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A STUDY ON RELATIONSHIP OF TEACHER EFFECTIVENESS AND JOB SATISFACTION AMONG WOMEN TEACHERS

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ABSTRACT

This paper is an attempt to find out the relationship of teacher effectiveness with job satisfaction among secondary school women teachers in the state of Karnataka. Kulsum Teacher Effectiveness Scale (KTES) by Kulsum (2000) and Job Satisfaction Scale by Singh & Sharma (1999) were administered on a sample of 400 women teachers randomly selected from Raichur, Yadgir, Kalaburagi and Bidar districts of Karnataka. The study revealed a significant difference in teacher effectiveness among women teachers with high, average and low level of job satisfaction. Women teachers with high level of job satisfaction are higher in teacher effectiveness than teachers with average or low level of job satisfaction. Teacher effectiveness and job satisfaction are positively and significantly related. There exists a positive significant relationship between teacher effectiveness and job satisfaction among women teachers working in urban areas and government schools but a positive insignificant relationship between teacher effectiveness and job satisfaction among women teachers working in rural areas and private schools.

Key words: job satisfaction, Teacher effectiveness, women teachers.

1. Introduction:

Teacher effectiveness is important because the “effectiveness of every teacher is the life of every educational institution” (Rao & Kumar,2004) since teachers educate the most valued assets of the country, i.e. students. Campbell et al. (2004) described teacher effectiveness as the impact that factors in the class room, such as teaching methods, expectations of teachers, organization of class room and the use of class room resources, have on student’s performance. A teacher’s effectiveness, thus, has more impact on student learning than any other factor under the control of school systems, including class size and school size (Steven et al., 2005).

Job satisfaction improves the performance as well as effectiveness of an individual irrespective of the nature of work. It is the result of teachers’ perception of how well their teaching job provides those things which are viewed as important (Mishra, 2011). It entails the overall adjustment to work situation. Teachers are the most resourceful persons to bring quality in school education. And, level of satisfaction in job is very important for teachers to produce effective learning and bring quality in school education. Therefore, the success of any system of education depends upon the job satisfaction of teachers. In fact, job satisfaction is *sin qua non* for teacher’s mental health which in turn, is conditioned with her/his efficiency (Gupta, 1986). A teacher is not able to initiate desirable outcomes i.e. effectiveness in teaching and teaching profession to cater to the needs of society as well as live up to societal expectations unless and until a teacher derives satisfaction in job.

Teacher effectiveness is invariably related with job satisfaction (Khatoun& Hasan, 2000; Michaelowa & Wittman, 2002; Singh, 2002; Bhandari & Patil, 2009 and Devi et al.,2013) which ultimately affects students’ achievement. Teachers who are satisfied with their jobs will only be able to discharge their duties and responsibilities effectively. There seems to be a growing discontentment towards job, which has negative effects on the effectiveness of teachers as a result, of which standard of education is falling. Job dissatisfaction in the shape of heavy work load, ambiguity in roles, resource constraints, shortage of time, job insecurity and worst conditions in job, etc, exists within environment and act as hurdles for the teachers and thus hampering their effectiveness (Le Pine et al., 2004). A dissatisfied teacher can become irritable and may create tensions, which can have negative influence on the students’ learning process and will consequently affect their academic growth whereas a teacher, who is happy with job, plays a pivotal role in the upliftment of society. Teachers’ job satisfaction is a key factor in their effectiveness (Day, 2006). Well adjusted and satisfied teacher can contribute a lot to the well being of her pupils. Therefore, the success of any system of education depends upon the job satisfaction of teachers. Hence, it is essential to see that teachers are satisfied with their jobs, as it helps in sustaining their teacher effectiveness.

2. Statement of the Problem:

A STUDY ON RELATIONSHIP OF TEACHER EFFECTIVENESS AND JOB SATISFACTION AMONG WOMEN TEACHERS

3. Objectives:

The study has been conducted keeping the following objectives in view.

1. To find out the difference in teacher effectiveness among women teachers with high, average and low level of job satisfaction
2. To find out the relationship of teacher effectiveness with job satisfaction among women teachers

4. Hypotheses:

1. There will be no significant difference in teacher effectiveness among women teachers with high, average and low level of job satisfaction.
2. There will be no significant relationship of teacher effectiveness with job satisfaction among women teachers.

5. Methodology:

The descriptive survey method has been adopted for the present study.

5.1. Sample:

The sample consisted of 400 women teachers teaching in secondary schools selected from Raichur, Yadgir, Kalaburagi and Bidar districts of Karnataka. Random sampling technique was adopted for the selection of the sample.

5.2. Tools Used:

- a. Kulsum Teacher Effectiveness Scale (KTES) by Kulsum (2000)
- b. Job Satisfaction Scale by Singh and Sharma (1999)

6. Findings and Discussion of Results:

The first hypothesis of the study was that “There will be no significant difference in teacher effectiveness among women teachers with high, average and low level of job satisfaction.”

In order to test this hypothesis, first of all the mean scores were calculated for the groups of women teachers with high, average and low levels of job satisfaction on the variable of teacher effectiveness.

One-way ANOVA was employed to find out the difference in the mean scores on teacher effectiveness of women teachers with high, average and low levels of job satisfaction. Results are presented in table 1 and 2 and figure 1.

Table 1

Summary of Analysis of Variance for Scores of Teacher Effectiveness of Women Teachers with High, Average and Low Level of Job Satisfaction

Source of Variation	SS	df	MS	F-value
Between Groups	58905.35	2	29452.68	6.87**
Within groups	1700860.40	397	4284.28	
Total	1759765.75	399		

** Significant at 0.01 level

Table-1, depicts the F-value after comparing the groups of women teachers having high, average and low levels of job satisfaction on the variable of teacher effectiveness. The F-value obtained is 6.87, which is significant at 0.01 level of confidence.

Table - 2

**Showing the Comparison of Mean Scores of Women Teachers at
Three Levels of Job Satisfaction on the Variable of Teacher Effectiveness**

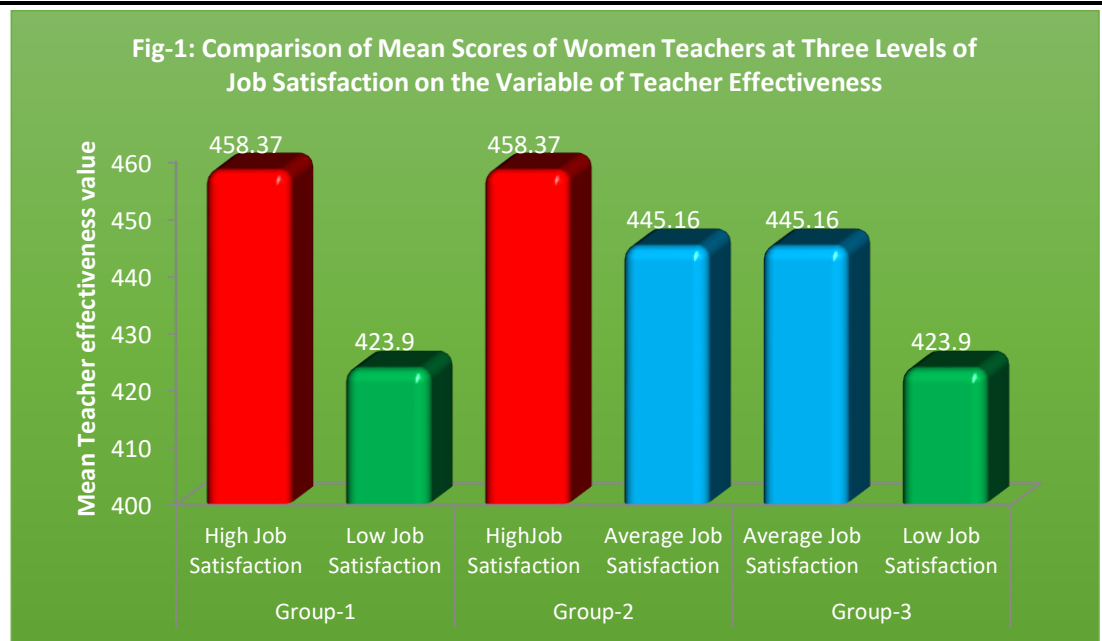
Variable	Groups Compared	Mean Teacher Effectiveness value	SD	t-value
Job Satisfaction	High	458.37	61.38	3.72**
	Low	423.90	68.52	
	High	458.37	61.38	1.71
	Average	445.16	66.11	
	Average	445.16	66.11	2.52*
	Low	423.90	68.52	

***significant at 0.05 level **significant at 0.01 level**

Table-2, reveal that the difference in mean scores between the groups of women teachers with high job satisfaction (M=458.37) and low level of job satisfaction (M=423.90) is significant (t=3.72) at 0.01 level of confidence. Difference in the mean scores between the groups of women teachers with high level of job satisfaction (M=458.90) and average level of job satisfaction (M=445.16) is found insignificant (t=1.71). Difference in the mean scores between the groups of women teachers with average level of job satisfaction (M=445.16) and low level of job satisfaction (M=423.90) is found significant (t=2.52) at 0.05 level of confidence.

Obtained results reveal a significant difference in the teacher effectiveness of teachers with high, average and low levels of job satisfaction, as the F-value (41.57) obtained after comparing the groups of women teachers with varying levels of job satisfaction is significant at 0.01 level of confidence. Hence, the abovementioned hypothesis is rejected. The result is supported by Mertler (2002), Demirtas (2010), Mishra (2011) and Usop et al. (2013).

The second hypothesis of the study was that “There will be no significant relationship of teacher effectiveness with job satisfaction among women teachers.”

**Table 3:**

Showing Coefficient of Correlation between Teacher Effectiveness and Job Satisfaction of Women Teachers

Category	Variable	N	Correlation
Women Teachers Working in Rural Areas	Teacher Effectiveness	200	0.13 (N.S.)
	Job Satisfaction	200	
Women Teachers Working in Urban Areas	Teacher Effectiveness	200	0.30*
	Job Satisfaction	200	
Women Teachers Working in Government Schools	Teacher Effectiveness	200	0.33*
	Job Satisfaction	200	
Women Teachers Working in Private Schools	Teacher Effectiveness	200	0.06 (N.S.)
	Job Satisfaction	200	
Total Women Teachers	Teacher Effectiveness	400	0.21*
	Job Satisfaction	400	

N. S. =Non significant, * Significant at 0.01 level

Table-3 shows the values of coefficient of correlation between teacher effectiveness and job satisfaction of different categories of women teachers. The coefficient of correlation of the category of women teachers working in rural, urban, government and private schools are 0.13, 0.30, 0.33 and 0.06 respectively, out of which correlation of women teachers working in urban and government schools are significant at 0.01 level of confidence. However, the coefficient of correlation of the category of women teachers working in rural and private schools are not found significant. The value of correlation for the total sample is 0.21 which is significant at 0.01 level of confidence. However, all the correlation values are positive which indicates that higher the job satisfaction among women teachers, higher the teacher effectiveness among them. Hence, the second hypothesis is rejected. The result is in consonance with the studies conducted by Bhandari and Patil (2009), Singh (2010), Mishra (2011), Devi et al. (2013). Michaelowa and Wittman (2002) found that teachers were generally less satisfied with their profession

when they were posted to isolated rural areas. Kulkarni (2013) found a positive and significant relationship between job satisfaction and teaching effectiveness of rural and urban, government and private teachers working in different secondary schools.

7. Implications:

This study helps in understanding the relationship between teacher effectiveness and job satisfaction. Teacher effectiveness is significantly related to job satisfaction. Leaders and administrators in the field of education need to seriously explore the reasons of dissatisfaction in job among teachers because it is directly related to quality education. Practical steps must also be thought out and implemented for enhancing the job satisfaction of teachers. This study reveals that relationship between teacher effectiveness and job satisfaction is significant for the women teachers working in urban areas and government schools but insignificant for women teachers working in rural areas and private schools. Authorities in the field of education should realize that they need to discern factors having poor effect on the teacher effectiveness of women teachers working in rural areas. They should make sincere and persistent efforts to increase job satisfaction of teachers in educational institutions so that teacher effectiveness of teachers also increases.

8. Conclusion:

The paper gives a vivid view of the relationship of teacher effectiveness with job satisfaction and its pertinent role in classroom learning and teaching. The study found that there is a significant difference in teacher effectiveness among women teachers with high, average and low level of job satisfaction. Women teachers with high level of job satisfaction are higher in teacher effectiveness than teachers with average or low level of job satisfaction. Teacher effectiveness and job satisfaction are positively and significantly related. There exists a positive significant relationship between teacher effectiveness and job satisfaction among women teachers working in urban areas and government schools but a positive insignificant relationship between teacher effectiveness and job satisfaction among women teachers working in rural areas and private schools.

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