

TEACHER EFFECTIVENESS IN RELATION TO JOB SATISFACTION OF SECONDARY TEACHERS IN JAINTIA HILLS, MEGHALAYA

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Abstract : Teachers play a significant role in moulding and shaping up of the all round development of students. The quality of education received by students highly depends on the effectiveness of the teacher. According to Anderson “An effective teacher is one who quite consistently achieves goals which either directly or indirectly focuses on the learning of his students”. Thus, effective teacher is the key factor in school dynamics and is generally considered as a primary variable on which effectiveness of the school is evaluated. But teacher effectiveness also depends on various factors, one of them is job satisfaction. Job satisfaction describes how content individuals with their job, on the other hand, whether they like the job or not. Teachers with high level of job satisfaction are generally self-motivated in their work and can do better performance in the teaching learning process. Similarly, teachers with low level of satisfaction may not perform well in their job. This leads to ineffective teaching which affects the educational quality of the students and the whole teaching learning process. Hence, the present paper aims to find out the relationship between teacher effectiveness and job satisfaction of secondary school teachers of Jaintia Hills. Descriptive survey method has been employed for the investigation.

Index Terms: Teacher Effectiveness, Job Satisfaction and Secondary Teachers

INTRODUCTION

Effective teachers are those who achieve the goals which they set for themselves or which they have set for them by others. A good and effective teacher not only shows the right path that the students should follow but also prepares the human resource for the future development of the nation. Thus, effective teacher is one amongst the foremost factors contributing to educational improvement as well as quality education. But effectiveness of teachers depend on different variables like organizational climate, motivation, job satisfaction, personality, commitment, subject knowledge, students- teachers relationship, etc. Among them, job satisfaction is one of the important variable which influences teacher effectiveness. Teachers with high level of Job satisfaction are generally self motivated in their work and can do better performance in teaching learning process. Job satisfaction acts as a powerful force and motivation that gives happiness and increase ones efficiency to work effectively. Hence teachers with high level of job satisfaction are able to help the educational institution achieve its objectives and uplift the educational scenario at all dimensions.

Various studies conducted on Job satisfaction and teacher effectiveness have shown by different investigators. Arora (1978), Passi (1991), Raj Tilak (2002), Maiti and Kumar (2003), Jose Joseph K. (2004), Sharma & Ghose (2006) and Bhandari & Patil (2009) found that significant relationship exist between teacher effectiveness and job satisfaction. Das (1988) found that teachers who were motivated were also found to be highly satisfied with their jobs. Further, the research findings revealed that higher motivation was found among rural, trained and government school teachers as compared to their counterparts. Abraham (1994) found that: (i) Teachers who had a high medium level of satisfaction were more effective teachers than those with low level of job satisfaction; (ii) there was a significant difference between the job satisfaction of teachers in the three grades like sciences, arts and commerce. Saxena (1995) found that: (i) both effective and ineffective teachers were well adjusted, derived satisfaction from their work and had favorable attitude towards teaching profession. Gupta, S.P (1995) conducted a correlation study of teacher's job satisfaction and their teaching effectiveness. The study reveals that the co-efficient of correlation between overall dimension of job satisfaction of teachers viz., salary benefits, community aspect supervision, family life, policies and practices, growth and practices were significantly related with teacher effectiveness. Khatoun and Hassan (2000) have also shown that job satisfaction does have effect on success in teaching. Dixit (1986) found that female teachers were more satisfied than male teachers at the primary and secondary level. Sharma (2005) found that gender of the teacher had no influence on their job satisfaction; however the level of motivation did have a significant impact on job satisfaction. Webb (2007) found that there is significant relationship between teachers' perception of the school principals' leadership approaches and teachers' work motivation and teachers' job satisfaction levels. Ayeni and Popoola (2007) revealed that correlation existed between motivation, job satisfaction and commitment. Newa D.R (2007) found that teacher effectiveness was positive related with work satisfaction, media utilization and attitude towards information and communication technology; no significant interaction was found between school type and teachers of academic stream with regard to teacher effectiveness; More effective teachers exhibited better work satisfaction, attitude towards media utilization and attitude towards information and technology; More effective teachers and less effective teachers of science, math, language, social science, of secondary school exhibited comparable work satisfaction, media utilization and attitude towards information and technology. Kasinath, H.M (2008) found that motivational correlate is the single most facts predicting and happening in life. It is the capacity to create positive outcome in your relationship with others and with yourself.

Positive outcomes include job optimism and success in work school and life. Verma (2010) found that older employees were less motivated by extrinsically related features of a job, but more by intrinsically rewarding job features. Shweta Agarwal (2012) found that all type of government school teachers are endowed with more teacher effectiveness. Kothawale, P.L. (2014) found that strong positive relationship in the teaching effectiveness and job satisfaction of higher secondary school teachers and no significant difference was found in the teaching effectiveness of teachers of arts and science faculty.

Through the review of related literature, it can be understood that, a good number of studies have been conducted on teacher effectiveness in relation to job satisfaction. However, there was no study found in East and West Jaintia Hills districts. Hence, the present study is an attempt to the relation between teacher effectiveness and job satisfaction in the secondary school teachers in Jaintia Hills.

OBJECTIVES

1. To find out the levels of teacher effectiveness of secondary school teachers in East and west Jaintia Hills Districts.
2. To find out the levels of job satisfaction of secondary school teachers in East and West Jaintia Hills Districts.
3. To study the difference in teacher effectiveness of secondary school teachers with respect to: sex, training, types of schools, academic qualifications and teaching experience.
4. To study the difference in job satisfaction of secondary school teachers with respect to: sex, training, types of schools, academic qualifications and teaching experience..
5. To find out the relationship between teacher effectiveness and job satisfaction of secondary school teachers in East and West Jaintia Hills Districts.

HYPOTHESIS

1. There is no significant difference in teacher effectiveness of secondary schools teachers with respect to demographic variables (sex, training, types of schools, academic qualifications and teaching experience.).
2. There is no significant difference in the job satisfaction on secondary school teachers with respect to demographic variables (sex, training, types of schools, academic qualifications and teaching experience.).
3. There is no significant relationship between the teacher effectiveness and job satisfaction of secondary school teachers in East and West Jaintia Hills Districts.

METHODOLOGY

Descriptive survey method has been used for the research. The present study was conducted on 431 teachers from 77 secondary schools of East and West Jaintia Hills Districts were included in the sample. Simple random sampling technique was used for the present study.

Teacher effectiveness scale (TES-KU) developed by Umme Kulsum (2011) and job satisfaction scale for primary and secondary teachers (DJSS) developed by Meera Dixit (2011) were used as tools for data collection.

Percentage, t-test and ANOVA were used for analysis of data. Co-efficient of correlation (r) technique was employed to find out the relationship between Teacher Effectiveness and Job satisfaction.

ANALYSIS AND INTERPRETATION

Table 1: Levels of teacher effectiveness of secondary schools in East and West Jaintia Hills Districts.

Sl. No	Range of Raw Scores	Range	N	%	Levels of Teacher Effectiveness
1.	435 and more	+2.01 and above	106	24.6	Most Effective Teacher
2.	401-434	+1.26 to +2.00	48	11.1	Highly Effective Teacher
3.	367-400	+0.51 to +1.25	53	12.3	Above Average Effective Teacher
4.	321-366	-0.50 to +0.50	65	15.1	Moderately Effective Teacher
5.	287-320	-0.51 to -1.25	64	14.8	Below Average Effective Teacher
6.	286-253	-1.26 to -2.00	61	14.2	Highly Ineffective Teacher
7.	252 and below	-2.01 and below	34	7.9	Most Ineffective Teacher

From the above table, it can be revealed that out of 431 secondary school teachers in Jaintia hills districts 24.6% (106) are most effective, followed by 14.2% (61) are highly ineffective, 12.3% (53) are above average effective, 15.1% (65) moderately effective, 14.8% are below average effective, 11.1% (48) are highly effective teachers and 7.9% (34) are most ineffective teachers. Further it can be said that all together 36.9% of the teachers are below average/ineffective in the secondary schools of Jaintia hills districts.

Table 2: Levels of job satisfaction of secondary school teachers in East and West Jaintia Hills Districts.

Ranges of Score	N	%	Interpretation (levels)
Below 140	4	0.9%	Very low degree of satisfaction
140-147	2	0.5%	Low degree of satisfaction
148-163	12	2.8%	Average degree of satisfaction
164-191	174	40.4%	Good degree of satisfaction
192 and above	238	55.5%	Highest degree of satisfaction

From the above table, it is revealed that out of 431 secondary teachers, more than half of the teachers i.e. 55.5% (238) are having highest degree of job satisfaction followed by 40.4% (174) teachers are having good degree of job satisfaction. Only 2.8% (12) teachers are having average degree of job satisfaction and very few i.e. 0.5% (2) and 0.9% (4) teachers are having low and very low degree of job satisfaction respectively. It shows that majority of secondary teachers are highly satisfied by their profession.

Table 3: Mean difference in teacher effectiveness of secondary teachers with respect to: sex and training.

Variable	category	N	Mean	S.D	df	't'	Table t-value	Interpretation
Sex	Male	152	364.86	86.95	429	.386	1.97	Not sig.
	Female	279	361.49	86.36				
Training	Trained	181	371.33	85.55	429	1.771	1.97	Not sig.

	Untrained	250	356.42	86.78				
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From the above table, it is found that, there is no significance difference in teacher effectiveness of secondary school teachers with respect to sex and training. Hence the null hypothesis that, "There is no significant difference in teacher effectiveness of secondary schools teachers with respect to sex and training" is accepted. However, from the means, it can be said male teachers have slightly higher teaching effectiveness than female teachers. Whereas, the trained teachers have slightly higher teaching effectiveness than untrained teachers.

Though, every individual are unique, but the present study revealed that, male teachers are slightly higher than female teachers with regard to decision making, optimistic, interpersonal relation, etc. When a good rapport was established between students and teachers, students feel contented and this will help them to improve their interest and curiosity in the subject taught in the classroom. Also when teachers are trained generally, they become are more effective than untrained teachers since they obtained more knowledge, teaching skills, technique of teaching, maxims of teaching etc.

Table.4: ANOVA results of teacher effectiveness of secondary school teachers based on type of schools, academic qualifications and teaching experience.

Variable	Source of variance	Sum of Squares	Mean Squares	df	F	p-value	Table F-Value	Interpretation
Type of School	Between Groups	37819.93	18909.96	2	2.54	.080	3.02	Not sig.
	Within Groups	3178523.88	7426.45	428				
	Total	3216343.81						
Acad. Qualifications	Between Groups	4158.22	2079.11	2	.277	.758	3.02	Not sig.
	Within Groups	3212185.59	7505.10	428				
	Total	3216343.81						
Teach. Experience	Between Groups	18252.54	9126.27	2	1.221	.296	3.02	Not sig.
	Within Groups	3198091.27	7472.17	428				
	Total	3216343.81						

From the table, the ANOVA results show that there is no significance difference in teacher effectiveness of secondary school teachers with respect to type of schools, academic qualifications and teaching experience. Hence the null hypothesis that, "There is no significant difference in teacher effectiveness of secondary schools teachers with respect to type of schools, academic qualifications and teaching experience" is accepted.

Table.5: Mean difference in job satisfaction of secondary school teachers with respect to: sex and training

Variable	Category	N	Mean	S.D	df	't'	Table t-value	Interpretation
Sex	Male	152	191.51	18.91	429	1.452	1.97	Not significant
	Female	279	194.13	17.31				
Training	Trained	181	190.70	19.20	429	2.492	1.97	Not significant
	Untrained		195.03	16.73				

From the above table, it is found that there is no significance difference in job satisfaction of secondary school teachers with respect to sex and training. Hence the null hypothesis that, "There is no significant difference in job satisfaction of secondary schools teachers with respect to sex and training" is accepted.

Table 6: ANOVA results of job satisfaction of secondary teachers based on the types of schools, academic qualifications and teaching experience.

Variable	Source of variance	Sum of Squares	Means Square	df	F-value	p-value	Table F-value	Interpretation
Type of School	Between Groups	1733.12	866.56	2	2.721	.067	3.02	Not significant at 0.05 level
	Within Groups	136316.07	318.49	428				
	Total	138049.20		430				
Acad. Qualifications	Between Groups	384.78	192.39	2	.598	.550	3.02	Not significant at 0.05 level
	Within Groups	137664.41	321.64	428				
	Total	138049.20		430				
Teach. Experience	Between Groups	2251.45	1125.72	2	3.548	.030	3.02	Significant at 0.05 level
	Within Groups	135797.75	317.28	428				
	Total	138049.20		430				

The above table depicts the analysis of variance with respect to job satisfaction based on the types of schools. The ANOVA results show between groups and within groups sum of squares are 1733.12 and 136316.07, with df 2 and 428, mean squares are 866.56 and 318.49 respectively. The obtained F-value is 2.721 which is less than the table F-value 3.02 at 0.05 level. Hence the null hypothesis that, "There is no significant difference among government, government aided and private school teachers in their job satisfaction" is accepted.

The above table also depicts the analysis of variance with respect to job satisfaction based on academic qualification of secondary school teachers. The ANOVA results show between groups and within groups sum of squares are 384.78 and 137664.41, with df 2 and 428, mean squares are 192.39 and 321.64 respectively. The computed F-value .598 is less than the table F-value 3.02 at 0.05 level of significance. Therefore, there is no significance difference in the job satisfaction of secondary school teachers based on academic qualification. Hence the null hypothesis that, "There is no significant difference among under graduate, graduate and post graduate teachers in their job satisfaction" is retained

Further, the above table depicts the analysis of variance with respect to job satisfaction based on teaching experience. The ANOVA results show between groups and within groups sum of squares are 2251.45 and 135797.75, with df 2 and 428, mean squares are 1125.72 and 317.28 respectively. The F-value is found 3.548 which is greater than the table F-value 3.02 at 0.05 level of significance. Thus there is a significant difference in the job satisfaction of secondary school teachers with respect to teaching

experience. Hence the null hypothesis that, "There is no significant difference among teachers with experience below 10 years, 10-19 years and above 20 years in their job satisfaction" is rejected.

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Table 7: The multiple comparison of mean of job satisfaction of teachers with respect to their teaching experience

Dependent Variable	Experience (I)	Experience (J)	Mean difference	Standard error	P-value
Job Satisfaction	Below10 years	Above 20 years	6.028	2.362	0.39*

*Significant at 0.05 level

From the above table it indicates the mean difference between the teachers having below 10 years experience and above 20 years experience is 6.028 and P-value is 0.39 which is significant at 0.05 level. It means teachers who are having below 10 years of experience are having significantly more job satisfaction than the teachers who are having above 20 years of experience.

At young age, that is, when teachers are having experience below 10 years of experience, they are dynamic and with full energy and enthusiasm, they have a passion to perform well in their teaching profession better than above 20 years of experience since they are curious and want to achieve the objectives and also due to need factor as pointed out by Maslow's Need theory of learning.

Table 8: Correlation between teacher effectiveness and job satisfaction of secondary schools teachers in East and West Jaintia Hills Districts.

Variable	N	df	r-value	Table r-value	Interpretation
A -Preparation for teaching and planning	431	429	.114*	.098	Significant 0.05 levels
B -Class room Management	431	429	.126**	.118	Significant at 0.01 levels
Job Satisfaction					
C -Knowledge of Subject Matter	431	429	.133**	.118	Significant at 0.01 levels
Job Satisfaction					
D -Teacher Characteristics	431	429	.069	.098	Not Significant
Job Satisfaction					
E-Interpersonal Relationship	431	429	.136**	.118	Significant at 0.01 levels
Job Satisfaction					
Teacher Effectiveness – Total	431	429	.118**	.118	Significant at 0.01 Levels
Job Satisfaction					

From the above table, it can be revealed that there is a relationship between Job Satisfaction and teacher effectiveness and its various dimensions such as classroom management, knowledge of subject matter, and interpersonal relationship are significant at 0.01 level with 99% degree of confidence. Whereas the r-value of preparation for teaching and planning is .114 which is greater than the table r-value .098 at 0.05 level of significance with 95% degree of confidence. With regard to teacher characteristics, there is no significance difference between teacher effectiveness and job satisfaction. Thus, the various dimensions of teacher effectiveness are correlated with job satisfaction except teacher characteristics. The teachers' content with their jobs may be due to various factors such as wages, conditions of work, social relation on the job, prompt settlement of grievances and fair treatment by employer.

SUGGESTION FOR IMPROVEMENT OF TEACHER EFFECTIVENESS AND JOB SATISFACTION

- School management should create a conducive environment suited for teachers. They should take care the needs and welfare of teachers.
- Regular payment of salary and other incentives help teachers to remain content in their jobs which ultimately improve the quality of education of the country.
- Government should provide better facilities for teachers in order to boost their morale which ultimately uplifts the quality of education.
- Professional development opportunities and regular promotion of teachers will make difference in the job satisfaction and teacher effectiveness.
- Performance evaluation, regular feedback and positive reinforcement also enhance the job satisfaction and teacher effectiveness.
- Meghalaya should implement proper education policy as earliest as possible so that highly motivated, effective and trained teachers can recruit in the secondary schools.

CONCLUSION

More than half of the secondary school teachers in the study are above average to most effective teachers and also have average to highest level of job satisfaction. The study also found that, there is no significant difference in teacher effectiveness of teachers with respect to demographic variables viz. sex, training, type of schools, teaching experience and academic qualifications.

There exists a positive significant relationship between overall teacher effectiveness and job satisfaction and also with regard to the various dimensions of teacher effectiveness except teacher characteristics. This proves that teacher effectiveness and Job satisfaction are highly positive correlated to each other. The results reveal that job satisfaction acts as a powerful force that give happiness and increase ones efficiency to work effectively. Hence teacher with high level of job satisfaction are able to improve and uplift the educational scenario at all dimensions. Therefore, government and school managements should improve the job satisfaction of teachers in turn teacher effectiveness through proper education policy.

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