



Comparative Analysis of Job Satisfaction and Teacher Effectiveness

Vinita Pareek, Research Scholar, Suresh GyanVihar University Jaipur, Rajasthan

Dr. Bhawna Kulshrestha, Supervisor & Assistant Professor, Suresh GyanVihar University Jaipur, Rajasthan

Abstract- The present study was taken up to study job satisfaction and teacher effectiveness of teachers. The study also aimed to find out the correlation between job satisfaction and teacher effectiveness. Survey method was adopted for the study, 150 secondary schoolteachers of Jaipur district of Rajasthan state were selected by random sampling. Result revealed that there is no significant difference between job satisfaction of male and female secondary school teachers. There is no significant difference between teacher effectiveness of male and female secondary school teachers. There is positive relationship between job satisfaction and teacher effectiveness.

Keywords:- Job Satisfaction, Teacher Effectiveness.

I. INTRODUCTION

Education is a powerful agent of change. Change is inherent in each and every phenomenon of the nature. According to Prof.D.S.Kothari, "In the rapidly changing world of today, one thing is certain, yesterday's educational system will not meet today's and ever so less, the needs of tomorrow". The future of our democratic country depends on a powerful and dynamic educational system.

Teacher is the key of educational system. The failure or the success of any educational system depends upon a teacher. Success in educational system is ensured only when the teachers are well educated, intellectually sharp, effective, and competent and take keen interest in their job. The system is destined to fail on the other hand if the teachers are not properly trained and if they cannot give their heart to their profession. A teacher is the important component of the school. The teacher can measure the achievements and aspirations of the nation. With the help of the work of the teacher we can evaluate the worth and potentialities of a country. Someone said that "The people of a country are the enlarged replica of their teacher." Teachers are the genuine nation builders.

A teacher is the energetic force of any institution. A school without teacher is just like a car without engine, a skeleton without flesh and blood, a shadow without substance. Teachers are the social engineers. They can socialize and humanize the young generation by their man-like qualities.

Teacher Effectiveness

Effective teachers are not thinking about what to do; they are responding in a predictable manner to the student behaviour. In establishing a productive learning environment, effective teachers are recapturing instructional time that is often lost in administrative activities, discipline and transitions.

Job satisfaction

Job satisfaction is an attitude which results from a balanced summation of many positive and negative experiences in connection with the job. It expresses the extent of match between employee's expectations of the job and rewards that the job provides.

The most fundamental way to improve the quality of education is through the improvement in teacher performance; therefore, it is required to identify the factors influencing teacher's competence. The effectiveness of the teacher becomes vital to face the emerging challenges of globalization and liberalization on the one side, and mushrooming of the educational institutions on the other side. Only the effective teachers can explore the hidden capacities of the students and mould their behaviour into desirable directions. In the present era of globalization, there is fierce competition in every sphere of life. Quality education becomes mandatory to compete in the international global market, but quality of education depends upon the potential and efficacy of the teachers. Qualifications, interest, job satisfaction, good mental health are certain very important characteristics of the teacher, which affect his teaching and effectiveness. Job satisfaction is important in teaching because a frustrated soul in a teacher is capable of producing many frustrated souls in children.

II. REVIEW OF RELATED LITERATURE

Bhat (2020). Teacher effectiveness and job satisfaction of secondary school teachers of Kashmir Valley. The study revealed that Teacher effectiveness of female teachers was found to be significantly higher as

compared to the male teachers. Also, Teachers having higher levels of job satisfaction were found to be more effective than those having low levels of job satisfaction. **Tomar and Kapri (2019)**. A comparative study of job Satisfaction of teachers working in Self-financed teacher education Colleges. The findings of the study showed that majority of teachers of self-financed teacher education colleges were found under moderate level of job satisfaction. The teachers of urban self-financed teacher education colleges were found to be better satisfied in comparison to the teachers working in rural self-financed teacher education colleges. The female teachers of self-financed teacher education colleges were found to be better satisfied than the male teachers of self-financed teacher education colleges. The mean score of job satisfaction of male teachers of self-financed teacher education colleges is less than the mean score of job satisfaction of female teachers of self-financed teacher education colleges. The male and the female teachers of self-financed teacher education colleges do not differ significantly in their Job satisfaction scale. **Wolomasi (2019)**. Job satisfaction and performance of elementary school teachers. Result of data analysis showed that Job performance of elementary school teachers of BovenDigoel district is Significant positively predicted by their job satisfaction. Finding of this study May be imperative for the school management and education administrator at The regional authority to make paramount efforts of creating valuable plans for Enhancing teacher's satisfaction in order to promote a better job performance Of elementary school teachers of BovenDigoel district, Papua. **Halder and Roy (2018)**. Job Satisfaction and Teacher Effectiveness of Secondary School Teachers. The study revealed that there was positive correlation (.50) between job satisfaction and teacher effectiveness. The review of the related literatures indicates the inconsistencies in the findings of the earlier researches. This compels the present researcher to carry this investigation to ascertain the relationships and differences between the variables in hand. **Sadhukhan (2018)**. A study of teaching effectiveness of Secondary school teachers. This study revealed that the teaching Effectiveness of secondary school teachers does not differ on the basis of gender or subject stream. But the Effectiveness in teaching differs on the basis of teaching experience and the locality of school. **Boruah and Tok (2017)**. Job Satisfaction and Teacher Effectiveness of Secondary School Teachers of Assam. The study revealed that the secondary school teachers of Assam are not extremely satisfied with their job. It is also observed that the teachers of secondary schools of Assam found average in effectiveness. **Chetia and Joseph (2017)**. Factors of Teacher Effectiveness with Special Reference to Selected Schools in Nagaland, India: A Study. The finding of the study revealed that The Teacher effectiveness of senior teachers is far better than the junior teachers. The teacher effectiveness of trained teachers is sounder than the untrained teachers. The teacher effectiveness of more experienced teachers is higher than the less experienced teachers. The teacher effectiveness of male teachers is slightly higher than the female teachers. The teacher effectiveness of urban teachers is far better than that of rural teachers.

Statement of the Problem

“Comparative Analysis of Job Satisfaction and Teacher Effectiveness”

Objective of the study

- 1 To study the job satisfaction of secondary school teachers.
- 2 To study the teacher effectiveness of secondary school teachers.
- 3 To find out the correlation between job satisfaction and teacher effectiveness of secondary school teachers.

Hypothesis of the Study

- 1 There is no significant difference between job satisfaction of male and female secondary school teachers.
- 2 There is no significant difference between teacher effectiveness of male and female secondary school teachers.
- 3 There is no significant correlation between job satisfaction and teacher effectiveness of secondary school teachers.

III. RESEARCH METHODOLOGY

Method of the Study:

The present study is descriptive type in nature. The researchers have used the descriptive type survey method in the present study to collect the data from the secondary school teachers working in the Jaipur district of Rajasthan state.

Population of the Study:

All the Teachers of Secondary Schools under the Rajasthan Board of Secondary Education (RBSE) of the district of Jaipur have been treated as population for the present study.

Sample of the Study:

The researcher has selected 150 teachers by using the stratified random sampling technique.

Tool of the Study:

In the present study following has been used:-

- **“Job satisfaction scale”** created by Dr.Meeradixit.
- **“Teachers effectiveness scale”** created by Dr.Pramodkumar and Dr. D.N. mutha.

Statistical Techniques Used

The investigator used the Mean, SD, t-test and correlation as statistical techniques.

IV. ANALYSIS AND INTERPRETATION

Hypothesis - 1 There is no significant difference between job satisfaction of male and female secondary school teachers.

Table: 1

Mean and Standard Deviation of Job Satisfaction of Teachers

Group	N	Df	Mean	S.D.	t-value		Level of significance	Result
					Cal.	Tab.		
Male Teachers	75	148	156.89	53.14	1.37	1.98	0.05	Accepted
Female Teachers	75		145.23	50.74				

It is clear from above table that the mean scores of job satisfaction of male teachers are 156.89 and standard deviation is 53.14, while the mean scores of job satisfaction of female teachers are 145.23 and standard deviation is 50.74. On analysing the data, it is clear that two groups not differ significantly on their Job satisfaction as the t- value between the mean scores of job satisfaction of male and female teachers is calculated to be 1.37 which is less than the tabulated t -value (1.98) at 0.05 level of significance. Thus, there is no significant difference between job satisfaction of male and female secondary school teachers.

Hypothesis - 2 There is no significant difference between teacher effectiveness of male and female secondary school teachers.

Group	N	Df	Mean	S.D.	t-value		Level of significance	Result
					Cal.	Tab.		
Male Teachers	75	148	362.89	91.88	0.94	1.98	0.05	Accepted
Female Teachers	75		378.71	112.01				

It is clear from above table that the mean scores of teacher effectiveness of male teachers are 362.89 and standard deviation is 91.88, while the mean scores of teacher effectiveness of female teachers are 378.71 and standard deviation is 112.01. On analysing the data, it is clear that two groups not differ significantly on their teacher effectiveness as the t- value between the mean scores of teacher effectiveness of male and female teachers is calculated to be 0.94 which is less than the tabulated t -value (1.98) at 0.05 level of significance. Thus, there is no significant difference between teacher effectiveness of male and female secondary school teachers.

Hypothesis - 3 There is no significant correlation between job satisfaction and teacher effectiveness of secondary school teaches.

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Variables		N	Df.	r value
Job satisfaction	Teacher Effectiveness	150	148	+0.78

It can be observed from the above table that the correlation coefficient of job satisfaction and teacher effectiveness for the total group is +0.78 which is significant at 0.01 level. It shows there is significant positive relationship between job satisfaction and teacher effectiveness. For increasing teacher effectiveness job satisfaction of teachers should be increased.

V. CONCLUSION

In the present study results revealed that there is no significant difference between job satisfactions of teachers in relation to gender and there is no significant difference between teacher effectiveness of teachers in relation to gender. While there is positive correlation between job satisfaction and teacher effectiveness it may be because of that job satisfaction is good for teacher effectiveness. It increases productivity and decreases teacher's turnover. If the teachers are not satisfied with their jobs they cannot increase their performance.

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