, only 67.6% of Irbid feel the same. 21.6% of Irbid strongly disagree, indicating dissatisfaction with training relevance. Mysuru has 76.9% agreement, while Irbid shows 66.7%. Again, 24.5% of Irbid strongly disagree, suggesting institutional constraints. Responses are relatively balanced in both regions, but 22.5% in Irbid strongly disagree, indicating resistance to modern teaching methods.

Support systems for work-life balance and teacher well-being show mixed results, with some concerning trends in both regions. Mysuru and Irbid report similar agreement levels (65.2% vs. 75.5%); however, 25.3% in Mysuru strongly disagree, indicating dissatisfaction. Irbid reports stronger satisfaction (77.5% SA+A) than 62.1% in Mysuru. However, 27.4% of Mysuru respondents strongly disagree, suggesting institutional shortcomings. Both regions show similar levels of agreement (72.7% in Mysuru and 79.4% in Irbid), reflecting structured onboarding programs. Mysuru reports 72.7% agreement, but 14.7% in Irbid strongly disagree, indicating concerns over fairness and accessibility.
83.2% in Mysuru and 84.3% in Irbid agree they receive adequate support, indicating a strong emphasis on digital adaptation. 63.2% in Mysuru and 74.5% in Irbid agree their institutions promote work-life balance, but 23.2% in Mysuru strongly disagree, signaling potential work stress. 67.4% of respondents in Mysuru agree, compared to 76.5% in Irbid. However, 15.8% in Mysuru and 14.7% in Irbid strongly disagree, suggesting room for improvement. Irbid generally shows a stronger sense of community, collaboration, and teamwork than Mysuru, with higher agreement rates and fewer negative responses. Professional development and innovation adoption face more significant challenges in Irbid, with higher dissatisfaction rates regarding professional training and institutional policies.

Work-life balance and workload management appear to be significant concerns in Mysuru, as indicated by high disagreement rates (25% or more in some cases). Both regions indicate strong institutional support for technology integration, showing adaptation to modern teaching needs. Grievance redressal and institutional policies require attention, particularly in Irbid, where dissatisfaction is relatively higher. While both Mysuru and Irbid exhibit strong collaboration, professional development, and support systems, each region has specific challenges. Mysuru struggles with work-life balance and faculty satisfaction, while Irbid faces higher resistance to innovation and professional development initiatives. Addressing these gaps through targeted interventions, policy enhancements, and faculty engagement strategies would improve the overall work culture for Teacher Educators in both regions.

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Table 2: Descriptive Statistics

	India		Jordan	
Work Culture	**Mean**	**SD**	**Mean**	**SD**
Teacher educators in the institution typically collaborate with their colleagues and students to enhance the teaching and learning process.	3.73	.736	3.28	.771
Collaborative projects are encouraged and supported within the institution.	3.72	.744	3.04	.717
There are regular channels for communication and feedback among educators, administrators, and students.	3.77	.884	3.02	.817
I feel that teamwork is an integral part of the work culture here.	3.72	.769	3.21	.797
There is a strong sense of community and mutual support among faculty members	3.59	.799	3.02	.732
Professional Development Opportunities	**Mean**	**SD**	**Mean**	**SD**
Professional development is a priority in my institution's strategic plan	3.69	.847	3.31	.621
Regular in-service training sessions keep us updated with new teaching methods	3.45	.752	3.12	.514
Professional development opportunities are tailored to meet the specific needs of educators	3.78	.908	3.21	.794
The work culture in the institution encourages professional growth and development among teacher educators	3.69	.742	3.19	.797
Cultural norms or practices within the institution promote or hinder innovation and the adoption of modern teaching methodologies	3.84	.889	3.33	.881
Work Culture Support Systems	**Mean**	**SD**	**Mean**	**SD**
There are effective support systems in place to manage workloads	3.72	.837	3.14	.645
I have access to resources that help me balance work and personal life	3.80	.846	3.29	.754
The institution has a robust support system for new teachers	3.89	.790	3.16	.881
There are clear policies and procedures for addressing grievances	3.63	.685	3.38	.629
I receive adequate support for integrating technology into my teaching	3.74	.841	3.31	.705
The institution promotes a healthy work-life balance through various initiatives	3.84	.705	3.62	.818
The work culture in the institution impacts job satisfaction and overall well-being as a teacher educator	3.67	.866	3.49	.633

Source: Primary Data

The responses from teacher educators in Jordan and India are included in the table, along with the mean scores and standard deviations (SD) for each statement about work culture. Across all collaboration-related indicators, India consistently shows higher mean scores than Jordan, indicating a more collaborative work culture. In India, the highest mean score (3.77) suggests that educators generally perceive that communication and feedback channels are effective, whereas, in Jordan, this aspect scores much lower (3.02), reflecting possible institutional gaps. India (3.59) also reports a stronger sense of mutual support among faculty than Jordan (3.02), suggesting weaker interpersonal bonds in Jordanian institutions.

India outperforms Jordan in all aspects of professional development, suggesting that Indian institutions provide more structured growth opportunities. India (3.78) scores notably higher than Jordan (3.21), indicating better customization of professional training programs in India. In Jordan, the relatively lower mean (3.31) for professional development as a priority suggests that it is not strongly emphasized at the institutional level. Both regions show similar scores (India: 3.84, Jordan: 3.33), but India has a higher mean, suggesting that Indian institutions are more open to modern teaching methods.

Across all support-related factors, India reports higher scores than Jordan, suggesting better workload management, teacher support, and grievance redressal mechanisms. India (3.89) significantly outperforms Jordan (3.16) in onboarding and mentoring new teachers, indicating better institutional frameworks for teacher retention and satisfaction. India (3.74) also rates higher than Jordan (3.31), indicating that Indian institutions are more effective in integrating technology into teaching methodologies. Both countries have relatively close

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scores in work-life balance initiatives, though India still reports stronger institutional policies.

FINDINGS OF THE STUDY

H_{01}: There is no significant difference between the work culture of Teacher Educatorsin India and Jordan.
H_1: There is a significant difference between the work culture of Teacher Educators in India and Jordan.

Table 3(a): Results of ANOVA (India)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	13.323	9	1.480	4.077	.000
Within Groups	30.820	85	0.363		
Total	44.143	94			

Source: Primary Source, Output from SPSS

The above ANOVA table shows a significant result. The value of F is 4.077, which reaches significance with a *p*-value of .000 (less than the 0.05 alpha level). This means there is a significant difference in the work culture of Teacher Educators in India.

Table 3(b): Results of ANOVA (Jordan)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.300	9	1.255	3.637	.000
Within Groups	31.742	92	0.345		
Total	43.042	101			

Source: Primary Source, Output from SPSS

The above ANOVA table shows that the value of F is 3.555, which reaches significance with a p-value of .000 (less than the .05 alpha level). This means there is a significant difference in the work culture of Teacher Educators in Jordan.
It is concluded that there is a significant difference in the work culture of Teacher Educators in India and Jordan. Hence, the alternative hypothesis is accepted. However, a higher F-value indicates that teacher educators in India have a better work culture than in Jordan.

LIMITATIONS OF THE STUDY

- This study was restricted only to B. ED teacher Educators of Mysuru city B.ED collages / India
- This study was restricted only to B. ED teacher Educators of Irbid city B.ED collages / Jordan

SUGGESTIONS FOR FURTHER STUDY

- The present study could be conducted for all level school teachers .
- The present study could be conducted for all other subjects educators at universities and colleges .

CONCLUSION

The study compares the work culture, professional development opportunities, and institutional support systems for Teacher Educators in India (Mysuru) and Jordan (Irbid). The findings reveal that India has a more collaborative and structured work environment, where teachers actively engage with colleagues, students, and administrators to enhance learning. Communication channels are more established, teamwork is emphasized, and a strong sense of community is fostered within institutions. In contrast, Jordanian institutions report lower collaboration and weaker feedback mechanisms, suggesting room for improvement in faculty engagement and institutional cohesion.

Professional development opportunities are also better structured in India, with training sessions tailored to meet educators' needs and a greater emphasis on career growth. While Jordan recognizes the importance of professional development, many respondents express dissatisfaction with the availability and effectiveness of such programs. Moreover, cultural norms in Jordan seem to hinder innovation, whereas Indian institutions are more open to modern teaching methodologies.

Regarding institutional support systems, India demonstrates better workload management, stronger policies for grievance redressal, and more effective technology integration in education. While Jordan has made progress in promoting work-life balance, gaps remain in supporting new teachers and ensuring policy clarity. Overall, India's stronger institutional frameworks, better collaboration, and teacher support mechanisms make it more effective in fostering a positive and sustainable educational work culture. However, both regions can benefit from further improvements in inclusivity, innovation, and work-life balance initiatives to enhance teacher satisfaction and productivity.

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