



RELATIONSHIP BETWEEN TEACHER EFFECTIVENESS AND JOB SATISFACTION OF TEACHERS OF ENGLISH IN PRIVATE ENGLISH MEDIUM SCHOOLS

**Dr Nikunja
Kishore Sa**

Assistant Professor (English) Radhanath IASE, Cuttack

ABSTRACT In twenty-first century the role of teacher is immense. These are the torch bearers of any nation as well as the role models for resolving global issues thereby bring about the much desired harmony between diversified humans. The social demand on teachers for character building of the learners and reestablishing the values for sustainable development is ever increasing. Therefore, the government and the community should endeavour to create conditions that will help motivate and inspire teachers on constructive and creative lines. Teachers should have freedom to innovate and devise appropriate methods of communication and activities for needs, capabilities and concern of the community. It is often seen that the two important variables such as Teacher Effectiveness and Job Satisfaction of teachers teaching in English in India, particularly in the state of Odisha is of paramount importance. Without English Odisha education system falters, and people are hardly considered if they lack proficiency in English. This paper discusses the relationship between the two variables in context of private English medium schools on which the aspiration of many parents depends.

KEYWORDS : ESL, CBSE, Teacher Effectiveness, Job Satisfaction, English medium school, Quartile deviation, Correlation Coefficient

INTRODUCTION

English education acts as the backbone of the Indian Education system, and for Odisha State the English learning is not only a mark of respect but also required from employability view point. In this context, the teachers of primary and secondary levels are the roots of future trees where students are fruits endowed with skills of global citizenship as well as various qualities in demand in the present employment scenario. Unfortunately, there is a sense of disappointment among the teachers which compels them not to work effectively, particularly in Private English medium of schools. Since English is not the mother tongue, it is taught as ESL (English as Second Language), and the pedagogical principles ESL are followed. In English medium schools of Odisha it is very often heard that English is the first language, and Hindi and Odia / Sanskrit being the second and third language respectively. It may be theoretically wrong to assign English the status of first language but, the prestige issue and the serious longing for English is remarkable. However, quite paradoxically, English is not given its due importance in English medium schools due to high scoring factor in board examinations. At primary level, for glamour sake school management sticks to speaking English, though faulty in many senses. But, these teachers are never given prior importance in comparison to other subject teachers. Moreover, unlike government school teachers there is always a sense of insecurity chasing them. It is focal point to note that in order to provoke a sound working environment, these teachers should be given due importance not only from professional point of view but also from social stand point. Since ancient times, the teachers have been occupying an honoured place in the society because they dedicate their whole life for the cause of education. In modern society also, teachers are not only given the task of imparting knowledge but also development of social values and all round development of children. Hence, these teachers are required to have a job satisfaction towards their teaching profession for the sake of effective teaching so that the school will be a place where the teacher gets all sorts of happiness and mental satisfaction.

Nowadays it is observed that parents have growing inclination towards English medium school education in the state of Odisha, which is imparted by mostly private schools affiliated to CBSE and ICSE. The purpose is not merely literacy rather it is to enhance proper learning for preparing students for higher education. The private English medium schools, especially who follow CBSE curriculum, have gone a step ahead in motivating and attracting parents by their lucrative ambience and promise for a holistic fulfillment. However, the teacher which is an integral and indispensable part of school system seems to be much neglected in the trap of commercialization of education. It is often seen that the teachers are gradually being de-motivated due to excessive administrative and non-academic pressure. The quality being sacrificed in the name of quantifying academic achievement. The misuse of teacher autonomy, increasing peer pressure, more clerical work, suppression of creativity, low salary, job insecurity, family or personal issues, rise of market prices etc. are all related when the teaching-learning of a school is considered. Whatever be the factor,

ultimately the learners are victimized either in short term basis or long term basis.

The many English medium schools in cities of Odisha provide sophistication in the infrastructure, school building, library and laboratory etc. but, they willingly fail to accommodate good teachers with proper pay and perks. These schools just remain the object of glamour with little teaching and learning in the true sense of education. In the present paper a comprehensive study is reflected about the teacher effectiveness of teachers of English as Second Language (ESL) in some selected CBSE English medium schools of urban locale in Odisha in relation to their job satisfaction. The findings may be considered for suitable remedial measures so that an effective teaching-learning may be ensured.

Conceptual Framework Teacher Effectiveness:

The effective teachers possess well balanced personalities, good character and positive attitudes toward the profession and show more emotional maturity, satisfaction in life, higher level of intelligence and creativity compared to that of ineffective teachers. In classroom situation, effective teachers use various teaching skills, appropriate strategies to solve the classroom problems and create excellent environment for learning, whereas ineffective teachers can also be assessed from the students' achievement and teachers' place in the school and community.

Kulsum (2000) stated that teacher effectiveness includes characteristics of a teacher, his personality, attitudes etc., and process like teacher-pupil interaction and production variables like outcomes of teaching-learning process, namely pupil achievement. Anderson (1991) stated that an effective teacher is one who achieves the goals set by him or set for him by others. An effective teacher must possess the knowledge and skills needed to attain the goals and must be able to use that knowledge and those skills appropriately if the goals are to be achieved. James H. Stronge observes in his *Qualities of Effective Teachers* (2nd Edn., 2007) that teacher effectiveness is an elusive concept which is very often defined by researchers in terms of student achievement or high performance ratings from supervisors. The emphasis is actually on teacher as a person – caring, fairness and respect along with their attitude towards the profession with reflective practice along with promotion for enthusiasm and motivation for learning. Anderson stated that the teacher effectiveness does not mean that everything that teachers think about should be related to the attainment of some goal. Teachers, like the rest of us, often do things on their own initiative that are independent of any motivation to fulfill certain goal. Anderson's thought is quite in resonance with what Chhaya (2001) sums up the characteristics of effective teaching. Her emphasis is on the fact that the effective teachers take personal responsibility for students' learning, determine the difficulty of the lesson with the abilities of the students, give the opportunities to students to practice newly learned concepts.

Job Satisfaction:

The term job satisfaction of teachers means satisfaction with one's

emoluments, the general school setting, the social position, nature of work and so on. A person satisfied with his job is likely to profit by having high morale in his life. A developing society like ours must ensure maximum job satisfaction of our teachers. A teacher can work adequately for the progressive development of an institution only when he feels himself satisfied with the job. The teachers' job satisfaction, interest and willing tendency can only serve the nation's schools from deterioration of human values. The progress of a society depends to large extent on the quality of its teachers. The quality of teachers depends on their natural inclination, devotion, personal qualities and attitude toward teaching profession. English medium schools and vernacular schools etc. which offer diversity in working conditions, pay scales, structure, location, equipment etc. and it is this difference which matters a lot leading to satisfaction or dissatisfaction in a teacher's job.

Dixit (1993) stated that job satisfaction is the result of various attitudes of an employee towards his job. These attitudes are related with specific factors such as salary, service conditions, and advancement opportunities along with other benefits. Roy (1971) stated that there existed some degree of positive relationship between the teaching attitude and teaching efficiency, thereby showing that superior efficiency goes with a favourable attitude and vice versa. Satisfaction of teacher with their jobs is very crucial. Spector (1996) stated that job satisfaction can be considered as a global feeling about the job or as a related constellation of attitudes about various aspects or facets of the jobs. Whereas, Sempane et al. (2002) view that job satisfaction relates to an individual's perceptions and evaluations of the job and this perception is in turn influenced by their circumstances, including needs, values and expectations. Individuals, therefore, evaluate their jobs on the basis of factors which they regard as being important to them. Further, Saad et al. (1988) emphasizes that job satisfaction among teachers can be found as their willingness and preparedness to stay in the teaching profession irrespective of the discomfort and the desire to leave teaching for a better job. Usha et al. (2007) states that job satisfaction of a teacher is also important as the ultimate desire of any person is the most favourable results from the activities he is doing. Satisfaction from doing anything related to his job will give extra energy and inspiration to a teacher to love his job more.

Hypothesis

H₀ : There is no significant relationship between Teacher Effectiveness and Job Satisfaction scale scores of private English medium school ESL teachers.

METHODOLOGY

According as the nature of the study the widely used descriptive method of research was followed. It was thought that such study design would be flexible, appropriate, and efficient. The study was conducted in the selected private English medium CBSE schools in major cities of Odisha – Bhubaneswar, Cuttack, Balasore, and Berhampur. The sample size was 100 teachers who were appointed in these schools to teach English either in Primary or Secondary level. The interaction with these teachers were possible on different occasions through workshops where the present researcher acted as Resource Person in English subject.

Some standardized tools available were consulted and modified to the purpose in developing two separate questionnaires on Teacher Effectiveness and Job Satisfaction. Kulsum Teacher Effectiveness Scale (KTES) and Dixit Job Satisfaction Scale (DJSS) were of major help in formulating the required items. The Teacher Effectiveness questionnaire consisted 52 items in the areas of knowledge of English skill teaching, nature of tasks undertaken in classroom situation, development of teaching-learning materials, teacher personality and interpersonal relationships. On the other hand, the Job Satisfaction Scale consisted 45 items on components like intrinsic aspect, salary, service conditions and promotion, satisfaction with authority, social status and family welfare, institutional plans and policies, physical facilities and overall interpersonal relationship with students, parents and colleagues. Both the tools had five-point Likert Scale measurement system with 1 at the lower end and 5 at higher end. Higher the score achieved better the Teacher Effectiveness or Job Satisfaction of the participants.

These questionnaires were administered through friendly interaction during workshops. Apart from this there were some related question-answer sessions and individual interviews which were also utilized for data collection. The collected data were processed and the scale scores

were observed and analysed to establish a relationship between these two variables – Teacher Effectiveness and job Satisfaction.

Findings

So far as Teacher Effectiveness was concerned, it was observed through Quartile deviation that 50% of the subjects possessed high level of teacher effectiveness where as 24% of teachers were in average level, and 26% were in low level. The high level teachers were competent enough to plan and prepare their lessons effectively and displayed a commendable sense of classroom management. They expressed a sense of self-satisfaction while conducting tasks in classroom situation. The average level teachers did not express approval of their capability in skill teaching of English language, whereas the low level teachers were quite demotivated in their teaching profession and lacked proper preparation and planning for teaching.

Similarly, from Quartile deviation of Job Satisfaction scores, it was observed that 24% of teachers belonged to high levels which meant they were highly satisfied with their job. They were pleased with the scope of job and job security made available to them in their teaching position. Pay, perk, promotion criteria and service conditions were attractive to them. In the average level 48% of teachers were placed which was almost half of the total sample. They felt that their talent was unmatched to the service conditions available. They had comparatively less rapport with the students and other colleagues. The criteria of pay, perks and promotion of the organization were very disappointing for them. A total of 28% teachers put themselves into the category of low level job satisfaction. Their responses showed that they were working as if in a forced situation where they were not at all independent in their thought and action. They hardly have any positive reaction towards the working conditions and they appeared to be highly indifferent teachers.

In order to study the relationship between Teacher Effectiveness and Job Satisfaction the data were analysed with the help of product moment co-efficient of correlation applied to raw scores of total sample. The coefficient of correlation (r) is calculated by following formula:

$$r = \frac{N \sum XY - \sum X \sum Y}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where, N is Total number of Cases
 X is Teacher Effectiveness scale score
 Y is Job Satisfaction scale score

Table 1
Correlation Coefficient of Teacher Effectiveness & Job Satisfaction

$\sum X = 365$ 12	$\sum X^2 = 1449$ 2616	$\sum XY = 696$ 6912	N=100	r=0.33	Result
$\sum Y = 187$ 34	$\sum Y^2 = 3641$ 938				Significant

From the above table, it can be observed that the correlation coefficient of teacher effectiveness and job satisfaction is 0.33 which is significant at 0.01 level. This confirms that the null hypothesis 'there is no significant relationship between teacher effectiveness and job satisfaction scale scores of private English medium school teachers' is rejected. Thus, it shows that there is a significant positive relationship between teacher effectiveness and job satisfaction of the private English medium school ESL teachers.

The significant result confirmed that the two variables teacher effectiveness and job satisfaction are related to each other positively in case of ESL teachers implying that for increasing teacher effectiveness, job satisfaction of the teachers should be increased. It may be assumed that the teachers with high job satisfaction score are quite content with their position, responsibility and future perspectives which make them mentally stable to concentrate more on the ESL skill teaching. They can become more resourceful apart from their text book knowledge and work on innovative techniques by conducting meaningful tasks in classroom situation in order to develop the proficiency of the English language skills in the learners. Thus, more satisfied teachers become highly effective.

Conversely, there are teachers who love the profession and quite

skilled transacting the ESL curriculum may not be satisfied with the job when they dislike the general ambience of administration. They feel that their freedom is at stake due to certain faulty policies of the organization. These teachers always look for better opportunities by dint of their talent since they suffer from the sense of insecurity in one place they find difficult to acclimatize. The school organization must analyze various such factors and eliminate the disparities such that it can enjoy long term association with these effective teachers which can ultimately result in more student performance.

CONCLUSION

According to the findings of the present study, teacher effectiveness and job satisfaction positively correlate with each other. Thus, in order to enhance better teacher effectiveness the administrators must work on eliminating the possible causes of teachers' job dissatisfaction. It has been observed that highly qualified teachers of English working in private schools and getting low salary make them always look for government jobs. Even in some private schools the salary is at par with the government schools but, there are other factors like increasing work load, unnecessary burdensome clerical or paper work, over-time engagement causing deprivation for family and self and lack of recognition for good work etc. which cause high level of dissatisfaction among teachers. The importance of English subject in curriculum cannot be disregarded at all. Therefore, the school administrators must collect constructive feedback in this direction so that quality is not sacrificed in a school. In order to maximize the quality education for children, schools may improve service conditions, invite open discussions and organize skill enhancing programmes in English teaching to keep the teachers up to date.

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