



TEACHER EFFECTIVENESS AND JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS IN KERALA

Education

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ABSTRACT

Teacher Effectiveness and job satisfaction are closely related aspects in teaching. This study is therefore undertaken to find the level of job satisfaction and teacher effectiveness of secondary school teachers in Kerala. Random sampling technique is used to select the target group. Sample size is 110 in the present study. Data was collected by using questionnaire and and Teacher effectiveness Scale . Data were analyzed using both percentage analysis, chi square and descriptive statistics. The study revealed that there is significant relationship between teacher effectiveness and job satisfaction of secondary school teachers in Kerala.

KEYWORDS

Introduction

The teacher plays an important role in developing personality of the child and in shaping the society as they transfer not only education but a set of values that are carried forward by one generation to another. So, it is very important that the teacher should be effective. The teacher's personality is reflected in their students as they are the ideals for their students. Every teacher adopts different methods, strategies, techniques depending upon their personality type which distinguishes a teacher from other teacher and the student described one teacher as effective and other as non effective. Effective teachers are capable of exploring and exposing the potentialities of those who come in their contact. So, efficient teacher in an educational system is more important than all other educational factors taken together. When a teacher teaches, the kind of environment he provides will determine the changes he produces in his students. Whatever he does, it will make a difference in the way they behave.

Effective teachers do not rely only on teacher directed instruction rather they provide a substantial amount of coaching in form of support and feedback to their students and thus able to foster self-regulation in their students. As pointed out by Chhaya (1974) that an effective teacher possess better personality adjustment and favourable attitude. Also Cooper (1977) found significant relationship between job satisfaction and teacher effectiveness

In this changing Era today teacher's faces new challenges calling for greater effort from teachers. The teacher should be an integrated individual, skilled in the art and science of human relations and conscious of the wide variety of behavior patterns in the world to which he may has to adjust. The adjustment of teacher to his workplace determines teacher effectiveness to a large extent as her maladjustment with the profession not only has adverse effect on her personality but also produces maladjustment among children whom she teaches. Teachers having different personalities react differently to a given situation or adapt to a situation differently which affects their teaching competencies also. As reported by Sharma (2008) who studied to explore the personality and adjustment correlates of organizational commitment among college teachers of Haryana found that socially bold, trusting, adaptable, practical, controlled, high in self-concept have home, health, emotional and occupational adjustment and they tends to be more committed to their working institution.

Teacher Effectiveness

Teacher effectiveness plays an important role in teaching –learning process. An effective teacher does not create image of the students rather help the students to create the image of their own by understanding the problems of the students and helping them, by making any subject interesting, by controlling the class and by being fair with the students while dealing with them. Teacher effectiveness is an area of research which is concerned with relationship between the characteristics of teachers, teaching acts and their effects on education and discriminating between more or less effective teachers. A teacher is said to be effective when the teacher has attained the necessary competence in their roles and functions such as preparation and

planning for classroom management, knowledge of subject matter, teacher characteristics and their interpersonal relationship. Maximizing teacher effectiveness is a major goal of education.

Teacher effectiveness is the product of a number of variables namely academic, subject mastery, intellectual level, love for children, job satisfaction, teaching experience, professional growth, age of teacher, techniques used in teaching etc. Among all these variables the most important variable is teacher's knowledge, personality and above all his interaction with the students. So Effective teachers are those who can demonstrate the ability to bring about intended learning outcomes that enable them to achieve the desired results for their students.

Barr (1952) remarked, “Teacher effectiveness may be essentially a relationship between teachers, pupils and other persons concerned with the education, understanding all affected and facilitating aspects of immediate situation.”

Bending (1953) “found significant relationship between the rating of a teacher and his students achievement.”

Job Satisfaction

Work plays a tremendous role in people's lives, as it is a significant source of income, personal realization, personal and professional improvement. Because of the central role that work occupies in many people's life, satisfaction with one's job is an important component in overall wellbeing (Smith, 2007). Job satisfaction has been a topic of great interest for researchers and practitioners in a wide range of fields including organizational psychology, public administration, and management. It has been researched for more than 50 years and to this day continues to be a topic of research interest. The main reason for this interest may be due to the implications of job satisfaction for such job related behaviours as motivation, productivity, organizational commitment, and absenteeism, turnover, and employee relations. Satisfied employees are more likely to be creative and innovative, and come up with breakthroughs that allow an institution to grow and change positively with time and changing market conditions (Sharma and Jyoti, 2009). In this respect, job satisfaction is an organizational variable which should be valued, understood, and constantly monitored for the welfare of any organization.

High quality academic staff is the cornerstone of a successful educational system (Sharma and Jyoti, 2009). As Johnes and Taylor (1990) state, the goals of higher education are to provide in-depth knowledge, seek academic development, educate students, as well as to coordinate national development demands (Chen et al., 2006). None of these goals can be accomplished efficiently if low satisfaction or dissatisfaction exists amongst the university teachers in higher education organizations. Thus, the study of job satisfaction of university teachers seems inevitable. The job satisfaction of university teachers (academic), their commitment, and their retention are crucial to effective academic institutions. The understanding of factors affecting the job satisfaction of teachers is of utmost importance for the implementation of a successful, innovative, and vibrant

educational system. Furthermore, their job satisfaction translates into a healthy and positive academic environment. Thus, attracting and retaining high quality teachers should be a primary requirement for any educational institution.

Need and Significance of the Study

Teachers are very important in any system of education. No proper education can ever be achieved without an adequately trained and motivated teaching staff. For optimum results to be got from teachers, their satisfaction is of utmost importance. However, assuring teachers' satisfaction is not an easy task given that human beings' needs can never be fully satisfied as the satisfaction of one need leads to the desire for another higher level need (Maslow, 1954).

Currently, most motivational theories have put emphasis on the employee rather than the job itself. A few scholars have sought to link job satisfaction of teachers to students' performance.

It is anticipated that the study will provide secondary school teachers with information about teacher effectiveness and its components. Stimulate further research on appropriate practices that will enhance job satisfaction among employees thus improving productivity and develop commitment of public servants.

Objectives of the Study

The present study has been designed to achieve the following objectives:

1. To identify the various components of Teacher Effectiveness of secondary school teachers of Kerala.
2. To find out the relationship between Teacher Effectiveness and Job satisfaction of Secondary School teachers.
3. To find out the Teacher Effectiveness of Secondary School teachers with respect to Gender and Locale.
4. To find out the Job Satisfaction level of Secondary School teachers with respect to Gender and Locale.

Hypotheses of the Study

The following hypotheses have been designed to achieve the objectives of the study:

1. There is no significant relationship between Teacher Effectiveness and Job Satisfaction of Secondary School Teachers.
2. There is no significant effect on Teacher Effectiveness of Secondary School Teachers with respect to Gender and Locale.
3. There is no significant effect on Job Satisfaction of Secondary School Teachers with respect to Gender and Locale.

Method

Survey method was used for the present study.

Sample

The sample was 110 secondary school teachers randomly selected from different schools of Kerala.

Tools for the Study

In the present study following instruments were used
Teacher Effectiveness Questionnaire

Teacher Effectiveness Scale developed and standardised by the investigator

Job Satisfaction Scale developed and standardised by the investigator

Statistical Techniques used

Basic statistical techniques such as Percentage analysis, Arithmetic Mean, Median and Standard Deviation

Analysis and Interpretation of Data

The analysis and interpretation of the data collected from 110 secondary school teachers selected by means of a Teacher effectiveness questionnaire to identify the components of teacher effectiveness and scales to measure the relationship between teacher effectiveness and level of job satisfaction of secondary school teachers.

Table 1 shows the components of Teacher Effectiveness identified using a teacher effectiveness scale

Table 1 Results of the components of Teacher Effectiveness identified

Sl.No.	Components	Percentage analysis
1.	Information source	96
2.	Motivator	81
3.	Disciplinarian	95
4.	Guide	91
5.	Relationship with pupils, fellow teachers and principals	89
6.	Teaching-skill	98
7.	Professional knowledge	70
8.	Habits in relation to class-room	83
9.	Class-room management	77
10.	Personality characteristics	94

Table shows the details of analysis of the perception of teachers on the components of Teacher Effectiveness. Ten components of Teacher effectiveness were identified. Component selected were based on the analysis of the data collected using teacher effectiveness questionnaire. Based on percentage analysis the components with above 50 % value were selected.

Table 2 Result showing the perception of teachers on the relationship between Teacher Effectiveness and Job Satisfaction

Sl. No.	Teacher Effectiveness-Components	Frequency of Responses			χ ²
		High	Average	Low	
1.	Information source	20	80	10	83.48**
2.	Motivator	57	31	22	22.13**
3.	Disciplinarian	64	25	21	37.33**
4.	Guide	30	54	26	17.47**
5.	Relationship with pupils, fellow teachers and principals	17	51	42	24.34**
6.	Teaching-skill	55	18	37	26.32**
7.	Professional knowledge	73	27	10	66.33**
8.	Habits in relation to class-room	21	30	59	26.15**
9.	Class-room management	43	37	30	13.34**
10.	Personality characteristics	35	24	51	10.05**

**p < 0.01

The table values of chi- square for df 2 are 9.21 and 5.99 at 0.01 and 0.05 levels respectively. The calculated chi- square value for all the components under Teacher Effectiveness Scale was greater than the table value at 0.01 level. This shows there is significant relationship between teacher effectiveness and job satisfaction.

Table 3 Mean, Median and Standard Deviation of Scores on Teacher Effectiveness of secondary school teachers with respect to Locale of the Institution and Gender

Group	N	M	Md	SD
Total	110	239.61	239	27.93
Rural	56	240.06	239	27.65
Urban	54	239.14	238	28.27
Male	70	239.77	239	28.38
Female	40	239.31	239	27.12

The arithmetic mean and median of all the groups were not having much difference. The standard deviation of scores of all groups indicates that the scores were much dispersed from the central value. So there were deviant scores in all groups. Therefore teacher effectiveness of secondary school teachers with respect to Locale and Gender is not having significant difference.

Table 4 Mean, Median and Standard Deviation of Scores on Job Satisfaction of secondary school teachers with respect to Locale of the Institution and Gender

Group	N	M	Md	SD
Total	110	276.78	276	29.72
Rural	56	279.16	280	25.90
Urban	54	274.31	271	33.33
Male	70	239.77	239	38.38
Female	40	239.31	239	37.12

The arithmetic mean and median of all the groups were not having much difference. The standard deviation of scores of all groups indicates that the scores were much dispersed from the central value. So there were deviant scores in all groups. Therefore job satisfaction of secondary school teachers with respect to Locale and Gender is not having significant difference.

Major Findings

1. There is significant relationship between Teacher Effectiveness and Job Satisfaction of Secondary School Teachers.
2. There is no significant effect on Teacher Effectiveness of Secondary School Teachers with respect to Gender.
3. There is no significant effect on Teacher Effectiveness of Secondary School Teachers with respect to Locale.
4. There is no significant effect on Job Satisfaction of Secondary School Teachers with respect to Gender.
5. There is no significant effect on Job Satisfaction of Secondary School Teachers with respect to Locale.

Conclusion

From the study it is clear that there is significant relationship between teacher effectiveness and job satisfaction. In addition to this there is no significant effect of teacher effectiveness with respect to Locale and Gender of secondary school teachers. Also there is no significant effect of job satisfaction of secondary school teachers with respect to Locale and Gender.

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