



RESEARCH ARTICLE

JOB SATISFACTION AND TEACHING EFFECTIVENESS - A STUDY

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ABSTRACT

Today teacher has to make a balance between the in evoked responsibilities and large expectations from the students, parents, administrations and the community. In such a situation the need to re-dedicate themselves and to re-direct themselves of their new and chasing roles. In this study, an attempt was made to know the satisfied teachers differ significantly with dissatisfied teachers on different job-related factors with respect to their teaching effectiveness. It reveals that satisfied teachers with their job could perform effectively in their job whereas dissatisfied teachers could not perform up to their level.

INTRODUCTION

In any system of education teacher hold the pivotal position. The success and failure of school education endeavor rest largely with the teachers. The role of the teacher in present educational system is very crucial and teachers hold multi-dimensional responsibilities. Today teacher has to make a balance between the in evoked responsibilities and large expectations from the students, parents, administrations and the community. In such a situation the need to re-dedicate themselves and to re-direct themselves of their new and chasing roles. The impact of technological and population explosions and the in evoked concern for quality education for all throw new challenges. If the system of education should go on the right track, the teachers should evince satisfaction with their job. Job-satisfaction plays a very significant role in attracting and retaining the right type of persons in the profession. It also enables teachers to teach at their highest level of efficiency. Barr, (1952) held the view that a fully satisfied teacher alone can fulfill the various roles of a good teacher as a director of learning, a friend and counselor of pupils, a member of a sample of professional workers and as a citizen participating in various community activities. The relationship between job performance and job satisfaction was studied by many types of research and most contradict results were reported.

Some reported that job satisfaction led to increased productivity and a few others revealed that there was no any such relationship between there. This emphasizes the need for further probe in this issue. Hence a study was undertaken to the nature of the relationship between job satisfaction and teaching effectiveness of school teachers.

Objectives

The following objectives are set out for the studying

- To identify whether satisfied teachers' show a significantly higher scale than the dissatisfied teachers in teaching – effectiveness.
- To identify the job factors on which the satisfied and dissatisfied teachers differ.

Hypotheses

Based on the above two objectives the following hypotheses were set-out for the study:

- There is no significant difference in the teaching effectiveness of satisfied and dissatisfied teachers.
- There is no significant difference in the teaching effectiveness of satisfied and dissatisfied teachers on various job factors.

Method of Investigation

The sample for the study comprised of 200 high school teachers selected at random from '2' urban and '4' rural areas. At the outset, '2' urban areas and '4' rural areas were selected from Chittoor district. From each of the urban area, 4 schools were selected at random and from each of the rural area '1' or '2' schools were selected at random. 10 to 15 teachers from each urban school was selected by adopting systematic random sampling technique and from rural schools, the sample of subjects was selected by adopting cluster sampling technique care was taken to select the sample equally from the two sexes. Thus the total sample consisted of 200 teachers. To measure the job-satisfaction of teachers an attitude scale developed and standardized by Prof. S. Padmanabhaiah(1984) was used. The tool had content validity, item validity, criteria validity, intrinsic validity and pictorial validity. The split-half reliability of the scale was 0.916. The tool consists of 68 statements.

To measure the teaching effectiveness of the teachers a graphic ratio scale developed and standardized by Prof. S. Padmanabhaiah, (1984) was used. The tool consisted of 10 most important characteristics which contribute to teaching effectiveness. For each characteristic, a separate table of 15 vertical straight lines of suitable length was given on which the raters were asked to mark the position where the individual teacher would stand on that particular characteristic. The tool had criterion validity and test-retest reliability ($r = 0.74$). The data was collected by administering the above tools on selected SS in their respective schools by taking prior permission from the heads of the school. The data thus collected was analyzed by using the relevant statistics like means, SDs and 't' values.

RESULTS AND DISCUSSION

The job-satisfaction tool was scored as per the scoring procedure. Since it is a 5 point scale numerical values of 1,2,3,4 and 5 was assigned to the 5 categories of responses3, "strongly-Agree", 'Agree', 'Doubtful', Disagree' and 'strongly disagree' respectively for negative statements, whereas the scoring procedure was reversed for positive statements.

Table 2. Means and SDs Teaching-effectiveness Scores of Teachers who are Satisfied and Dissatisfied with various Job Factors and the results of 't' test

S. No	Job factors	Satisfied teachers			Dissatisfied teachers			't' value
		N	M	SD	N	M	SD	
1.	Headmaster	171	90.14	25.50	29	74.45	29.45	2.705**
2.	Policy matters-I	1	80.33	14.54	199	89.20	26.17	0.605@
3.	Suitability	180	89.69	25.74	20	84.46	27.54	0.810@
4.	Physical facilities	31	89.90	28.26	169	89.03	25.25	0.160@
5.	Student's related	186	90.50	26.50	14	82.00	12.50	2.190*
6.	Leave benefits	98	90.70	25.55	102	85.75	26.34	1.322@
7.	Inspection	90	90.70	25.00	110	88.00	26.99	0.752@
8.	Management Policies	23	92.41	22.49	177	88.46	27.44	0.771@
9.	Policy matters -II	15	85.17	27.30	185	89.64	25.44	0.612@
10.	Co-teachers	140	89.41	24.45	60	89.99	26.48	0.856@
11.	Work itself	19	90.10	22.99	181	89.95	25.49	0.027@
12.	Activities of others	43	92.81	24.99	157	83.44	26.45	2.150*
13.	Polycymatters-III	49	90.00	25.04	151	89.69	26.06	1.046@

Note: 1. ** 't' value significant at 0.01 level
2. * 't' value significant at 0.05 level
3. @ 't' value not significant at 0.05 level

The total score for each of the Ss was calculated. Based on the neutral point score ($68 \times 3 = 204$), 200 teachers were classified into satisfied and dissatisfied teachers. The teaching-effectiveness score of each for the teachers was calculated

along with their job-satisfaction score. The means and SD s of teaching effectiveness scores of satisfied and dissatisfied teachers were calculated and presented in Table 1.

Table 1. Means and SDs of Teaching-effectiveness Scores of Satisfied and Dissatisfied Teachers and the results of 't' test

S.No	Jobsatisfaction categories	N	Mean	SD	t-value
1	Satisfied	56	92.11	14.66	2.45*
2	Dissatisfied	144	85.68	20.89	

Note: * 't' value significant at 0.05 level

From the table, it is revealed that out of 200 teachers only 56 teachers were satisfied and all other 144 teachers were dissatisfied with their job. The objective of this study is mainly to know whether satisfied teachers were effective in teaching than the dissatisfied teachers. Hence the mean scores and SDs of the teaching effectiveness of both satisfied and dissatisfied wee calculated and shown in Table 1 along with the results of 't' test. From the table, it could be stated that the mean teaching effectiveness score of satisfied teachers ($M = 92.11$) was significantly higher than those of dissatisfied teachers ($M = 85.68$). The 't' value was 2.45 which is significant at 0.05 level. This reveals the fact if teachers are satisfied they could effectively perform their job which I turn will lead to quality education. An attempt was also made to see that whether satisfied teachers differ significantly with dissatisfied teachers on different job-related factors with respect to their teaching effectiveness the results of this analysis represented in Table 2. An observation of the mean scores presented in this table shows that dissatisfied teachers had lesser teaching effectiveness score than the satisfied teachers on all the job factors except on policy matters I and II. 't' test was employed to see the significance of the difference between the means of these two groups. From the table, it is revealed that except on factors 'Head of the Institution', student-related and 'Activities of others', no significant difference was found in the teaching – effectiveness of both satisfied and dissatisfied teachers. Though dissatisfied teachers had somewhat higher mean score on the job factors policy matters I and II, the mean differences were not significant which mean that these two groups did not differ in their teaching effectiveness as related to the policy

matters I and II. Teachers who were satisfied with their 'head of the institution' with 'student-related activities' and with the 'activities of others could show significantly higher teaching effectiveness levels than the dissatisfied teachers. This shows

the need for maintaining good public relations with all those persons a teacher could interact so as to bring higher level of satisfaction as well as contributing to effective teaching.

Conclusions

The results reveal that satisfied teachers with their job could perform effectively in their job whereas dissatisfied teachers could not perform up to their level. This study is confined only to a limited sample of 200 teachers a larger study needs to be taken so as to make the certain generalization with regard to job satisfaction and teaching effectiveness.

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