



## A STUDY OF RELATIONSHIP BETWEEN TEACHING EFFECTIVENESS, ATTITUDE AND JOB-SATISFACTION OF TEACHERS OF AIDED AND UNAIDED SECONDARY SCHOOLS

**Ravikumar R. Baratakke**  
Research Scholar , DBHP, Dharwad.

### ABSTRACT :

*The purpose of the study is to find the relationship between Teaching Effectiveness Attitude and Job-Satisfaction of Teachers of Aided and Unaided Secondary schools of Hubli-Dharwad Corporation area. The population of the study consists of 450 teachers who have been working in secondary schools in Hubli-Dharwad Corporation Area.*

**KEYWORDS :** *Teaching Effectiveness Attitude and Job-Satisfaction , employing organization.*

### INTRODUCTION:

Job satisfaction is satisfaction regarding work related dimensions. Bullock (1952) defines job satisfaction as “an attitude, which results from a balancing and summation of many specific likes and dislikes experienced in connection with job. This attitude maintains itself in evaluation of the job and employing organization. Job satisfaction is rather an evaluation of one’s job and employing company as contribution suitably to the attainment of one’s personal objectives”.

Teacher effectiveness involves three closely related steps which a beginning teacher takes slowly and cautiously: First step is clarification of what a teacher will do for pupils what he/she wants to help them to learn. The teacher needs to know the actual purposes of education as well as; the second step is that of selecting the materials and methods which promise to be of most helpful in accomplishing these purposes. The third step is that of evaluation, of accurately assessing the results of his/her teaching efforts.

A teacher, who is happy with his job, plays a pivotal role in the upliftment of society. Well-adjusted and satisfied teacher can contribute a lot to the wellbeing of the pupils. A dissatisfied teacher can become irritable and may create tensions, which can have negative influence on the students’ learning process, and it consequently affects their academic growth. Job satisfaction implies the overall adjustment to work situation. Attitude is readiness to react towards or against some situation, person or thing in a particular manner. The attitudes, ideas, feelings and interests of a child are influenced by the organization of the family, thinking of parents and customs of the society. Personality of parents, their education and their behaviour towards the children is the basis of development of attitudes. Teachers having favourable attitude towards their profession are generally successful, properly adjusted and well satisfied with their job.

The main aim of the study was to find out effective teachers from amongst the general teacher’s population. An attempt was also made to examine relationship of teacher effectiveness with professional attitude of teachers. Thus the problem is stated as the study of teacher effectiveness in relation to attitude of teachers towards teaching profession and job satisfaction. It is assumed that effectiveness of teacher depends to a considerable extent on his attitude towards profession



studies conducted on this theme have reported controversial results so far as relation between teacher effectiveness and professional attitude is concerned, though professional attitude of teacher is a vital factor which determines his effectiveness. So it is decided to examine relationship between these two variables. Here it is to see as to how far these two variables are related with each other, since education of a country is largely dependent upon the quality of teachers.

Job satisfaction is an employee's affective response to then job and its environment. It is a state of mind inferred directly from an employee's response to question relating to the job. "The human side of enterprise" has become the focal point of modern management. The human side of enterprise "is all of a piece? That the theoretical assumptions management holds about controlling its enterprise. Both the practitioners and theoreticians know the value of meeting human needs in an organizational life. Male satisfied teachers exhibited better effectiveness on their jobs and male secondary school teacher affects the job-satisfaction and higher the level of satisfaction, more the teacher will be effective in his behavior and vice-versa.

A self-confident and competent teacher is more effective in the classroom. The work helps teachers raise their self-esteem and enhance personal effectiveness. Teachers learn to effectively use simple tools to set goals and manage time, thereby fulfilling school and student expectations. The programme aids teachers in creating a learning environment that is conducive and motivates students to interact freely.

Developing personal effectiveness skills is an enterprise that requires a great deal of time, effort and energy, Indeed, an emphasis on such effective skills can be used at times to distract attention from wider Organizational issues.

Hence a great need was felt to study the Teaching effectiveness of Secondary School Teachers in Relation to their Attitude and Job-satisfaction.

### OBJECTIVES OF THE STUDY

- 1) To study the relationships between teaching effectiveness, attitude and job satisfaction of teachers of aided secondary schools of Hubli-Dharwad corporation area.
- 2) To study the relationships between teaching effectiveness, attitude and job satisfaction of teachers of unaided secondary schools of Hubli-Dharwad corporation area.

### HYPOTHESES

- 1) There is no significant relationships between teaching effectiveness, attitude and job satisfaction scores of teachers of aided secondary schools of Hubli-Dharwad corporation area.
- 2) There is no significant relationships between teaching effectiveness, attitude and job satisfaction scores of teachers of unaided secondary schools of Hubli-Dharwad corporation area.

### METHODOLOGY

The study adopts Descriptive survey method for investigation

### Sample

The population of the study consists of 450 teachers who have been working in secondary schools in Hubli-Dharwad Corporation Area.

The sample of the study was selected from Hubli Dharwad Corporation Area secondary school teachers through stratified random sampling technique.

### Tools

- i. Job Satisfaction Scale – by Meera Dixit (1993)
- ii. Students Ratings of Teaching Effectiveness Scale – by Shashikala Deshpande (2001)
- iii. Teacher Attitude Scale – by S. P. Ahluwalia (1978)

## Statistical Techniques

### Simple Correlation

#### Analysis and Interpretation

In order to investigate the relationship of the independent variables with the dependent variable, Pearson's correlation coefficient technique was applied and simple relationships were obtained. In order to test the significance of obtained 'r' the appropriate 't' test was used. The value of 'r' and 't' with their significance are presented in the following table.

**Hypothesis:** There is no significant relationships between teaching effectiveness, attitude and job satisfaction scores of teachers of aided secondary schools of Hubli-Dharwad corporation area

To test or accomplish above hypothesis, the Karl Pearson's product moment correlation method has been applied and the results are presented in the table given below.

**Table-1 : Results of "r" between teaching effectiveness, attitude and job satisfaction scores of teachers of aided secondary schools of Hubli-Dharwad corporation area**

Variables	Correlation coefficient between TE, AT and JS scores of teachers of aided secondary schools of Hubli-Dharwad corporation area					
	n	df	r-value	t-value	p-value	signi.
Teaching effectiveness and attitude	150	148	0.4956	6.9415	0.0001	S
Teaching effectiveness and job satisfaction	150	148	0.5475	7.9589	0.0001	S
Attitude and job satisfaction	150	148	0.2511	3.1559	0.0019	S

Clearly observed from the above table is that,

- A relationship between teaching effectiveness and attitude scores of teachers of aided secondary schools of Hubli-Dharwad corporation area is found to be positive and statistically significant ( $r=0.4956$ ,  $p<0.05$ ) at significance level of 5 percent. Hence, the  $H_0$  is rejected and  $H_1$  is not rejected. The teaching effectiveness scores are increases with increase in attitude scores of teachers of aided secondary schools of Hubli-Dharwad corporation area. In another words, the teaching effectiveness and attitude scores of teachers of aided secondary schools of Hubli-Dharwad corporation area are dependent on each other.
- A relationship between teaching effectiveness and job satisfaction scores of teachers of aided secondary schools of Hubli-Dharwad corporation area is found to be positive and statistically significant ( $r=0.5475$ ,  $p<0.05$ ) at significance level of 5 percent. Hence, the  $H_0$  is rejected and  $H_1$  is not rejected. The teaching effectiveness scores are increases with increase in job satisfaction scores of teachers of aided secondary schools of Hubli-Dharwad corporation area. In another words, the teaching effectiveness and job satisfaction scores of teachers of aided secondary schools of Hubli-Dharwad corporation area are dependent on each other.
- A relationship between attitude and job satisfaction scores of teachers of aided secondary schools of Hubli-Dharwad corporation area is found to be positive and statistically significant ( $r=0.2511$ ,  $p<0.05$ ) at significance level of 5 percent. Hence, the  $H_0$  is rejected and  $H_1$  is not rejected. The attitude scores are increases with increase in job satisfaction scores of teachers of aided secondary schools of Hubli-Dharwad corporation area. In another words, the attitude and job satisfaction scores of teachers of aided secondary schools of Hubli-Dharwad corporation area are dependent on each other.

**Hypothesis:** There is no significant relationships between teaching effectiveness, attitude and job satisfaction scores of teachers of unaided secondary schools of Hubli-Dharwad corporation area

**Table-2: Results of "r" between teaching effectiveness, attitude and job satisfaction scores of teachers of unaided secondary schools of Hubli - Dharwad corporation area**

Variables	Correlation coefficient between TE, AT and JS scores of teachers of unaided secondary schools of Hubli-Dharwad corporation area					
	n	df	r-value	t-value	p-value	signi.
Teaching effectiveness and attitude	150	148	0.3031	3.8698	0.0002	S
Teaching effectiveness and job satisfaction	150	148	0.4153	5.5532	0.0001	S
Attitude and job satisfaction	150	148	0.5534	8.0822	0.0001	S

Clearly observed from the above table is that,

- A relationship between teaching effectiveness and attitude scores of teachers of unaided secondary schools of Hubli-Dharwad corporation area is found to be positive and statistically significant ( $r=0.3031$ ,  $p<0.05$ ) at significance level of 5 percent. Hence, the  $H_0$  is rejected and  $H_1$  is not rejected. The teaching effectiveness scores are increases with increase in attitude scores of teachers of unaided secondary schools of Hubli-Dharwad corporation area. In another words, the teaching effectiveness and attitude scores of teachers of unaided secondary schools of Hubli-Dharwad corporation area are dependent on each other.
- A relationship between teaching effectiveness and job satisfaction scores of teachers of unaided secondary schools of Hubli-Dharwad corporation area is found to be positive and statistically significant ( $r=0.4153$ ,  $p<0.05$ ) at significance level of 5 percent. Hence, the  $H_0$  is rejected and  $H_1$  is not rejected. The teaching effectiveness scores are increases with increase in job satisfaction scores of teachers of unaided secondary schools of Hubli-Dharwad corporation area. In another words, the teaching effectiveness and job satisfaction scores of teachers of unaided secondary schools of Hubli-Dharwad corporation area are dependent on each other.
- A relationship between attitude and job satisfaction scores of teachers of unaided secondary schools of Hubli-Dharwad corporation area is found to be positive and statistically significant ( $r=0.5534$ ,  $p<0.05$ ) at significance level of 5 percent. Hence, the  $H_0$  is rejected and  $H_1$  is not rejected. The attitude scores are increases with increase in job satisfaction scores of teachers of unaided secondary schools of Hubli-Dharwad corporation area. In another words, the attitude and job satisfaction scores of teachers of unaided secondary schools of Hubli-Dharwad corporation area are dependent on each other.

## DISCUSSION AND CONCLUSION

In this study, the researcher aimed to analyze the A study of Relationship Between Teaching Effectiveness, Attitude and Job-Satisfaction of Teachers of Aided and Unaided Secondary schools of Hubli Dharwad Corporation area.

From the analysis, it is concluded that, there is a significant and positive relationship was observed between teaching effectiveness, job satisfaction and attitude of teachers, aided and unaided secondary schools of Hubli-Dharwad corporation area.

Teachers in private management have less job satisfaction. When job satisfaction is low, then attitudes towards profession will be low. So private managements should take steps to improve the job satisfaction of teachers which in turn will enhance their positive attitudes towards profession.

## EDUCATIONAL IMPLICATIONS

Job satisfaction helps in developing positive attitude among the teachers. According to Blum, job satisfaction is the results of various attitudes. Teachers should be satisfied with their work and working

conditions. They should be given proper salary, security and promotion. They should be satisfied with the plan and policies made by the authorities regarding salary, security and promotion. The teachers also should keep positive attitude towards higher authorities.

The teachers should have positive attitude towards teaching. They should use different types of teaching methods like play way method, learning by doing, discussion method, project method etc., while teaching in the class. They should also use various types of audio visual aids like charts, models, L.C.D. overhead projector, slide projector, epidiascope etc. in the classroom. Methods and audio aids should be used with full planning according to the age level, I.Q., interest and grades of the students.

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Research Scholar , DBHP, Dharwad.