

# Relationship Between Teacher Effectiveness and Job Satisfaction of Higher Primary School Teachers

**Dr. K. T. Nagaraj Naik**

Principle, M. M. College of Education, Davangere, Karnataka

## **ABSTRACT:**

Teacher is a corner stone of arch of education. The progress of a nation and society is directly or indirectly traceable to the strength of teachers. Teacher profoundly appreciates the eternal dimensions of their work, they nourish not only the minds but also the hearts and soul of their students. Retaining quality and dedicated teachers must be a focus of all those involved in the educational process. It is the truth factor that teacher job satisfaction is a determinant of teacher commitment and related to teacher effectiveness. The factors such as professional development, organisational culture, empowerment and supportive working environment do important act for job satisfaction as well as influence teacher effectiveness. It shows that a teacher is likely to be more effective in his work if he is satisfied in the job. This research aims to investigate the teacher effectiveness and job satisfaction of higher primary school teachers. The study signifies a positive outlook toward teacher effectiveness and job satisfaction for quality education.

## **INTRODUCTION:**

It is well said that “God could not exist everywhere, so he made mother as his representative. Minerva ( Goddess of Knowledge ) could not exist everywhere : so she made ‘Teacher’. A teacher is the fair representative of Minerva on the earth”. Teacher’s job is o keep the lamp of civilisation burning and to provide the knowledge light to the society and the nation. Teaching effectiveness is a demonstrated repertoire of competencies involved with teaching process. Teaching is effective to the extent that teacher acts in ways that are favourable to the development of basic skills, understanding work, desirable attitude and adequate personal adjustment. Teacher effectiveness is often a major issue in current movements of education reforms. Effective teachers are those who achieve the goals set for themselves or the goals have been set for them by others.

Job satisfaction is the result of various attitude possessed by an employee which relate to the job and are concerned with several specific job aspects. Job satisfaction is important to employee. Employers and community at large in a rapidly developing society. It gives happiness, success, comfortable feeling, interest in work and efficiency in one’s profession. Indeed it is a pleasurable and positive attitude possessed by an employee towards the job life. It is noted that attractiveness of the job is determined by kinds of positive outcomes it provides and also recognised that the work environment satisfies a number of needs of an individual. Job satisfaction is a complex phenomenon involving various personal, institutional and social aspects. This study intended to better inform the administrator, management,

heads of the institution and teachers for preparation of educational programmes where some of the factors related to job satisfaction and teacher effectiveness.

#### **REVIEW OF RELATED LITERATURE:**

Bhatt D. J. (2004) investigated the study on correlation between job satisfaction, job stress and job involvement. The study found that job stress was significantly associated with job involvement and job satisfaction. B. B. Panda (2001) conducted a study on attitude of college teachers towards teaching profession and job satisfaction in Odisha. The Finding of the study revealed that there is a significant correlation between job satisfaction and attitude of college teachers towards teaching profession. Dixit (1986) studied on job satisfaction of secondary school teachers working in Lucknow. The findings of the study revealed that the female teachers have greater degree of job satisfaction than the male teachers. Vincent Paul (2003) conducted a study on teacher effectiveness an empirical study on elementary school teachers in Dindigal district it was revealed that the effectiveness of teachers can be enhanced through job satisfaction. Sushanth Kumar (2004) conducted a study on teacher effectiveness of college teachers in relation to their mental health. The study found that there is a significant correlation between teacher effectiveness and their mental health.

#### **NEED AND SIGNIFICANCE OF THE STUDY:**

The quality of secondary school education is very important for bringing about functional improvement in school education system. Indeed the teacher is the top in the position of educational pyramid. The teacher is responsible for school education that is the destiny of the students and the community. A teacher should inevitably possess job satisfaction. It shows that a teacher is likely to be more effective in his work if he is satisfied in the job. This study shows that in individuals prone to the experience of positive emotions. In fact this study suggests teachers with high level of job satisfaction and shows more interest in his job and this leads to teacher effectiveness. Teacher effectiveness is often a major issue in current movements of educational reforms and social improvement of the teachers attains adequate job satisfaction.

#### **STATEMENT OF THE PROBLEM:**

In the light of the above discussion the problem may be stated as “Relationship between Teacher Effectiveness and Job Satisfaction of Higher Primary School Teachers”.

#### **OBJECTIVE OF THE STUDY:**

1. To find out whether there is significant difference between male and female teachers in their job satisfaction.
2. To find out whether there is significant difference between rural and urban teachers in their job satisfaction.
3. To find out whether there is significant difference between male and female teachers in their teacher effectiveness.
4. To find out whether there is significant difference between rural and urban teachers in their teacher effectiveness.
5. To study the relationship between job satisfaction and teacher effectiveness of higher primary school teachers.

**HYPOTHESES OF THE STUDY:**

1. There is no significant difference between male and female higher primary school teachers in their job satisfaction.
2. There is significant difference between rural and urban higher primary school teachers in their job satisfaction.
3. There is no significant difference between male and female higher primary school teachers in their teacher effectiveness.
4. There is significant difference between rural and urban higher primary school teachers in their teacher effectiveness.
5. There is no significant relationship between teacher effectiveness and job satisfaction of higher primary school teachers.

**RESEARCH METHODOLOGY:**

The study employ’s a descriptive research design which is useful in the development of data gathering instruments and tools. In this research correlations study is adopted. The correlation technique will help to test hypotheses about the relationship between job satisfaction and teacher effectiveness

**SAMPLE SELECTION:** In the present study Stratified Random Sampling Technique was used and 298 higher primary school teachers in Davangere district of Karnataka state were selected to study the teacher effectiveness and job satisfaction.

**LIMITATIOIS:** The study is limited to teacher effectiveness and job satisfaction of higher primary school teachers of Davangere district, Karnataka.

**DATA COLLECTION:** Tools used to collect data are; personal and professional details form, Teacher Effectiveness scale and Job Satisfaction scale were used. The data collected form 298 teachers. Among that 145 male teachers and 153 female teachers from higher primary schools.

**DATA ANALYSIS:** The statistical techniques used to analyse the data are ; Mean, Standard Deviation, ‘t’ test and Pearson’s Correlation co-efficient. The result are presented and relationship between job satisfaction and teacher effectiveness was assessed by Pearson’s product moment correlation co-efficient.

**RESULT AND INTERPRETATION:**

**Table-1: Difference in job satisfaction among higher primary school teachers with respect to gender.**

Variable	Gender	N	Mean	SD	‘t’ Value	Level of Significance
Job Satisfaction	Male	143	53.00	14.61	2.05	S
	Female	155	56.43	14.24		

S = Significant at 0.05 level

It is inferred from the table -1 that the calculated ‘t’ value 2.05 is greater than the table value 1.96 at 0.05 level of significance. The result showed that there is a significant difference existed in the level of job satisfaction among higher primary school teachers with respect to gender. The mean score difference stated that female teachers have high level of job satisfaction than their male counterparts. Hence the null hypothesis is rejected.

**Table-2: Difference in job satisfaction among higher primary school teachers with respect to locality.**

Variable	Locality	N	Mean	SD	't' Value	Level of Significance
Job Satisfaction	Rural	145	52.23	13.72	2.099	S
	Urban	153	57.20	14.83		

S = Significant at 0.05 level

It is inferred from the table -2 that the calculated 't' value 2.99 is greater than the table value 1.96 at 0.05 level of significance. The result showed that there is a significant difference existed in the level of job satisfaction among higher primary school teachers with respect to locality. The mean score difference stated that urban teachers have high level of job satisfaction than rural teachers. Hence the null hypothesis is rejected.

**Table-3: Difference in teacher effectiveness among higher primary school teachers with respect to gender.**

Variable	Gender	N	Mean	SD	't' Value	Level of Significance
Teacher Effectiveness	Male	145	65.36	13.65	1.23	NS
	Female	153	67.61	17.48		

S = Significant at 0.05 level

It is inferred from the table -3 that the calculated 't' value 1.23 is lesser than the table value 1.96 at 0.05 level of significance. The result showed that there is no significant difference existed in the level of teacher effectiveness among higher primary school teachers with respect to gender. Hence the null hypothesis is accepted.

**Table-4: Difference in Teacher Effectiveness among higher primary school teachers with respect to locality.**

Variable	Locality	N	Mean	SD	't' Value	Level of Significance
Teacher Effectiveness	Rural	143	61.36	15.21	5.73	S
	Urban	155	71.26	14.75		

S = Significant at 0.05 level

It is inferred from the table -4 that the calculated 't' value 5.73 is greater than the table value 1.96 at 0.05 level of significance. The result showed that there is a significant difference existed in the level of teacher effectiveness among higher primary school teachers with respect to locality. The mean score difference stated that urban teachers have high level of teacher effectiveness than rural teachers. Hence the null hypothesis is rejected.

**Table-5: Relationship between Job Satisfaction and Teacher Effectiveness among higher primary school teachers.**

Variables	N	't' Value	Level of Significance
Job Satisfaction	298	0.462	S
Teacher Effectiveness			

S = Significant at 0.05 level

It is inferred from the table -5 that the calculated 't' value 0.462 is greater than the table value 0.113 at 0.05 level of significance. Therefore it is stated that there is a significant relationship between Job Satisfaction and Teacher Effectiveness among higher primary school teachers. Hence the null hypothesis is rejected.

**FINDINGS AND DISCUSSIONS :**

1. It is found that there is a significant difference existed in the level of job satisfaction among higher primary school teachers with respect to gender. The mean score difference stated that female teachers have high level of job satisfaction than their male counterparts. This may be due to the fact that female teachers are more comfortable in classroom activities with school children.
2. It is found that there is a significant difference existed in the level of job satisfaction among higher primary school teachers with respect to locality. The mean score difference stated that urban teachers have high level of job satisfaction than their rural counterparts. This may be due to the fact that urban teachers are having good facilities like school building, equipment, transport facilities and other amenities in the school.
3. It is found that there is no significant difference existed in the level of teacher effectiveness among higher primary school teachers with respect to gender. This may be due to interest and positive attitude of both male and female higher primary school teachers towards teaching profession.
4. It is found that there is a significant difference existed in the level of teacher effectiveness among higher primary school teachers with respect to locality. The mean score difference stated that urban teachers have high level of teacher effectiveness than rural teachers. This may be due to opportunities available to teachers for their professional development in urban area.
5. It is observed from the result that a statistically significant relationship existed between job satisfaction and teacher effectiveness among higher primary school teachers. This may be due to the fact that teachers with more job satisfaction shows interest and effectiveness in their profession.

**CONCLUSION:**

Teaching has been considered as the noble profession. It is said that to enhance the commitment to the profession and teacher effectiveness job satisfaction plays an important role. Job satisfaction is a set of favourable or unfavourable feelings with which teachers view their work. Teacher should be provided maximum opportunities, provisions and encouragement to expose their potentialities in their profession. Working conditions is a major contributor for job satisfaction. Job satisfaction definitely promotes happiness, success and efficiency in one's professional activity.

**REFERENCE:**

1. **Agarwal J. C.,** "Teacher and Education in a Developing Society Vikas Publishing House, New Del-

hi, 1995

2. **Ahmed A. Abdelhalim**, “ Effects of Higher order need strength o the job Satisfaction, Relationship”, Personal Psychology, Vol. No.33, 1980.
3. **Bhuyan & Choudhury**, “ Job Satisfaction among college Teachers”, Asian Journal of Psychology and education, Vol.38, No.1-2, PP. 29-32,2005.
4. **Buch M. B. (ED) (1980)** – “Third Survey of Research in Education” NCERT Baroda 1978-83.
5. **Buch M.B.(ED) (1991)-** “ Fourth Survey of Research in Education” NCERT, Rh in Teacher – Education Abstract : Page -917, Vol II, New Delhi – 1983-88.
6. **Cheloha R.S. & Farr J. L.** “ Absnteeism, Job involvement and job satisfaction in organisational setting”, Journal of Applied Psychology, 65, 4, 1980.
7. **Dixit M.**, “A comparative study of job satisfaction among primary school teachers and secondary school teachers”. Page 932-33, research in teacher education abstracts -1986.
8. **Guilford**, “ Fundamental statistics in Psychology & Education”, ME Graw-Hill Book Company, New York, Vol. IV, 1965.
9. **Kochar G. K. And Abha Khetarpal**, “ A study of stress, job satisfaction and locus of control in permanent and Temporary College Teachers”, Journal of All India Association for Educational Research Vol. 18, Nos.1 & 2, March & June 2006.
10. **Lokesh Koul**, “ Methodology of Educational Research”, Vikas Publishing House Pvt. Ltd., New Delhi, Vol. III, 2004.
11. **Sharon Mason E**, “A case study of Gender differences in Job satisfaction subsequent to implementation of an employment equity programme”. British Journal of Managment Vol. 8, 163-173, 1997.