



Teacher Effectiveness in Relation to Work Satisfaction of Secondary School Teachers

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ABSTRACT

The present paper tried to study Teacher Effectiveness and Work Satisfaction of Secondary School Teachers. The teacher effectiveness of teachers was measured by the teacher effectiveness scale developed and standardized by Kumar and Mutha. The scale comprises 69 items and is divided into six areas –I. Academic, II. Professional, III. Social, IV. Emotional, V. Moral, & VI. Personality. Job Satisfaction was assessed by the Teacher's Job Satisfaction Questionnaire (TJSQ) developed and standardized by P. Kumar and D. N. Mutha. This questionnaire consists of 29 items divided into four areas –I. Profession, II. Working condition, III. Authority, IV. Institution. The findings of the study indicated a positive relation between teacher effectiveness and the work satisfaction of teachers at the secondary level. More such studies need to be initiated to arrive at a conclusive decision.

Keywords: Work Satisfaction, Teacher Effectiveness, Secondary School Teachers.

Introduction

Work satisfaction of teachers is a very important variable that affects the educational outcomes of an institution. Work satisfaction affects the teacher's effectiveness and in turn, it affects the achievement of the students. There are several educational institutions where the atmosphere is such that teachers are not satisfied. An unhealthy work environment, low salary, work pressure, workload, etc. make teachers discontent and it may certainly affect teacher effectiveness. Teacher effectiveness and satisfaction need to be studied in the current scenario where the privatization of school education is a cause of concern. The present study is an effort in this direction.

Review of Related Literature

Joshi (2010) studied job satisfaction and emotional intelligence of teachers teaching in senior secondary schools and reported that there exists a positive correlation between emotional intelligence and job satisfaction. The study further indicated that male and female teachers have no significant difference in their job satisfaction.

Joshi and Thapliyal (2014) studied the job satisfaction and emotional intelligence of secondary school teachers and reported a positive relationship between these two variables. The study further indicated that male and female teachers have no significant difference in their job satisfaction.

Joshi and Thapliyal (2016) studied the job satisfaction and teacher effectiveness of secondary school teachers. The scale used in the study was standardized by Dr. Meera Dixit. The study reported a positive relationship between job satisfaction and teacher effectiveness.

Varca et al. (2017) studied sex differences in job satisfaction and reported that sex differences in job satisfaction revolve around organizational rewards and that such differences are moderated by occupational level. Results showed that upper-level men and lower-level women are more satisfied with their pay and promotions.

Sadeghi et al. (2021) studied self-reported teaching effectiveness and job satisfaction among 173 English and Non-English teachers. The researchers used Kulsum's (2000) Teacher Effectiveness Scale and Lester's (1987) Teacher Job Satisfaction questionnaire and reported a positive correlation between teachers' job satisfaction and teaching effectiveness.

Joshi and Thapliyal (2022) studied the Job satisfaction of secondary school teachers in relation to their emotional intelligence and reported that there is a positive correlation between these two variables.

Kumar (2022) studied the teacher effectiveness of secondary school teachers in private and government schools and reported significant differences in their 'teacher effectiveness'

Sudha and Kalpana (2022) studied job satisfaction on gender, types of management, and marital status among higher secondary teachers and reported that there exists a significant difference in the level of job satisfaction between male and female higher secondary school teachers. It also reported a significant difference between government and private higher secondary school teachers. On the other hand, no significant difference was found between married and unmarried teachers in their job satisfaction.

Thapliyal et al. (2022) studied the job satisfaction of secondary school teachers teaching in different types of school management and reported significant differences in job satisfaction of government and private school teachers.

Thapliyal (2022) conducted co-relational research on the job satisfaction of senior secondary school teachers in relation to the perceived leadership behavior of principals and reported a positive correlation between the variables.

Qurashi et al. (2022) studied job satisfaction in relation to teacher effectiveness among 100 higher secondary school teachers in Srinagar, Kashmir. The teachers' job satisfaction scale of Sharma and Singh and the teacher effectiveness scale of Jayaramanna were used to collect the data. The study revealed that there is a high, positive, and significant correlation between job satisfaction and teacher effectiveness.

Thapliyal and Joshi (2023) studied Teacher Effectiveness as Perceived by Secondary School Teachers about Their Job Satisfaction and reported that there exists a significant positive relationship between teacher effectiveness and the job satisfaction of teachers at the secondary level. It shows that an increase in job satisfaction leads to an increase in teacher effectiveness.

Objectives of the Study

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

Hypotheses of the Study

There exists no significant relationship between teacher effectiveness and the job satisfaction of secondary school teachers.

Delimitation of the Study

1. The research was delimited to ten Senior Secondary Schools in Delhi.
2. The study was delimited to five Private and five Government Senior Secondary Schools.
3. The study was delimited to 100 teachers.

Methodology of the Study

The descriptive Survey Method was used in the present study.

Sample of the Study

The sample of the research consisted of five senior secondary government schools and five senior secondary private schools selected purposively. From each school, ten teachers were selected randomly. The sample consisted of a total of 100 teachers.

Research Tools Used

Teacher Effectiveness Scale (TES) developed by Kumar and Mutha (1999-Revised) was used to compare Teacher Effectiveness. The scale comprises 69 items and is divided into six areas—I. Academic, II. Professional, III. Social, IV. Emotional, V. Moral, & VI. Personality. It was administered to Secondary School Teachers.

Job Satisfaction was assessed by the Teacher's Job Satisfaction Questionnaire (TJSQ) developed and standardized by P. Kumar and D. N. Mutha.

This questionnaire consists of 29 items divided into four areas—I. Profession, II. Working condition, III. Authority IV. Institution. It was administered to secondary school teachers.

Scoring Procedure

TES:

The Teacher Effectiveness Scale is a self-administering scale with 69 items. It is a five-point Likert-type rating scale. It was administered and items were given scores of 1 to 5 for Strongly Disagree to Strongly Agree. All items are positively worded. The total scores vary from 69 to 345. The total of the scores on all 69 items becomes the Teacher Effectiveness scores of the respondents.

TJSQ:

The scale is a self-administering scale with 29 items. Each item has 'yes' / 'no' type alternatives. The scale consisted of positive worded items except 6 and 29. All these items are given a score of „1“ for positive response except for items 6 and 29, in which case the reverse is applicable. The sum of these values gives the job satisfaction scores for the subject. The total score varies from 0 to 29.

Collection of Data

The data for the research was collected by administering the teacher effectiveness scale and job satisfaction scale to the selected teachers as per the instructions provided in the manual of the tool.

Statistical Techniques Used

Descriptive statistics such as Mean and Standard Deviations, along with inferential statistics (product-moment correlation) were used.

Results and Discussions of the Study

The findings of the study are reported and discussed below with the help of the table provided.

Table -1

Coefficient of correlation between teacher effectiveness and job satisfaction of senior secondary school teachers.

| Variables | No. | df | 'r' | Table Vale (r) | Result |
|-----------------------|-----|----|------|-----------------------|-------------|
| Teacher Effectiveness | 100 | 98 | 0.41 | 0.197 (at 0.05 level) | Significant |
| Job Satisfaction | | | | | |

It can be observed from the above table that the coefficient of correlation between teacher effectiveness and job satisfaction of teachers is 0.41 which is much greater than the table value of 'r' at a 0.05 level of significance. So, the null hypothesis is not retained. This indicates that there exists a significant positive relationship between teacher effectiveness and job satisfaction of teachers. It also indicates that the better the job satisfaction, the greater the teacher's effectiveness. It reflects that an increase in job satisfaction scores leads to an increase in job satisfaction scores. The result of the study is supported by the previous studies of Joshi and Thapliyal (2023), Qureshi et al. (2022), and Sadeghi et al. (2021).

Educational Implications

The finding of the study revealed that there was a significant relationship between teacher effectiveness and work satisfaction of teachers. Teacher effectiveness is necessary to improve the work satisfaction of teachers which leads to better academic achievement of students. Teacher effectiveness can be improved through the training and development of teachers. The findings of the study indicated that there is a positive relationship between job satisfaction and teacher effectiveness. It shows that if the teacher is content with his job, then he will be more effective in delivering his task of teaching. Therefore, it's the right time for policymakers to make their teachers content to increase their performance. The teacher becomes effective when he is satisfied with his job.

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