Research Paper Education

A Study of Teachers' Effectiveness and Job Satisfaction in Secondary Schools

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ABSTRACT

The present study aims at finding out the Teachers' Effectiveness and Job Satisfaction in secondary schools of 100 teachers of government secondary schools of Yamuna Nagar district in Haryana. Teachers' Effectiveness scale and Job Satisfaction inventory by Dr. Kumar and Dr.Mutha is used.

KEYWORDS | Teachers' Effectiveness, Job Satisfaction and Secondary School Teachers.

INTODUCTION

Education is life long process and patent force for social reconstruction. Gandhi said, "Education is the preparation for comply living, adjustment to environment, perfections of one's nature, character building and harmonious development of personality.

The teacher holds the key position in the educational system. He is just like a main wheel on whose shoulders fest the success of Education program. The growth and development of child's personality depends considerably on the type of teachers under whose care the child is left for studies. He is showered by such like esteem as the builder and architect of nation.

TEACHER EFFECTIVENESS

In the literal sense, the teacher effectiveness is defined in terms of what the teacher pupils do; the assessment of teacher effectives through effects on students , in terms of gains growth, changes all of which involves measurement of changes in behaviors and some of which can be attributed to the impact of individual teacher.

Crawford, P.L. and Bradshaw, H.L. (1968) views an effective teacher as the one who is able to:

(a) Encourage and promote student understanding
(b) Develop study skills;
(c) Mould desirable attitude towards ideals of education; and;
(d) Contribute to the emotional adjustment of pupils

JOB-SATISFACTION

Job satisfaction of teachers is essential for the effective teaching learning process in school. Thus we can say that effective teaching is the results of job satisfaction the teacher who is dissatisfied with his work will be unable to motive his pupils to attain learning job satisfaction of teacher has long been a focus of attention for educational researchers, Arguably, this is because of links between job satisfaction and organizational behavior issues such as commitment absenteeism turnover, efficiency and productivity. Job satisfaction of school employees may be related to personal characteristic, such as age, gender and years of experience.

OBJECTIVES OF THE STUDY

The following objectives are formulated for the study:

1. To study the teachers effectiveness of Secondary school teachers.
2. To study the job-satisfaction of secondary school teachers.
3. To study the difference between teacher effectiveness of male and female secondary school teachers.
4. To study the difference between job-satisfaction of male and female secondary school teachers.
5. To study relationship between teacher effectiveness and job-satisfaction of secondary school teacher.

HYPOTHESES OF THE STUDY

Based on the studies in related areas following hypotheses are framed:-

1. There exists no significant difference between the teacher effectiveness of male and female Secondary school teachers.
2. There exists no significant difference between the job-satisfaction of male and female Secondary school teachers.
3. There exists no significant Relationship between the teacher effectiveness and Job satisfaction of Male and female Secondary school teachers.

RESEARCH METHOD

In the present study the investigator used **Descriptive Survey Method** to gather information and analyses the data.

SAMPLE

Indeed sampling is the soul of research. E. Bright Wilson says, 'The universe is too vast and complex to be treated as a whole, so a manageable part of it must be chosen for observation". Sampling is the process by which a relatively small number of individuals or measures of individuals, or events are selected and analyzed in order to find out something about the entire population from which it was selected. It is often desirable in order to reduce expenditure, save time and energy, permit measurement of greater scope, or produce greater precision and accuracy.

A sample of 100 secondary school teachers from Government schools in district Yamuna Nagar of Haryana (50 male, 50 female) were selected through random sampling technique.

SAMPLE STRUCTURE

Sr. No.	Name of The School	Number of Teacher's
1.	Govt. Sr. Sec. School, Modal Colony, Yamuna Nagar	27
2.	Govt. Girls Sr. Sec. School, Yamuna Nagar	25
3.	S.V.N. Sr. Sec. School, Modal Town. Yamuna Nagar	28
4.	Govt. High School, Yamuna Nagar	20

MEASURES

In the present study, the instruments employed for the collec-

tion of data are:

(a) Teacher Effectiveness Inventory by Kumar and Mutha (1974).

(b) Job Satisfaction Inventory by Dr. Pramod Kumar and Dr. D.N. Mutha. (1988).

DESCRIPTION OF DATA

TABLE 1

TEACHER EFFECTIVENESS SCORES OF SECONDARY SCHOOL TEACHERS'

Sr. No	Category	Range of scores
1	High	Above 28
2	Average	28-48
3	Low	Below 24

TABLE 2

DISTRIBUTION OF TEACHER EFFECTIVENESS SCORES OF SECONDARY SCHOOL TEACHERS' (N=100)

Category	No. of Teachers	Percentage of Teachers
High	28	28%
Average	48	48%
Low	24	24%

It is evident from the above Table that the number of teachers falling in high category comes out to be 28 which consists of 28% of the total teachers. Number of teachers falling average category comes out to be 48 resulting the percentage of teachers to be 48% and 24 teachers falling in the low category of teachers' effectiveness represent 24% of the teachers. Hence, 76% of the teachers were found to be having average and above average as shown in the table.

Table 3

SIGNIFICANCE DIFFERENCE BETWEEN MEAN TEACHER EFFECTIVENESS SCORES OF MALE AND FEMALE SECONDARY SCHOOL TEACHERS'

Group	N	Mean	SD	t-Ratio
Male	50	311.2	29.63	0.3660*
Female	50	309.1	31.52	

* Significant at 0.01 level =2.58 for 98 degrees of freedom.

** Significant at 0.05 level = 1.96 for 98 degree of freedom.

Above table shows the Significance of Difference between mean Teacher Effectiveness Scores of Male and Female Secondary School Teachers. The t-value between means of the male and female in respect of teacher effectiveness is (t= 0.3660*) as shown in Table 3 is not significant even at 0.05 level of significance.

TABLE 4

JOB-SATISFACTION SCORES OF SECONDARY SCHOOL TEACHERS'

Sr. No.	Category	Range of Scores
1	High	Above 27
2	Average	23-27
3	Low	Below 23

TABLE-5

DISTRIBUTION OF JOB-SATISFACTION SCORES OF SECONDARY SCHOOL TEACHERS' (N=100)

Category	No of Teachers	Percentage of Teachers
High	23	23%
Average	55	55%
Low	22	22%

It is evident from the above table that the number of teachers falling in high category comes out to be 23 which consist of 23% of the total teachers. Number of teachers falling average category comes out to be 55 resulting the percentage of teachers to be 55% and 22 teachers falling in the low category of job-satisfaction .which represent 22% of the teachers' job-satisfaction. Hence, 78% of the teachers were found to be having average and above average teachers job-satisfaction as shown in Table .

TABLE 6

SIGNIFICANCE DIFFERENCE BETWEEN MEAN JOB-SATISFACTION SCORES OF MALE AND FEMALE SECONDARY SCHOOL TEACHERS'

Group	N	Mean	SD	t-Ratio
Male	50	24.06	4.112	0.0383*
Female	50	25.5	3.934	

* Significant at 0.01 level =2.58 for 98 degrees of freedom.

** Significant at 0.05 level = 1.96 for 98 degree of freedom.

Table 6 shows Significant Difference between mean job-satisfaction Scores of Male and Female Secondary School Teacher. The t-value between means of the male and female in respect of job-satisfaction is (t-value=0.0383*) as shown in Table 6 is not significant at 0.05 level.

DISCUSSION

There is no significant difference between teacher effectiveness of male and female secondary school teachers.

There is no significant difference between job-satisfaction of male and female secondary school teacher.

There is the coefficient of correlation between teacher effectiveness and job-satisfaction for male secondary school teachers which is positively significant at any level .It means that male satisfied teachers exhibited better effectiveness on their jobs and male secondary school teacher affects the job-satisfaction and higher the level of satisfaction, more the teacher will be effective in his behavior and vice-versa.

MAIN FINDINGS

1. A large majority of the teachers have average effectiveness towards their profession. Small numbers of secondary school teachers have effectiveness above the norms. Thus their effectiveness is poor and they likely to have effectiveness deficits.
2. A large majority of the teachers have average job-satisfaction towards their profession. Small numbers of secondary school teachers have job-satisfaction above the norms. Thus their job-satisfaction is poor and they likely to have effectiveness deficits.
3. There is no significant difference between teacher effectiveness of male and female teachers. Thus, can be inferred that effectiveness of secondary school teachers can not be predicted on the basis of gender difference.
4. The result indicates that there is no significant difference between job-satisfaction of male and female secondary school teachers. Thus gender was redundant factor for the difference in effectiveness of the secondary school teachers.
5. Teacher effectiveness was found to be positively and significantly related to the job-satisfaction of male of secondary school teachers. It means that male satisfied teachers exhibited better effectiveness on their jobs.
6. Teacher effectiveness was not significantly related to the job-satisfaction of female secondary school teachers. Thus, it can be inferred that teacher effectiveness does not affect the job-satisfaction of female secondary school teachers.
7. Teacher effectiveness was found to be positively and significantly related to the job-satisfaction of total sample. The secondary school teachers having high level of teacher

effectiveness possessed high level of job-satisfaction .Thus, teacher effectiveness affects the job-satisfaction of secondary school teachers.

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