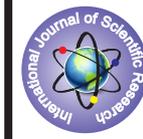


Job Satisfaction and Teacher Effectiveness of Secondary School Teachers of Assam



Education

KEYWORDS: Job satisfaction, Teacher effectiveness, Secondary school teachers.

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ABSTRACT

This study focused to find out the Job satisfaction level and the teacher effectiveness of secondary school teachers. As Secondary education is a crucial stage in the educational hierarchy as it prepares the students for future citizen, lack of effectiveness and satisfaction of the teachers with their job hamper in the teaching learning process. For the study, descriptive survey and random sampling method were adopted. Forty seven secondary schools were selected from three districts of Assam, taken (570) teachers as the sample of the study. The study reveals that the secondary school teachers of Assam are not extremely satisfied with their job. It is also observed that the teachers of secondary schools of Assam found average in effectiveness of teachers is concerned. This study thus assumes significant as it will help the teachers to identify their weaknessness in their job satisfaction level of their profession.

I. INTRODUCTION

Teaching is a dignified, splendid, distinguished and noble profession. The effectiveness and success in the teaching-learning process can be influenced by the satisfaction level of teachers. According to Tiffin and Mc Cormick (1971), "The satisfaction which people experience in their jobs in large part the consequence of the extent to which the various aspects of their work situations tend to be relevant to their job related value systems. Thus every individual has special abilities, aptitudes, inherited capacities, interest and aspiration. Those jobs which provides the works a chance to fulfill his interest and aptitude give him satisfaction and pleasure" (qtd. in Panda, 1996, p-19). This satisfaction quite naturally leads to enhancement in the performance. On the other hand, Green (1972) drew a conclusion saying that people who are satisfied with the job has the willingness to give optimum input in the work for the cause of the organization.

Teachers occupy a crucial place in the education system and the improvement of the education system is not possible without the help of effective teachers. A knowledgeable, competent, well-prepared, organized, enthusiastic, approachable, caring, sympathetic and dynamic teacher is considered to be an effective teacher. Effective teacher creates a warm classroom climate, get right down to their subject matter, and use variety of instructional strategies, raise probing question and provide timely response to student's questions and feedback for student's improvement. The role of effective teacher has expanded from transmitter of knowledge to reflective practitioner, action researcher, classroom manager, curriculum developer and lifelong learner and community partner.

Teacher effectiveness means perfection or optimum level efficiency and productivity on the part of the teacher. But no universally acceptable definition or concept is found. According to Ryans (1950), "Teaching is effective to the extent that teacher acts in ways that are favourable to the development of basic skills, understanding, work-habits desirable attitudes, value judgments and adequate personal adjustment of the pupils" (qtd, in Verma & Sharma, p-10).

An effective and competent teacher will achieve the desired learning outcomes, provided if he satisfied in his profession. Recent research reveals that school effectiveness is due to classroom factors i.e. the teacher and his effective teaching. For effective teaching teacher should have some aspects such as-having positive attitude, the development of a pleasant social/psychological climate in the classroom, having high expectation of what pupils can achieve, effective time management ,the use of verity of teaching methods, lesson clarity etc. These aspects help to make an effective teacher. On the other hand, he (teacher) must be satisfied with his profession.

II. OBJECTIVE OF THE STUDY

1. To study the job satisfaction level of secondary school teachers of Assam.

2. To find out the teachers effectiveness of secondary school teachers of Assam.
3. To know the relationship between job satisfaction and teacher effectiveness of the secondary school teachers of Assam.

III. METHODOLOGY

The present study was carried out by adopting descriptive survey method.

Sample: For the study the investigators used random sampling procedure. The sample of the study comprised of (570) secondary school teachers of 47 secondary schools has been selected from three districts namely Lakhimpur, Dhemaji and Sonitpur district of Assam. **Tools:** For the present piece of research work the investigators used the standardized tool Job Satisfaction Rating Scale developed by Dr. Amar Singh and Dr T.R.Sharma (1986) and Teacher Effectiveness Scale developed by Dr. Promod Kumar and Dr.D.N.Mutha.

Statistical technique used: After collection of the requisite data from the respective respondents the investigators adopted statistical techniques like mean, median, standard deviation, r'test and percentage for the analysis and interpretation of data.

IV. ANALYSIS AND INTERPRETATION

For the objective No. 1 to study the job satisfaction level of secondary school teachers of Assam.

Table 1. Showing the Level of Job Satisfaction of Secondary School Teachers of Assam

Teachers of secondary school	Nos.	Mean	Standard Deviation
	570	70.25	9.702

Interpretation:

An examination in the table no. 1 the investigators found that the Mean score of job satisfaction of secondary school teachers is 70.25 and Standard Deviation is 9.702. As the mean score of the secondary school teachers is 70.25 which imply that the secondary school teachers of Assam are very satisfied with their job. Obviously they are not extremely satisfied with their job.

Table 2. Showing the Level of Job Satisfaction of Secondary school teachers of Assam in percentage

Score	Degree of satisfaction	Secondary school teachers J.S in percentage (%)	
		Number	%
74& above	Extremely satisfied	269	47.2
63to 73	Very satisfied	168	29.5
56to 62	Moderately satisfied	72	12.6
48to 55	Not satisfied	58	10.2

47 & below	Extremely dissatisfied	3	.5
	Total	570	100.0

Interpretation: The study reveals that 47.2% secondary school teachers were found extremely satisfied with their job, 29.5% secondary school teachers were found very satisfied with their job, 12.6% secondary school teachers were found moderately satisfied, 10.2% secondary school teachers were found not satisfied with their job and only 0.5% secondary school teachers were found extremely dissatisfied with their job. On the basis of data analysis we can say that the secondary school teachers of Assam are satisfied with their job.

For the **second objective** of the study to find out the teacher effectiveness among the teachers of secondary level.

Table 3 Showing the Teacher Effectiveness of Secondary Level of Assam

Teachers Effectiveness of Secondary School	Nos.	Mean	Standard Deviation
	570	300.41	25.57

Interpretation: The table 3 indicates about the mean score and standard deviation value of the secondary school teachers which came out (300.41) and (25.57) respectively regarding their effectiveness. It reveals that the secondary school teachers of Assam are Average as far effectiveness is concerned.

Table 4. Showing the Degrees of Effectiveness of Secondary Level Teachers of Assam

Classification of Score	Degree of Effectiveness	Number	Teacher Effectiveness in percentage (%)
312 & above	Most effective	195	34.2
301 to 311	More effective	60	10.5
277 to 300	Average	195	34.2
266 to 276	Low effective	83	14.6
Below 265	Least effective	37	6.5
	Total	570	100.00

Interpretation: In examination in to the table reveals that 34.2% secondary school teachers of Assam were most effective with their job, 10.5% were found more effective, 34.2% teachers were found average in effectiveness with their job, 14.6% secondary school teachers were found low effective with their job and another 6.5% teachers were found least effective with their job.

The **third objective** of the paper is to know the relationship between job satisfaction and teacher effectiveness of secondary school teachers of Assam. In this phase of analysis the nature of relationship between job satisfaction and teacher effectiveness among the secondary school teachers are assessed by the product moment coefficient of correlation method using Pearson correlation formula. The main thrust of the analysis was to examine if there exist any significant relationship between two variables i.e. job satisfaction and effectiveness.

Table 5. Relationship between Job Satisfaction and Teacher Effectiveness among the Secondary School Teachers of Assam

Variable	Number	Calculated value of r	Table value	Interpretation
Job satisfaction	570	.047	.261	Not significant
Teacher effectiveness				

The 'r' value as given in the above table is .047 for the relationship between job satisfaction and teacher effectiveness of the secondary school teachers of Assam which is not significant at .01 levels. This indicates that the two variables are not related with each other.

V. RESULT AND CONCLUSION

From the study it is observed that the secondary school teachers of Assam are not extremely satisfied with their job. It is also observed that the teachers of secondary schools of Assam are average if effectiveness is concerned. It is also found that the two variables i.e. job satisfaction and teacher effectiveness are not related to each other. That means an effective teacher may not be satisfied with his/her profession. On the other hand a satisfied teacher may not be effective in teaching. This is due to so many factors such as wages, job security, job environment, nature of work, opportunity for promotion, infrastructure facilities, locality of the institution, management, administration, prompt removal of grievances opportunity for participation in decision making and other fringe benefits etc. Secondary education is a crucial stage in the educational hierarchy as it prepares the students for future citizen. As the teachers are nation builder the lack of effectiveness and satisfaction with their job hamper in this process. Therefore in a nutshell, it can be emphasized here that the state machinery, principal, secondary board committee should take up strict monitoring and appropriate training programmes to orient the teachers and organize different teacher training programmes to promote teacher effectiveness for the secondary teachers of Assam.

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