

Teacher Effectiveness Among School Teachers In Relation To Job Satisfaction

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Abstract

Teaching is considered as one of the influential professions in our society. Teacher helps learner to acquire knowledge, competencies and also inculcate values. Teachers are the representatives of the society, as the teacher so will be the society. Therefore, their efficacy indicates that the society is flourishing and heading towards right direction. Teaching effectiveness has an important role in teaching learning process. Effective teachers are essential for the development of society. To be effective, teachers should be satisfied from their jobs to perform their job effectively and efficiently. Job satisfaction is a positive emotional state resulting from the judgment of one's job experiences. The purpose of the present study is to discuss the mean difference of teaching effectiveness and job satisfaction between married and unmarried secondary school teachers. The aim of this study is to investigate the teaching effectiveness in relation to job satisfaction, and further examines the impact of teacher effectiveness on job satisfaction among secondary school teachers. The present study was conducted on 99 school teachers of District Srinagar in Kashmir valley. The sample was selected by using purposive sampling technique. Mean, SD, T-Test, Pearson's product moment correlation, and linear regression were used for data analysis. Research findings revealed that there is not a significant difference between teacher effectiveness. Where as it is found that there is a significant difference between job satisfaction of married and unmarried secondary school teachers. And the present study also examine that teachers has positive relationship between teacher effectiveness and job satisfaction which indicates that teachers having higher scores of teacher effectiveness tend to have higher level of job satisfaction and vice versa. Moreover, the results found that teacher effectiveness has a positive and significant effect on job satisfaction of school teachers.

Key words: Teacher, Teacher Effectiveness and Job Satisfaction.

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Introduction

Teaching profession is considered as one of the most prestigious professions. Teachers enjoy teaching learning process. Standard of education is wholly depending upon teachers, as they are the nation builders. Mahatma Gandhi rightly remarks that “No country can make any progress without good and comparative teachers.” Mathur (2002) said that “No system of education, any syllabus, teaching methodology, no text books can rise above the level of its teachers. If a country wants to have quality education it must have the quality and standard of teachers.” Teachers are required to create a desire in students to attain knowledge and guide them in attaining the knowledge (Dr. Bajwa 2005). Medley’s (1982), says that “the possession of knowledge and skills fall under the domain of teacher competence. “Teaching is always a changing activity. It unfolds a world of knowledge and information, experience and eradication” (Chakrabarti 1998). The use of knowledge and skills in the classroom teaching learning process indicates teacher’s performance. Thus, there is a connection between teacher competence and teacher performance with the achievement of teaching goals.”

Teacher is the role model of students, because most of the students are influenced by the personality of teachers. Teachers prepare students to solve problems and are best known for the role of educating the students that are placed under their care. The teacher plays not only the role of teaching, but also as a friend, guide and helper of the student. Today the role of a teacher is different than it used to be. Teachers are used to be told what to teach, and how to teach it. They were expected to use the same methods for all students. In this contemporary era of education, teacher’s role is multifaceted. A teacher is now required to be far more active in his approach and has to play multiple roles and preserve the basic values of life (Singh and Pandey, 2008). According to the Singh and Raju (2006), “Teacher is a person who is directly engaged in instructing a group of students.” Teachers are encouraged to tune into how each individual student learns, and try to challenge and inspire them to learn.

Teaching Effectiveness

Effectiveness means the quality of being effective. “Effectiveness is known to be simply accepted dominance of one’s personality by his co-workers, subordinates and all that which falls within the net of his life space.” The New International Webster’s Comprehensive Dictionary defines effectiveness as “quality of producing or adapted to produce an effect.” For effective teaching, teacher should possess so many qualities like command over subject, teaching techniques, friendly attitude, good language, effective communication skills and good general knowledge. He should have a positive

attitude towards teaching techniques and teaching profession. Effective teachers make the class interesting even though the system of education is uninteresting and dry (Sivakumar, 2018). Anderson (1991) stated that “an effective teacher is one who quite usually achieves goals which either directly or indirectly focuses on the learning of their students.” In the words of Clark (1993), obviously, the definition involves someone who can increase student knowledge, but it goes beyond this in defining an effective teacher. According to Wenglinsky (2000), said about teacher effectiveness that, the classroom practices are important to learning. In his research, he found that what happens in the classroom is critical and that how a teacher teaches is important. Effective teachers are essential for the development of society. To be effective, teachers should be satisfied from their jobs to perform their job actively, effectively and efficiently. Job satisfaction is a positive emotional state resulting from the judgment of one's job experiences.

Job Satisfaction

Job satisfaction is the part of life satisfaction. It is the pleasure that is associated with a job. Job satisfaction is an emotional and positive response to a job. Job satisfaction is a feeling which an employee tries to get from his work. Dawes (2004) defined job satisfaction as having two components: a cognitive component (the perception that one's needs are being fulfilled), and an affective component (the feeling that accompanies the cognition). Locke (1976) defines job satisfaction as a pleasurable positive emotional state resulting from the appraisal of one's job or job experiences. Vroom (1982) defined job satisfaction as workers' emotional orientation toward their current job roles.

Hoppock defined job satisfaction as any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say i am satisfied with my job (Hoppock, 1935). Similarly, Schultz (1982) stated that job satisfaction is essentially the psychological disposition of people toward their work. Gurmit (2007) in his study identify that job satisfaction of teacher educators was positively related to their attitude towards teaching. Job satisfaction is the positive orientation of an individual towards the work role, which he is presently occupying. It refers to an employee's general attitude towards the job (Diwedi, 1975). Prakash Khanale and Anil Vaingankar (2006) in their study observe that co-workers attitude and working environment influences job satisfaction of teachers.

Teaching Effectiveness and Job Satisfaction

Job satisfaction of teachers is not only essential for the effective teaching learning process in schools but also in whole education system. Effective teaching is the result of job satisfaction and the positive attitude of teachers towards job. Teachers who are dissatisfied with their

work will be unable to motive their pupils to attain learning. Padmanabhaiah (1986) in his study on job satisfaction and teaching effectiveness of secondary school teachers observed that the teachers in general were dissatisfied with their job. There was no significant difference between the teachers working in rural and urban areas, male or female teachers in their level of satisfaction or dissatisfaction.

While going through the review of related literature it was found that some demographic variables produced varied and mixed results with respect to teaching effectiveness and job satisfaction. Studies in the area of teaching effectiveness and job satisfaction are in a ample amount but only most relevant studies are included in the present paper, like: Mathur (2002), Medley's (1982), Dr. Bajwa (2005), Singh and Pandey, (2008), Singh and Raju (2006), Chakrabarti (1998), Clark (1993), Wenglinsky (2000), Vroom (1982), Dawes (2004), Prakash Khanale and Anil Vaingankar (2006), and Padmanabhaiah (1986). The variation of results and contrary findings obtained with different demographic variables as mentioned above indicated that there is a need of more in depth studies to clarify the role of marital status on teaching effectiveness and job satisfaction of secondary school teachers especially teachers of Srinagar District of Kashmir Valley which inspired the researchers to study the differences in different groups of demographic variables on teaching effectiveness and job satisfaction of secondary school teachers and also the relationship and impact of dependent and independent variable.

Objectives: The present study intended to meet the following objectives:

1. To compare the teacher effectiveness between married and unmarried secondary school teachers.
2. To compare the job satisfaction between married and unmarried secondary school teachers.
3. To study the relationship between teacher effectiveness and job satisfaction among secondary school teachers.
4. To study the impact of job satisfaction on teacher effectiveness among secondary school teachers.

Hypotheses: The following null hypotheses were formulated in accordance with the objectives of the present study:

Ho1. There is no significant difference between teacher effectiveness of married and unmarried secondary school teachers.

Ho2. There is no significant difference between job satisfaction of married and unmarried secondary school teachers.

Ho3. There is no significant relationship between teacher effectiveness and job satisfaction in secondary school teachers.

Ho4. There is no impact of job satisfaction on teaching effectiveness of secondary school teachers.

Methods and Material

In order to study the mean differences of different groups in demographic variables, relationship between teacher effectiveness and job satisfaction and also the job satisfaction impact on teaching effectiveness of secondary school teachers, descriptive and inferential research analysis was employed.

Population

The population for the present study consists of secondary school teachers from District Srinagar of Kashmir Valley.

Sample

The sample of 99 secondary school teachers was taken randomly from District Srinagar of Kashmir Valley.

Tools used

1. Teacher Effectiveness Scale (TES) developed by Dr Promod Kumar and Dr.D.N. Mutha (1999 Revised). Reliability of the scale established by test- retest method is 0.96.
2. For measuring the level of job satisfaction, Job Satisfaction scale (2009 revised version) developed by Dr. Amar Singh and Dr. T. R. Sharma was employed.

Statistical Techniques

Statistical techniques used for analyzing the data are Mean, SD, t-test, correlation and regression.

Results and Discussion

Table1: Descriptive Statistics of Demographic Variables.

Demographic Variables	Categories	Frequencies	Total
Marital Status	Married	69	99
	Unmarried	30	

Table 1 Shows the demographic variables like marital status. Total number of teachers is 99. Demographic variable is marital status where 69 teachers are married and 30 teachers are unmarried.

Objective 1: To compare the teacher effectiveness between married and unmarried secondary school teachers.

Hypotheses 1: There is no significant difference between teacher effectiveness of married and unmarried secondary school teachers.

Table No. 2: Represents the comparison of teacher effectiveness between married and unmarried secondary school teachers.

Variable	Marital status	N	Mean	S.D	S.E.M	t	df	p
Teacher Effectiveness	Married	69	281.50	33.06	3.9	0.99	97	0.064 ^{ns}
	Unmarried	30	273.96	38.24	6.9			

Not Significant

Table No. 2 shows that the 't' value 0.064 is statistically not significant. This means there is no significant difference between teacher effectiveness of married and unmarried secondary school teachers. Therefore, null hypothesis 1 is accepted.

Objective 2: To compare the job satisfaction between married and unmarried of secondary school teachers.

Hypotheses 2: There is no significant difference between job satisfaction of married and unmarried secondary school teachers.

Table No. 3: Represents the comparison of job satisfaction between married and unmarried secondary school teachers.

Variable	Marital Status	N	Mean	S.D	S.E.M	t	df	p
Job Satisfaction	Married	69	93.46	8.83	1.06	1.03	97	0.025*
	Unmarried	30	91.33	10.71	1.95			

Significant at 0.05 level.

Table No. 3 shows that the 't' value 0.025 is statistically significant at 0.05 level.. This means there is a significant difference between job satisfaction of married and unmarried secondary school teachers. Therefore, null hypothesis 2 is rejected.

Objective3: To study the relationship between teacher effectiveness and job satisfaction in secondary school teachers.

Hypotheses 3: There is no significant relationship between teacher effectiveness and job satisfaction in secondary school teachers.

Table No. 4: Showing the relationship (correlation coefficient) between teacher effectiveness and job satisfaction.

Variables	N	Mean	S.D	r (Pearson product)
Teacher Effectiveness	99	279.22	34.69	0.70**
Job Satisfaction	99	92.81	9.43	

**Significant

An inspection of Table 4 reveals that the Pearson's Product Moment Correlation between the teacher effectiveness and job satisfaction is significant at 0.01 level. This means there is a positive relationship between the teacher effectiveness and job satisfaction. Therefore, null hypothesis 3 is rejected. Job satisfaction is positively correlated with teaching effectiveness which means as the job satisfaction increase teaching effectiveness also increases. The finding is supported by Mishra (2011) conducted a study on teacher effectiveness, job satisfaction and institutional commitment among secondary school teachers. Findings of the study indicated that teacher effectiveness and job satisfaction were positively and significantly correlated with each other. The finding is also supported by Aggarwal (2012) conducted co relational study of teacher effectiveness and job satisfaction of higher secondary school teachers. Results showed the relationship between teacher effectiveness and job satisfaction of Govt aided boys' school teachers were found to be significantly positive at 0.01 level of significance. Results of the study indicated that govt. aided girl's school teachers and total school teachers showed significant positive relationship between teacher effectiveness and job satisfaction. Further the finding is supported by Halder and Roy (2018) found that there was positive co-relation (.500) between job satisfaction and teacher effectiveness.

Objective 4: To study the impact of job satisfaction on teacher effectiveness of secondary school teachers.

Hypotheses 4: There is no impact of job satisfaction on teacher effectiveness of secondary school teachers.

Table No. 5: Represents the impact of job satisfaction on teacher effectiveness of secondary school teachers.

Criterion Variable: Overall teacher effectiveness (Y)
Predictor Variable: X= Overall job satisfaction.

Model	R	R ²	Adjusted R ²	S. E.M	B	F	p
1	.708	.501	.496	24.62	2.60	97.50	0.000

Table No.5 shows the linear regression indicating the correlation (R) between teacher effectiveness and job satisfaction. The R square shows that nearly 5.01 percent variation in teacher effectiveness. The above Table No. 5 also shows predictor have significant standardize in job satisfaction (F=97.50 sig 0 .000). It is clear from the correlation [(R) .708] that significant and positive correlation exists between job satisfactions and teaching effectiveness and the β values in the model shows that job satisfaction has a positive and significant impact on teacher effectiveness.

Findings

1. There is no significant difference between teacher effectiveness of married and unmarried secondary school teachers.
2. There is a significant difference between job satisfaction of married and unmarried secondary school teachers.
3. There is a positive relationship between teacher effectiveness and job satisfaction among secondary school teachers
4. There is a positive and significant impact of job satisfaction on teaching effectiveness of secondary school teachers.

Conclusion:

The following conclusion may be drawn:

To simplify those married and unmarried secondary school teachers did not differ significantly in their level of teacher effectiveness. But married and unmarried secondary school teachers are differing significantly in their level of job satisfaction. Teacher effectiveness of secondary school teachers has positive relationship with job satisfaction. On the other hand job satisfaction has a positive and significant impact on teacher effectiveness.

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