

Vol 7 Issue 3 Dec 2017

ISSN No : 2249-894X

*Monthly Multidisciplinary
Research Journal*

*Review Of
Research Journal*

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TEACHER EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR JOB SATISFACTION

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ABSTRACT: -

The success of any educational programme in particular and that of the education system as a whole depends on a number of factors like the quality and infrastructure of educational institutions, sincerity, commitment and goal orientation of the teachers and students, vision and leadership of the administrative and management personnel as well as the feedback and support from the society etc. The schools are the nurseries where the future of mankind is shaped as rightly asserted by Indian Education Commission, 1966. The success of a school depends, in large measure, on the quality of its teaching staff. When the teachers are effective, students learn (Ewan, 2002). Effective teachers add confidence and charisma to their students along with imparting essential skills for knowledge acquisition and enhancement of their learning in a more satisfying, joyful and meaningful ways. On the contrary, poor teachers add stress and sleepless nights to principals' lives, contribute to low staff morale, and create scores of angry parents. However, 'most depressing of all is that ineffective teachers damage students and diminish learning' (Sanders & Rivers, 1996). In the context of modern emerging Indian society, which is in transition from earlier phase of neo-modernism to post modernism under the influence of global changes of different kinds, it is all the more important to focus on teacher's effectiveness as a means of better student learning and thus better human capital formation. This paper focuses on the two crucial factors namely teacher effectiveness and job satisfaction among teachers as the significant contributors of quality teaching in the classrooms for ensuring the rich dividends from demographic advantages of the country by 2030. The investigators have studied a sample of 150 teachers and found significant relationship between these two factors at 0.01 level.

KEYWORDS: educational programme, education system, administrative and management personnel.



INTRODUCTION :

The schools are the nurseries where the future of mankind is shaped as rightly asserted by Indian Education Commission, 1966 in its widely quoted statement: The destiny of the country is being shaped in its classrooms. And, the success of a school depends, in large measure, on the quality of its teaching staff. When the teachers are effective, students learn (Ewan, 2002). Effective teachers add confidence and charisma to their students along with imparting essential skills for knowledge acquisition and enhancement of their learning in a more satisfying, joyful and meaningful ways. On the contrary, poor teachers add stress and sleepless nights to principals' lives, contribute to low staff morale, and create scores of angry parents.

However, most depressing of all is that ineffective teachers damage students and diminish learning (Sanders & Rivers, 1996). In the context of modern Indian society, which is in transition from earlier phase of neo-modernism to post modernism under the influence of global changes of different kinds, it is all the more important to focus on teacher's effectiveness as a means of better student learning and thus better human capital formation. It is a matter of great concern for India, which is having the demographic dividend in terms of the vast youth population, that despite huge financial investment and continued efforts by various governments so far, even the goal of total literacy has not yet been achieved. When the goal of 'basic education for all' has not been achieved, how can one talk of scientific and technical superiority by creative contributions from the maximum youth in the country? But, some of the causative factors to this state of affairs are lesser degree of job satisfaction among the school teachers even today, school teaching is not a preferred option for intelligent students as the concrete challenges and rewards in teaching are highly invisible. Moreover, the way Indian society views teaching as a moderate profession, the level of job satisfaction is obviously lower. At the same time, the system of education as a whole prefers those teachers who are satisfied in carrying out the orders and reforms as envisaged by the administrative superiors without any question gives less scope for satisfaction among the teachers.

TEACHER EFFECTIVENESS

Teacher effectiveness means the effectiveness of teachers in teaching learning interactions so as to facilitate the achievement of learning goals of their students. These teachers are supposed to have attained the needed competence in their roles and functions, such as the preparation and planning for teaching, classroom management, knowledge of subject matter, teacher characteristics and their interpersonal relations. Also, these teachers excel in their other personality characteristics. They are said to be effective teachers. Teacher effectiveness includes characteristics of a teacher, his personality, attitudes etc., and process like teacher-pupil interaction and production variables like outcomes of teacher-learning process, namely pupil achievement (Kulsum, 2000). The term teacher effectiveness refers to the results a teacher gets or to the amount of progress the pupils make towards some specified goals of education. It includes such common dimensions as planning and mastery of the subject matter, method of teaching, rewards and punishment, motivation to facilitate learning experience, evaluation, attitude towards students, and interpersonal relationship with colleagues, with parents, attitude towards profession and job satisfaction. Teacher effectiveness may also be defined as an efficacy exhibited by a teacher in instructional strategies, classroom management, personal disposition, evaluation, inter-personal relations, job involvement, initiative and enthusiasm, professional values, innovativeness in the everyday teaching-learning situation. Krishnamurti, the renowned spiritual thinker, calls for a radical transformation in the way teachers work and asserts that it is the educator who needs educating much more than the pupil.

JOB SATISFACTION

Job satisfaction is an attitude, which results from a balanced summation of many positive and negative experiences in connection with the job. It expresses the extent of match between employee's expectations of the job and rewards that the job provides. Anand (1972) opined that students liking for teachers and teachers for students are positively related with the job satisfaction of teachers whereas Lavingia (1974) viewed that job efficiency was positively correlated with job satisfaction. Buitendach et al. (2005) linked job satisfaction to increased productivity and organizational effectiveness.

Job satisfaction is important in teaching because frustrated soul in a teacher is capable of producing many frustrated souls in children. These children have to occupy places of significance in society and administration tomorrows and teachers have to be very conscious about the repercussions of their wrong acts and unwilling performance. So, a teacher who is not satisfied in his job, not only mars the present of the child but also the future. More over with the implementation of free and compulsory primary education there is tremendous increase in the number and variety of educational institutions. India, being a democratic country, provides constitutional right to every minority to open up educational institutions according to their

requirements. This has increased the variety among schools. On one hand with the result there is diversity in working conditions, pay scales, structure, location, equipment etc. whereas on the other hand we have the same age old stereotyped teacher training programs for each and every student who aspires to be teacher, this has led to dissatisfaction among teaches.

RATIONALE OF THE STUDY

The present era of human development is dominated and controlled to a large extent by knowledge driven professions and hence the present society is often termed as knowledge society. The role of teachers has undergone drastic change over the last decades from that of knowledge providers to facilitators of students' intellectual empowerment. The effectiveness of teachers has been put continuously to test by the changing demands of society in its many phases of transition. Whenever there is any serious talk of quality of education, everyone points to the teacher effectiveness as the single most contributing factor. In fact, effective teachers have always been in great demand for social development and transformation. But, teacher effectiveness is itself dependent on a number of factors-chief among them being their self confidence in carrying out their work with missionary zeal emanating from their self-esteem. Another important factor leading to their effectiveness in teaching learning has been their level of job satisfaction. It is commonly observed that more satisfied teachers try to provide better facilitation to students in their all-round development Thus, effectiveness of teachers is very significant as for their role as agents of meaningful knowledge transmission, which in turn depends on the job, job satisfaction.

OBJECTIVES OF THE STUDY

- To study the teacher effectiveness of secondary school teachers.
- To study the job satisfaction of secondary school teachers.
- To find out the relationship between teacher effectiveness and job satisfaction of secondary school teachers.

HYPOTHESIS

1. There is no significant correlation between teacher effectiveness and job satisfaction of secondary school teachers.

DESIGN AND PROCEDURE OF THE STUDY

The present study was designed to determine the correlation between teacher effectiveness and job satisfaction of secondary school teachers and involved descriptive survey method. It was conducted on a sample of 150 teachers of government high schools from 10 schools of Chapra district of Bihar in March-April 2017. The tools used for the present study were: Teacher Effectiveness Scale by Kulsum (2013) and Job Satisfaction Scale by Meera Dixit (Dixit, 2011). The tests were administered as per the instructions given in the manuals of the respective tests.

ANALYSIS AND INTERPRETATION OF DATA

Table 1: Teacher Effectiveness and Job Satisfaction of Secondary School Teachers

Variable	N	Mean	Median	SD	Skewness	Kurtosis
Teacher Effectiveness	150	375.50	379.54	106.96	0.11	0.25
Job Satisfaction	150	190.25	189.08	34.25	0.10	0.23

Table-1 shows that the mean score of secondary school teachers on teacher effectiveness is 375.50 with standard deviation of 106.96. This shows that the teachers under the study have moderately higher scores on teacher effectiveness. The median value comes out to be 379.54, the skewness and kurtosis came out to be 0.11

and 0.25. This shows that the distribution of teacher effectiveness scores in the sample is normal. Further as the table shows, the mean score of secondary school teachers on job satisfaction comes out to be 190.25 with standard deviation of 34.25. This shows that the scores of job satisfaction are moderately high. The median value of the job satisfaction scores comes out to be 189.08. The skewness and kurtosis came out to be 0.10 and 0.23 showing the normal distribution of scores.

Table 2: Relationship between Teacher Effectiveness and Job Satisfaction of Secondary School Teachers

Variable	df	'r' value	Remark
Teacher Effectiveness	148	.549	Significant at **0.01 level
Job Satisfaction			

Table-2 depicts that the coefficient of correlation between teacher effectiveness and job satisfaction of secondary school teachers was found to be 0.549 which is significant at 0.01 level. Thus, there is a significant positive relationship between teacher effectiveness and job satisfaction of secondary school teachers.

MAJOR FINDING

- There is a significant positive relationship between teacher effectiveness and job satisfaction of secondary school teachers.

CONCLUSION

It is evident that, job satisfaction is positively correlated with teacher effectiveness. According to the results of the present study it is thus recommended that steps should be taken to ensure maximum job satisfaction among teachers in order to enhance their effectiveness. So the government and institution should try to provide job satisfaction to the teachers. This will help emerge this country as the next economic and knowledge super-power paving the way for re-claiming the position of JAGADGURU (World Teacher) for India.

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