

JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS IN RELATION TO TEACHER EFFECTIVENESS

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ABSTRACT

The present paper tried to find out the relation between teacher effectiveness and job satisfaction of secondary school teachers in Ghaziabad. The job satisfaction of teachers was measured by the job satisfaction scale developed by Meera Dixit (1993). The scale consists of 52 items divided into eight areas—I. Intrinsic aspect of job, II. Salary, Promotional avenues & service condition, III. Physical facilities, IV. Institutional Plans & Policies, V. Satisfaction with authorities, VI. Satisfaction with social status and family welfare, VII. Rapport with students, VIII. Relationship with co-workers. The teacher effectiveness was measured by the teacher effectiveness scale developed and standardized by Kumar and Mutha. The scale consists of 69 items and is divided into six areas –I. Academic, II. Professional, III. Social, IV. Emotional, V. Moral, & VI. Personality. The paper framed and tested the null hypothesis- There exists no significant relationship between teacher effectiveness and job satisfaction of secondary school teachers. The result of the study did not accept the null hypothesis and indicated that there exists a significant relationship between teacher effectiveness and job satisfaction of secondary school teachers.

Keywords : - Job Satisfaction, Teacher Effectiveness, Secondary Schools, and Teachers.

1. INTRODUCTION

Teachers play an essential role to achieve educational outcomes for the students. The student's academic achievement depends on the teacher's effectiveness. A teacher can work effectively if the teacher is satisfied with his job. Teacher effectiveness has some characteristics and parameters which included: a strong grasp of subject matter, use of systematic instruction techniques, high expectations of students and themselves, willingness to tailor teaching to students' needs, belief in their own efficacy, use of varied teaching strategies, use of preventative discipline, caring, use of a democratic approach, task-oriented, concerned with perceptual meanings rather than facts and events, comfortable interactions with others, good management skills, accessibility to students outside the class, flexibility and imagination in their ideas. So, the teacher is the most important element in any educational programme. It is the teacher who is mainly responsible for the implementation of the educational process at any stage. The entire process of education is worthless if the teacher is unable to perform his function properly. The teacher's effectiveness depends on various factors like mental health, burnout, emotional intelligence, job satisfaction, etc. It means teachers can be successful in performing their duties if they are satisfied both professionally and psychologically. Many studies show that factors like Teacher Effectiveness and job satisfaction are interrelated. Dissatisfaction among the teachers is undesirable and dangerous. An effective teacher is one who is cooperative, sympathetic, intelligent, emotionally intelligent, and satisfied with his job. Such a teacher can perform his duty effectively. It is natural that if a teacher is not satisfied with his job and is not happy then how he could not become effective. Thus, both teacher effectiveness and job satisfaction are important variables. As these two variables are very important for a teacher to perform his duty satisfactorily, therefore the investigator felt a need to find out any relationship if exists between these two variables.

2. REVIEW OF RELATED LITERATURE

Sharma (2006) studied job satisfaction and teaching effectiveness of secondary teachers in relation to their emotional intelligence and reported that job satisfaction and teaching effectiveness are correlated and job satisfaction also impacts teaching effectiveness.

Joshi (2010) studied the emotional intelligence and job satisfaction of teachers teaching in senior secondary schools and concluded that there exists a significant positive relation between job satisfaction and emotional intelligence.

Thapliyal and Joshi (2014) studied the job satisfaction of secondary school teachers in relation to their emotional intelligence and reported that emotionally intelligent teachers are more satisfied with their job.

Tomer (2015) conducted a study of teachers' effectiveness and job satisfaction in secondary schools and reported that teacher effectiveness was found to be positively and significantly related to the job satisfaction of the total sample.

3. OBJECTIVES OF THE STUDY

To study the relationship between Job Satisfaction and Teacher Effectiveness of secondary school teachers.

4. HYPOTHESIS OF THE STUDY

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

5. DELIMITATION OF STUDY

- i) The study was delimited to ten Private Senior Secondary Schools in Ghaziabad.
- ii) The study was delimited to 100 teachers teaching classes from ninth to twelfth.
- iii) The study was delimited as per the dimensions of the research tools used.

6. METHOD USED

Descriptive Survey Method was used.

7. SAMPLE OF THE STUDY

In the present study, ten Private Senior Secondary Schools were selected purposively from Ghaziabad. The teachers teaching in these schools from ninth to twelfth standard were chosen as a sample. This sample consisted of a total of 100 teachers.

8. INSTRUMENTS OF THE STUDY

- i) Job Satisfaction scale developed by Meera Dixit (1993) was used to assess the job satisfaction of teachers.
- ii) The teacher effectiveness scale developed and standardized by Kumar and Mutha was used to assess the teacher effectiveness of teachers.
Research

9. SCORING PROCEDURE

The Scale on teacher effectiveness is a self-administering scale with 69 items. It is a five-point scale. It was administered and items were given a score value of '1' to '5' from 'strongly disagree' (SDA) to 'strongly agree'

(SA). All items are positively worded. The total scores vary from 69 to 345. The marks obtained in all the items by a teacher were added to know the Teacher Effectiveness scores of the teachers.

The job Satisfaction scale contained 52 items (divided into main eight factors). It is a five-point scale. It was administered and items were given score values of '1' to '5' from 'strongly disagree' to 'strongly agree'. The marks obtained in all the items by a teacher were added to assess the job satisfaction scores of the teachers.

10. STATISTICAL TECHNIQUES USED

Mean, S.D. t-test, and Karl Pearson's Product moment correlation were used.

11. RESULTS AND DISCUSSIONS

The result of the study is discussed with the help of a table provided below.

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

Variables	No.	df	'r'	Result
Teacher Effectiveness	100	98	0.73	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 0.73 which is much greater than the table value of 'r' at 0.05 level of significance. So, the first null hypothesis cannot be accepted. This indicates that there exists a significant relationship between Teacher Effectiveness and job satisfaction of secondary school teachers. It also indicates that the better the Job Satisfaction of teachers, the greater the teacher effectiveness. The results of the study are in line with the studies of Abrah (1994), and Newa (2007). More such studies need to be carried out to generalize the findings.

12. EDUCATIONAL IMPLICATION

The study reported that teacher effectiveness and job satisfaction are positively related. It means better job satisfaction improves teacher effectiveness. Therefore, the school administrator in private schools must work towards job satisfaction of teachers in order to improve teacher effectiveness. Teacher effectiveness leads to the achievement of educational objectives of the schools and increases the academic achievement of students. All policymakers should give emphasis to the work satisfaction of teachers as it improves teacher effectiveness.

13. REFERENCES

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