



A STUDY ON JOB SATISFACTION AND TEACHER EFFECTIVENESS OF SCHOOL TEACHERS USING DIGITALISED ONLINE PLATFORMS DURING THE COVID PANDEMIC SEASON 2020 -21

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ABSTRACT

Covid pandemic has divided world history into two, before and after COVID-19. The deadly virus touched every human sphere. The traditional routines in every field became topsy-turvy. The most affected was the educational sector. The pandemic scenario changed the educational environment totally. The system of classroom teaching which has been developed through countries came to a standstill suddenly. As the schools were closed, students and teachers were forced to lock down at their homes.

The vacuum was soon filled by online education. The sight of the home becoming a learning centre instead of a school has become familiar to us now. Online platforms like Zoom, Google Meet Webex etc enhanced the study to a greater level.

Were we ready to implement such a drastic change all of a sudden in our classrooms? Were the teachers competent to handle the new situations? Were our teachers technically precise? Did they use all the supporting systems together? How far does it affect their effectiveness of teaching? Was their job satisfaction affected by the change? what are the merits and demerits of online education? Are our teachers aware of it? Is there any relationship between their effectiveness of teaching and job satisfaction in online education during these dreaded times of Corona Covid disease?

These were some pertinent questions being asked in modern education during the death-shadowed pandemic season. This study is an effort to find the answers through proper research on teacher effectiveness and job satisfaction of teachers in the background of the eventful COVID pandemic slowly changing to a new normal state.



NEED AND SIGNIFICANCE OF THE STUDY

The Secondary Education Commission (1952-53) observed that even the best curriculum and most perfect syllabus remain dead unless quickened into life by the right methods of teaching and by the right kind of teachers.

This observation logically engenders questions like, who are the right kind of teachers? What are the right methods of teaching? What are the logistics available for the teacher for his strategies? How capable are teachers in building up a rapport with their students? Even if a few teachers know, how many of these few are sensitive to the needs of the learners? Can all teachers be expected to provide a favourable learning climate in their classrooms? If yes how much is satisfied in his job? How far he can acquire the clarity of aims in a changed environment? Especially in a pandemic situation, through online education? What can be considered appropriate in the new situation? How can he organise the lesson in a distant mode? How can he select and prioritise the content? Is he able to select

proper materials for his presentation? Does the beginning of the lesson make any difference? Can he be consistent in the clarity of his presentation? During online teaching how can he pace the lessons? How can he ensure student participation and attention? what is the methodology for evaluation during the class? Is there any concern for his professional standards and growth? Can he be effective in the institution and faculty relationship? Does he have any concerns about the total institution programme? How far he can participate constructively in the community and among parents? Is there any relation between his teacher effectiveness and job satisfaction?

REVIEW OF RELATED LITERATURE

From the innumerable studies that have been carried out on teacher effectiveness is acquainted with a variety of factor influencing the job. The research mostly tried to collect the research works done on different types of institutions along with different factors related to providing a background for functional details and justifying the relevance of the problem by avoiding duplication. Even though very little literature was available regarding the connection between the variables, during the pandemic season, an attempt has been made here to present research literature on teacher effectiveness and job satisfaction along with related variables and some demographic factors.

Arora .k (1976) in his study to find out the differences between effective and ineffective teachers found that the age and tenure of service were non-differentiating characters.

Bhalwinder Kaul (1986) analysed the job satisfaction of 245 home science teachers and its relationship with personal, professional and organisational characteristics and found that need satisfaction is a correlate of job satisfaction.

Kumar, N(1982) in a job analysis of secondary school teachers found five important teaching competencies for effective teaching.

Passemore (1970) in a study on elementary-level teachers has proved that success in elementary student teaching is significantly related to a positive self-concept

Saron, S A studied the teacher attitude towards the teaching profession and established that teaching experience and adjustments were negatively correlated to the degree of attitude towards the teaching profession

Sing, v p,(1987) in a study of the extent and patterns of reactions of secondary school teachers found no significant effect on the aggressive pattern due to age, status, location of residence and academic stream of the teachers.

Specto (1997) found three factors affecting the job satisfaction of teachers, they being human values, staff behaviour, and evaluation of satisfaction.

Kaur and Sharma (2018) found that teacher effectiveness is not affected by occupational stress.

STATEMENT OF THE PROBLEM :

The study is entitled "STUDY OF JOB SATISFACTION AND TEACHER EFFECTIVENESS OF SCHOOL TEACHERS IN ONLINE EDUCATION DURING THE COVID-19 PANDEMIC SEASON 2020-2021.
DEFINITION OF KEY TERMS

JOB SATISFACTION :

It is the positive emotional response to the job situation. It is an effective positive attitude towards one's job. Job satisfaction measures how satisfied an employee is with their job.

TEACHER EFFECTIVENESS

Teacher effectiveness in this study refers to the teaching styles, their efficacy, relation with the students and the teacher's knowledge, both theory and skill. It involves both teacher competence and teaching competence.

SCHOOL TEACHERS :

school teacher in this study means teacher, teaching in primary and secondary classes.

ONLINE EDUCATION

Online education can be defined as the education which uses online platforms for transacting learning.

Eg: Zoom, Google Meet and Webex classrooms.

COVID PANDEMIC

The term Covid pandemic in this study refers to the pandemic disease spread by the Corona 19 virus all over the world from 2019 March onwards.

SEASON 2020-21 :

Season 2020-21 in this study refers to the time from January 2020 to December 2021.

VARIABLES OF THE STUDY :

The study was designed with teacher effectiveness as a criterion variable and job satisfaction as the predictor variable.

OBJECTIVES OF THE STUDY

1. To study the teacher effectiveness of the selected sample in online education during the Covid pandemic season 2020 -2021
2. To examine the job satisfaction of the selected sample in online education during the Covid pandemic season 2020 -21
3. To understand the teacher effectiveness concerning job satisfaction of teachers of the selected sample in online education during the COVID-19 pandemic season 2020 -21.

HYPOTHESIS OF THE STUDY :

There exists a significant difference between high and low groups of job satisfaction to teacher effectiveness in online education during the Corona pandemic season 2020 -21.

METHODOLOGY:

sample :

In This study, one hundred Forty-four school teachers from Kozhikode district of Kerala state were selected for the study from eight different schools.

The technique used for sampling was stratified random sampling. In this technique, the population is divided into small homogeneous groups or strata by some characteristics and from each of these smaller homogeneous groups a predetermined number of units were drawn. In the present study, strata were decided according to gender, age, duration of service and professional qualifications. Since the stratified random sampling technique was used the sample for each stratum was of not equal size.

TOOLS OF THE RESEARCH

JOB SATISFACTION SCALE :

In the present study, the researcher adopted the tool developed by Sri. I.V Ramireddy Job Satisfaction Scale (2004) to measure the job satisfaction of school teachers. The items were according to the objectives of the study based on the operational definition of job satisfaction.

This job satisfaction scale is a standardised tool with a reliability coefficient equal to 0.77 which shows that it is a highly reliable tool to measure job satisfaction. separate meetings of teachers from the selected eight schools were held and great care was taken to explain the objectives of the study and clear instructions were given to race the scale.

There are five responses to each item. They are scored according to the key of the tool. For the positive items the scores 5,4,3,2 and 1 for strongly agree to strongly disagree negative items, it rated as 1,2,3,4 and 5. There are 37 items to be rated. Scores can be from 37 to 185. High scores indicate more job satisfaction and lower scores show the dissatisfaction of the teachers.

TEACHER EFFECTIVENESS SCALE :

To ensure the teacher effectiveness of school teachers, the researcher adopted the tool "The Teacher Effectiveness Scale "developed by Sri. I .V Rami Reddi (2004).The items were under the objectives of the study based on the operational definition of teacher effectiveness. It is a standardised tool with a reliability coefficient of .0.82 which shows that the scale is highly reliable to measure teacher effectiveness of school teachers.

In this scale, there are 45 items. The responses are strongly agree, agree, undecided, disagree, and strongly disagree. The scores are 5,4,3,2 and 1 for positive items and 1,2,3,4 and 5 for negative items. The teacher effectiveness range may vary from 45 to 225. A high score shows high teacher effectiveness and a low score indicates low teacher effectiveness.

DATA ANALYSIS

The research hypothesis was converted into null form. The 't' value is found to test the significance of the difference between the criterion variable and predictor variable in high and low groups. The result of the two tailed tests of significance between the mean is presented in the table. The analysis is done under the objectives of the research.

JOB SATISFACTION AND TEACHER EFFECTIVENESS

Ho: There exists no significant difference between high and low groups of job satisfaction to teacher effectiveness in online education during the covid corona 19 pandemic season 2020 -21.

Table
Means, standard deviations and 't' values of high and low groups of job satisfaction with regards to their teacher effectiveness.

category	Arithmetic Mean	Standard Deviation	't' value	Level of significance
Low group	181.5	11.29527925	2.427172	Significant at 0.05 level
High group	194.4	12.240915		

FINDINGS :

It can be seen from the table that the value of $t=2.427172$ which shows that the 't' value is significant at 0.05 level. Hence the null hypothesis is rejected and the research hypothesis is accepted.

It is interpreted that there exists a significant difference between teachers having low job satisfaction and teachers having high job satisfaction to their teacher effectiveness in online education during the Covid pandemic season 2020-21

The difference is in favour of teachers with high job satisfaction.

EDUCATIONAL IMPLICATIONS.

Teachers need to be provided with essential information about their job satisfaction and teacher effectiveness if they are to achieve the learning objective. This becomes more relevant when we are facing the dreaded pandemic times in which we are going through and forced to find an alternative

to online teaching despite traditional teaching. This helps them to know what is expected of them and a clear idea of what they should be trying to achieve. Most of the teachers in the low group of job satisfaction complained that they were not confident in using new gadgets and techniques while teaching online. Many of them are ignorant about fixing the camera in a tripod at a correct angle, giving proper lighting or editing the sound or video tracks. This makes them insecure without confidence which leads to low job satisfaction which makes them ineffective teachers. So effective training should be given in all sectors of high-tech education, especially for senior teachers and for with no confidence in handling modern educational strategies

It also helps them to know how far they meet the new requirements for their performance and to correct their shortfalls.

The findings of the study can be used for

1. To enhance the digitalized version of teaching
2. To increase teaching competence and teacher competence
3. To remould the selection process of teaching staff
4. For the intaking and appointment of teachers
5. To appraise teachers by assessing their performance
6. For fixing the salary and advancements to higher positions.

LIMITATIONS OF THE STUDY

1. Since the study was about teachers' job satisfaction and teacher effectiveness in online education during the COVID-19 pandemic season, necessary related literature or research works were not available
2. The study was conducted for school teachers. Due to Corona pandemic most of the schools were closed and teachers were not available in many schools. For obvious reasons, the study could not be extended to other areas
3. All limitations in evaluating job satisfaction and teacher effectiveness through a questionnaire holds for this study also
4. Subjectivity in responding to the questionnaires while rating the scales.
5. The widespread of the Covid pandemic affected the data collection in many ways.

Even with these limitations the result of this research can help school teachers to enhance the high-tech methodology in online education and connected teaching and learning process.

SCOPE FOR FURTHER RESEARCH

Varied research is to be done on teacher development programmes and there is a need to focus on the job satisfaction and teacher effectiveness of teachers in online education. Such research should promote a personal perspective for teaching in such a pandemic is over, what constitutes good teaching needs to be moved towards self-evaluation and self-determined behavior modification. Corona pandemic changed the world. The most affected are education and teaching. Teachers, students, parents and educators were affected in a multitude of ways. The short-term and long-term happening and their effects should be researched properly. The effect of the pandemic on all sectors of the social life can be studied in detail

The present study was confined to Kozhikode district with 144 teachers. Hence another study may be attempted with wider coverage from pre-primary to university levels

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