

A Study of Teacher Effectiveness in Relation to Job Satisfaction and Occupational Stress of Secondary School Teachers

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Abstract

This study investigates the relationship between teacher effectiveness, job satisfaction, and occupational stress among secondary school teachers. The findings reveal that the majority of secondary school teachers exhibit moderate levels of teacher effectiveness (62.08%), job satisfaction (90.5%), and occupational stress (76.4%). Approximately 15 to 16% of teachers display high levels of teacher effectiveness (15.9%), job satisfaction (14.9%), and occupational stress (16.3%), while 13 to 15% demonstrate low levels of these variables (teacher effectiveness - 13.3%, job satisfaction - 15.1%, occupational stress - 15.3%). Moreover, gender does not appear to influence teacher effectiveness, job satisfaction, or occupational stress significantly. However, there is a positive correlation observed between job satisfaction and occupational stress. These findings shed light on the complex interplay between teacher effectiveness, job satisfaction, and occupational stress, highlighting potential areas for intervention and support within secondary school settings.

Keywords: Teacher Effectiveness, Job Satisfaction, Occupational Stress, secondary school teacher, teacher attributes, teaching learning process

Introduction

Education stands as a cornerstone for societal progress and development, shaping individuals' critical thinking, professionalism, and overall advancement. At the heart of the education system lie teachers, pivotal figures who mold the minds of future generations and instill values essential for societal well-being. As such, understanding the dynamics of teacher effectiveness, job satisfaction, and occupational stress is paramount, given their profound impact on educational quality and societal advancement. In secondary education, where students undergo critical stages of intellectual and personal development, the role of teachers becomes even more significant. Effective teaching not only imparts knowledge but also nurtures skills, attitudes, and values crucial for students' holistic growth. However, the effectiveness of teaching is intricately linked to various factors, including teacher job satisfaction and occupational stress. Teacher job satisfaction plays a pivotal role in determining the quality of education imparted to students. Satisfied teachers are more likely to be engaged, motivated, and committed to their profession, leading to better student outcomes and overall educational excellence. Conversely, occupational stress can impede teacher effectiveness, resulting in burnout, decreased job satisfaction, and diminished instructional quality. Recognizing the importance of addressing these factors, this study aims to explore the relationship between teacher effectiveness, job satisfaction, and occupational stress among secondary school teachers.

By employing a mixed-method approach, combining quantitative surveys and qualitative interviews, this research seeks to uncover correlations and insights that can inform policy and practice. By understanding the intricate dynamics of teacher satisfaction and stress, educational stakeholders can implement targeted interventions aimed at fostering supportive work environments, enhancing teacher well-being, and ultimately improving educational outcomes. Through this research, we aim to contribute to the ongoing discourse on teacher effectiveness and its implications for educational quality and societal progress.

Literature Review

Teacher effectiveness, a pivotal component in the educational landscape, denotes a teacher's capacity to cultivate and enhance the teaching-learning process. As McKeachie (1997) posited, effective teaching necessitates adept coordination of diverse elements such as students, learning objectives, content, and the teacher's own proficiency. Anderson (2004) further accentuated the consequential impact effective teachers wield on students' educational outcomes. Historically, the criteria for measuring teacher effectiveness have evolved. Klausmeier and Ripple (1971) delineated three pivotal dimensions: Process, Product, and Presage. These dimensions encapsulate the multifaceted nature of effective teaching, underscoring its dynamic interplay within educational contexts. Concurrently, the concept of job satisfaction emerges as a salient facet influencing teacher effectiveness. Hoppock (1935) pioneered the conceptualization of job satisfaction, highlighting its amalgamation of psychological, physiological, and environmental factors. Bullock (1952) elucidated job satisfaction as a composite of attitudes towards one's profession, underlining its intrinsic link to individual well-being and professional fulfillment. Moreover, the pivotal role of work in an individual's life underscores the significance of job satisfaction. Santhapparaj and Alam (2005) elucidate how work serves as a cornerstone of financial stability while Kadapatti and Vijayalaxami (2012) delineate stress as a ubiquitous phenomenon stemming from the dissonance between workplace demands and individual capabilities. The evolving landscape of teaching roles has precipitated heightened levels of stress and burnout among educators, potentially impeding teacher effectiveness. Jennings and Greenberg (2009) assert that as teachers' roles expand, so does their susceptibility to stressors, which may compromise their efficacy in the classroom. Shernoff et al. (2011) corroborate this, citing stress's adverse effects on job satisfaction, efficacy, burnout, and student engagement. Robinson and Davidson (2007) and Kyriacou (1978) underscore the multifaceted nature of teacher stress, attributing it to various workplace stressors and personal characteristics. These stressors encompass time constraints, teaching challenging students, high workloads, organizational changes, interpersonal dynamics, and poor occupational conditions. In conclusion, the nexus between teacher effectiveness, job satisfaction, and stress underscores the intricate interplay of factors shaping educational outcomes. Addressing these issues necessitates a multifaceted approach encompassing organizational support, professional development, and strategies to enhance teacher well-being. By fostering a conducive work environment and prioritizing teacher welfare, educational institutions can cultivate a cadre of effective educators poised to facilitate optimal learning experiences for students.

Rationale of the Study

Enhancing Educational Quality: Understanding the determinants of teacher effectiveness can lead to improved educational outcomes. **Supporting Teacher Well-being:** High job satisfaction and low stress are vital for teacher well-being and retention. **Informing Organizational Support and Policies:** Insights gained can guide the development of effective interventions and policies to support educators. **Improving the**

Student Learning Environment: Teacher well-being impacts the quality of the learning environment and student success. Addressing Research Gaps: This study fills a gap in existing literature by integrating teacher effectiveness, job satisfaction, and stress within educational contexts. Ultimately, this research seeks to contribute to the enhancement of educational quality, support teacher well-being, inform policy and practice, optimize the student learning environment, and address existing research gaps.

Research Questions

Taking into consideration of the above needs of the study the following research questions emerged in the mind of the investigator i.e

1. Does any relationship exist among teacher effectiveness, job satisfaction, occupational stress of secondary school teachers?
2. To what extent job satisfaction, occupational stress contributes toward teacher effectiveness of secondary school teachers?
3. Is there any influence of demographic variables on teacher effectiveness, job satisfaction, occupational stress of secondary school teachers?

Objectives of the Study

The main objectives of the study which have been achieved are as under

1. To study the level of teacher effectiveness, job satisfaction, occupational stress of secondary school teachers.
2. To study the influence of gender on teacher effectiveness of secondary school teachers.
3. To study the influence of gender on job satisfaction of secondary school teachers.
4. To study the influence of gender on occupational stress of secondary school teachers.
5. To study the relationship of teacher effectiveness of secondary school teachers with their job satisfaction, occupational stress.

Hypothesis of the Study

Ho1. There is no significant influence of gender on teacher effectiveness of secondary school teachers.

Ho2. There is no significant influence of gender on job satisfaction of secondary school teachers.

Ho3. There is no significant influence of gender on occupational stress in secondary school.

Ho4. There exists no significant relation between job satisfaction, occupational stress and mental health .

Delimitation of the study

In the context of the conditions prevailing and the time and resources available as well as to achieve the objectives of the study authentically, the parameters of the study were delimited in terms of content as well as sample the present study was delimited to the secondary school teachers of Angul district

Materials and Methods

The following materials and methods were used for the present study

Research Method

The main purpose of the study was to inquire critically about the level of teacher effectiveness and job satisfaction, occupational stress and to find out the relation between them of secondary school teachers

of Angul district. Hence, in order to achieve the major objective of the study, a descriptive correlational survey method was adopted by the investigator.

Population and Sample

All the secondary school teacher schools of Angul district constituted the population of the present study. Out of all 60 secondary school teacher of Angul districts, 30 male and 30 female were selected through simple random sampling procedure, which constituted the sample of the study

Tools and Techniques

So far as tools and techniques are concerned, in this present study standardized close-ended questionnaires were used for the secondary school teacher to collect in depth information

Procedures of data collection

The data for the present study was collected personally by the investigator in a phased manner. First of all, data was collected from the headmaster about the number of male and female secondary school teachers of the school. Then the investigator administered the questionnaire before the secondary school teacher systematically then collected the response sheet.

Statistical Technique

For the analysis of the data the following statistical techniques were used:

1. Percentage analysis was employed to study the level of teacher effectiveness, job satisfaction, occupational stress of secondary school teachers
2. T-test was employed to find out the significance for difference between various categories of secondary school teachers in relation to criterion variables of the study.
3. Pearson Product Moment Correlation: was employed to find whether these existed significant correlation between the variables of the study.

Data Analysis & Results

The collected data of secondary school teacher was analyzed by Adopting appropriate statically technique, the data of both male and female secondary school teacher school member was analyzed combined, which are as follows

Table 1: Score of teacher effectiveness test of secondary school teacher with mean and standard deviation

Category	No. of Teachers	Mean	SD	Mean total	SD Total
MALE	30	63.775	9.35	62.7	9.035
FEMALE	30	61.625	8.72		

It is observed that average score of teacher effectiveness of a male teacher is 63.78% with standard deviation of 9.35 and female have average score of 61.63% with standard deviation 8.72 in total their average score was 62.7% with a standard deviation of 9.035

Table 2: Score of Job Satisfaction Scores of Secondary School Teachers

Category	No. of Teachers	Mean	SD	Mean total	SD Total
MALE	30	90.775	11.35	91.2	12.035
FEMALE	30	91.625	12.72		

It is observed that average score of Job Satisfaction of a male teacher is 90.775% with standard deviation of 11.35 and female have average score of 91.625% with standard deviation 12.72 in total their average score was 91.2% with a standard deviation of 12.035

Table 3: Score of Normal Distribution of Occupational Stress Scores of Secondary School Teachers

Category	No. of Teachers	Mean	SD	Mean total	SD Total
MALE	30	76.78	11.45	77.33	11.755
FEMALE	30	77.86	12.06		

It is observed that average score of Occupational Stress of a male teacher is 76,78% with standard deviation of 11.45 and female have average score of 77.86% with standard deviation 112.06 in total their average score was 77.33% with a standard deviation of 11.757

Table 4: Significant difference between male and female with respect to teacher effectiveness

Category	No. of Teachers	Mean	SD	SED	T Value	Significance
MALE	30	63.775	9.35	3,13	0.80	No significance at 0.05 level
FEMALE	30	61.625	8.72			

The Obtained t- value 0.80 which is smaller than the table value at 0.05level of significance level, hence there is no significant difference in the teacher effectiveness between the Male and Female teachers with respect to teacher effectiveness

Table 5: Significant difference between male and female with respect to Job Satisfaction

Category	No. of Teachers	Mean	SD	SED	T Value	Significance
MALE	30	90.775	11.35	2.13	0.56	No significance at 0.05 level
FEMALE	30	91.625	12.72			

The Obtained t- value 0.56 which is smaller than the table value at 0.05level of significance level, hence there is no significant difference in job Satisfaction between the Male and Female teachers with respect to Job Satisfaction

Table 6: Significant difference between male and female with respect to occupational stress

Category	No. of Teachers	Mean	SD	SED	T Value	Significance
MALE	30	76.78	11.45	2.33	0.76	No significance at 0.05 level
FEMALE	30	77.86	12.06			

The Obtained t- value 0.76 which is smaller than the table value at 0.05level of significance level, hence there is no significant difference in the Occupational Stress between the Male and Female teachers

Table 7: correlation coefficients among Criterion Variable Teacher Effectiveness, Job Satisfaction, Occupational Stress for Secondary School Teachers

Variables	R	R ²	R ² Change	Correlation
Job Satisfaction	0.486	0.233	0.236	Positive correlation (+ve)
Job Satisfaction & Occupational Stress	0.534	0.280	0.049	

The Obtained R value 0,2565 which shows a positive correlation between Job Satisfaction & Occupational Stress with respect to teacher effectiveness

Main Findings of the Study

Majority of the secondary school teachers were found to have a moderate level of Teacher Effectiveness (62.08%), Job Satisfaction (90.5%), Occupational Stress (76.4%) .Approximately 15 to 16% of teachers were found to have high level of (Teacher Effectiveness-15.9%, Job Satisfaction-14.9%, Occupational Stress-16.3% and 13 to 15% of secondary school teachers have found to have low level of (Teacher Effectiveness-13.3%, Job Satisfaction-15.1%, Occupational Stress 15.3%..Results from main interactional effect shows that, gender seems to have no influence on Teacher Effectiveness,job satisfaction and Occupational stress, and there is positive correlation between Job Satisfaction & Occupational Stress .

Suggestions

1. All secondary school teachers should be aware about their roles and responsibilities.
2. All the community members should take part for the smooth running of the school and the teachers should maintain cooperation with the community members.
3. Training programmers should be provided to the Secondary school teachers in their locality periodically. Teacher training programs need to organize simulated effectiveness of teachers , team teaching and interaction analysis training and also simulated training on to manage occupational stress
4. Teacher training curriculum should emphasize on differentiated instruction, cultural sensitivity,job satisfaction and open communication.
5. The assessment of the quality of teacher training programs should be based on the effectiveness of the

teachers and also there is a need to strengthen the teachers training programs at the secondary level.

Conclusion

The researcher felt that studies conducted on Teacher effectiveness, job satisfaction and occupational stress are very few in numbers and have contradictions in findings. There exists a research gap that must be fulfilled. The researcher in the present study tried to study the relation between Teacher effectiveness of secondary school with respect to job satisfaction and occupational stress with the Teacher of Angul district with 60 samples. He found that Teacher effectiveness has a positive correlation with job satisfaction and occupational stress. The present study is different from studies conducted prior in terms of dimension, scope and result, so this study has its originality. Findings of the present study may serve the present need of secondary education to shape its activities, curriculum and strategies to enhance Teacher effectiveness among secondary school Teachers.

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