



## Correlation study of teaching effectiveness and job satisfaction of secondary school teachers in Tinsukia District of Assam, India

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### Abstract

Teaching is a dignified, distinguished and noble profession. There is no doubt that the effectiveness and success in the teaching-learning process can be influenced by the satisfaction level of teachers. The changing trend of educational system demands the competent teachers to cope themselves up with the new change in the horizon of knowledge, methods and techniques of teaching and proper use of technology in teaching and learning. The changing time and situation always demand to know the teachers' job satisfaction level and the job satisfaction survey is the best way to investigate and analyze the various causes and factors of satisfaction or dissatisfaction towards their job environment. The present study tries to trace out the level of job satisfaction and teachers effectiveness of the secondary school teachers of Tinsukia district of Assam along with the relation between these two variables. The study reveals that majority of the teachers both male and female of Tinsukia district, Assam have average degree of job satisfaction and their level of effectiveness in their teaching learning process is also average. The study demonstrated that there is a significant positive relationship between job satisfaction and teachers effectiveness of secondary school teachers in terms of their gender, age, and experience.

**Keywords:** effectiveness, secondary school, teacher, job satisfaction.

### 1. Introduction

Teaching is an interactive process. It has now been realized that a teacher's behavior in the classroom has a profound influence on his pupils. The communication process between a teacher and his pupils in the classroom has been found to be a chief aspect for the versatility of academia of pupils. There is no denial in the fact that efficacy of teachers' stands out to be one of the most inevitable factors in silhouetting a pupil's academic ideologies. Providing the teachers with the educational enhancement breaks and creating satisfactory conditions of work should be first and foremost obligation to inculcate effectiveness as well as render a sense of satisfaction to the teachers. A disgruntled teacher might become petulant resulting in an edgy classroom environ which might have a negative influence on the students' learning process. Nowadays, there is, however, a

general feeling that the teachers do not have satisfaction in their job. There seems to be growing discontentment towards their job as a result of which standards of education are falling. Teachers are dissatisfied in spite of different plans and programs, which have been implemented to improve their job. Higher academic and professional qualification of the teachers, no doubt, can raise the standard of education as well as of nation, but dissatisfaction among the teachers, in spite having a good and sound academic career and professional training, will not encourage them to work whole heartedly or try to contribute anything to education. So, Job Satisfaction is a crucial factor in improving the Teacher effectiveness. Now the question is: What is the meaning of Teacher Effectiveness and how can it be judged? Barr (1952) explains Teacher Effectiveness as a relationship between teachers, pupils and other persons concerned

with the educational understanding. Teacher effectiveness includes the repertoire, classroom procedure, inter-personal skills, teachers' reinforcement and involvement (Dickson and Wiersma, 1984). Teacher effectiveness researches in 1970s and 1980s had focused on measuring learning outcomes and much attention was given to instruction and its effect on student's learning (Rupley, Wise and Logan, 1986). Teacher Effectiveness greatly depends on teacher clientele. The teachers attain the needed competence in their roles and functions such as the Preparation and Planning of teaching, Classroom Management, Knowledge of Subject matter, Vocational Knowledge, Emotional Control, Moral Values, Personality Characteristics and Interpersonal Relations. Wangoo (1984) has reported that personality adjustment, democratic leadership, a high degree of intelligence and emotional control are the main characteristics that are associated with Teacher Effectiveness. On the other hand job satisfaction is a complex phenomenon involving various personal, institutional and social aspects. If the teachers get adequate Job Satisfaction they will be in a position to fulfill the educational objectives and national goals. Hoppock (1935) defined job satisfaction as "any combination of psychological, physiological and environmental circumstances that cause a person truthful to say, I am satisfied with my job." According to Bullock (1952), Gitmer (1966), and Schulz (1973), job satisfaction is an attitude which results from a balance and summation of many specific likes and dislikes experienced in connection with the job. Brief (1998) wrote, "If a person's work is interesting, wages are satisfactory, promotional opportunities apprehensive, supervisor is supportive and co-workers are friendly, then a situational approach leads one to predict that she/he is satisfied with her/his job". In simple words, if the placidity associated with one's job outweighs the pains, there is some level of satisfaction.

## 2. Need of the present study

Students' upliftment in the educational settings can be achieved by the teacher. To meet the existing competitive world, the students should not only be academically vibrant, but also be skilled and intellectually enlightened. This can be achieved only through the effectiveness of teacher. Teacher effectiveness in all aspects is very essential to meet the growing demands of learning community. School education is imparted quantitatively and qualitatively by the teachers who have academic excellence and

apt training. Besides these, job Satisfaction plays a very major role in imparting excellent education to the students as it acts as a motivating factor. Job satisfaction is dependent on salary, management, Curriculum, social status, etc. Job satisfaction implies the overall adjustment to work. Greater job satisfaction is likely to lead eventually to more effective functioning of the individual and the organization as a whole. The questions that arise at this stage are: (i) Are the secondary school teachers satisfied with their jobs? (ii) Is there a positive correlation between teacher effectiveness and job satisfaction of secondary school teachers? Studies conducted by Kumar and Mutha (1976) on the Job Satisfaction of teachers at the secondary level found that the teachers who were satisfied with their job proved to be effective teachers compared to their counterpart. In 1986, a study was carried by Padmanabhaiah on Job satisfaction and teacher effectiveness of the secondary school teachers and found that the Job satisfaction and teacher effectiveness are significantly and positively related.

It is observed from the existing available literature that in Assam, especially in the Tinsukia district of Assam only few studies have been conducted on effectiveness of secondary school teachers in relation to their job satisfaction. Considering the above facts, the present investigator has made an attempt to study correlation of teacher effectiveness and job satisfaction of secondary school teachers in relation to their gender, age, experience and qualification.

## 3. Objectives of the study

1. To find out the level of teaching effectiveness among secondary school teachers in terms of teaching learning process.
2. To assess the level of job satisfaction among secondary school teachers in relation to their profession.
3. To find out the relationship between teacher effectiveness and job satisfaction of secondary school teachers with respect to their
  - Gender
  - Age
  - Experience
  - Qualification
  - Location of the school

## 4. Methodology

Simple survey method was used in this study. In order to achieve the above cited objectives, the various aspects of the methodology followed were: sample,

tool, procedure of data collection, statistical techniques etc.

#### 4.1. Population and sample

All the teachers in different secondary schools of Tinsukia District, Assam constitute the population of this study. A sample consisting of 250 teachers belonging

to different communities was taken from the 20 government secondary schools spreaded in and around the Tinsukia district of Assam, The schools were selected through random sampling method and teachers were selected through incidental or purposive sampling technique.

**Table 1:** Distribution of the sample

Sl. No.	Variables	Category	Size	Percentage
1	Gender	Male Teachers	140	56
		Female Teachers	110	44
2	Age	40 years or below 40 years	120	48
		Above 40 years	130	52
3	Teaching Experience	Up to 15 years	135	54
		Above 15 years	115	46
4	Qualification	Graduate teachers	175	70
		Post graduate teachers	75	30
5	Location of the school	Rural	150	60
		Urban	100	40

#### 4.2. Tools used

**-Teacher's effectiveness scale:** developed by Dr. Shallen Puri and Prof. S.V. Gakhar. The scale consists of 77 items which are distributed over six major dimensions.

**-Teacher's Job Satisfaction scale:** developed by Dr.(Mrs) Meera Dixit (Lucknow) . The scale consists of 52 items which are distributed over in eight major job factors.

#### 4.3. Procedure of data collection

After selecting the 250 teachers of selected schools, the investigator approached them individually and

requested them to fill up the Teachers Effectiveness scale and Job Satisfaction scale. Though both these tools were self administering, the investigator explained the teachers how to fill the same. After collecting the filled in tools, they were scored and tabulated systematically for statistical calculation.

#### 4.4. Statistical technique used

The statistical techniques used for analyzing data were Percentage, Mean, Standard deviation, Coefficient of Correlation Exact sampling distribution- t- tests.

**Table 2 :** Level of teacher effectiveness of secondary school teachers in terms of teaching learning process

	Very High		High		Average		Low		Very Low	
	N	%	N	%	N	%	N	%	N	%
Male Teachers	-	-	30	21.43	90	64.29	20	14.29	-	-
Female Teachers	-	-	20	18.18	70	63.64	20	18.18	-	-
Total	-	-	50	20	160	64	40	16	-	-

**5. Analysis and interpretation**

From the above analysis it was found that 21.43% of male teachers have high level of effectiveness, 64.29% of them have average level of effectiveness and 14.29% of them have low level of effectiveness. Among the female teachers,

18.18% have high level, 63.24% have average level, and 18.18% have low level of effectiveness. It is also observed from the analysis that out of 250 secondary school teachers 20% have high level, 64% have average level & 16% have low level of effectiveness

**Table 3 :** Level of satisfaction of the male and female teachers towards teaching profession.

Variable	Very low degree of Satisfaction		Low degree of Satisfaction		Average degree of Satisfaction		Good degree Satisfaction		Highest degree of Satisfaction	
	N	%	N	%	N	%	N	%	N	%
Male Teachers	-	-	25	20	75	60	25	20	-	-
Female Teachers	25	20	-	-	100	80	-	-	-	-
Total	25	10	25	10	175	70	25	10	-	-

It is evident from the above table that 20% of female teachers have good degree of satisfaction, 60% of them have average degree of satisfaction and 20% of them have low degree of satisfaction. Among the male teachers, 80% have average degree of satisfaction and 20% have very low

degree satisfaction. It is also observed from the above table that out of 250 secondary teachers 10% have good degree of satisfaction, 70% have average degree of satisfaction, 10% have low degree satisfaction and 10% have very low degree of satisfaction

**Table 3 :** Over all analysis of teachers' job satisfaction.

Variable	N	% of respondents	X <sup>2</sup> DF=4	Level of sign.
Intrinsic Aspect of the job	250	S.A.=90 (36%) A=60(24%) U.D.=40 (16%) D=40 (16%) S.D.=20 (8%)	56	Sig.
Salary, promotional avenues and service conditions	250	S.A.=20 (8%) A=40 (16%) U.D.=40 (16%) D=60 (24%) S.D.=90 (36%)	56	Sig.
Physical facilities	250	S.A.=60 (24%) A=50 (20%) U.D.=40 (16%) D=50 (20%) S.D.=50 (20%)	4	NS
Institutional plans and policies	250	S.A.=60 (24%) A=70 (28%) U.D.=50 (20%) D=50 (20%) S.D.=20 (8%)	28	Sig.
Satisfaction with authorities	250	S.A.=20 (8%) A=40 (16%) U.D.=60 (24%) D=80 (32%) S.D.=50 (20%)	40	Sig.

Satisfaction with social status and family welfare	250	S.A.=60 (24%) U.D.=40 (16%) S.D.=20 (8%)	A=90 (36%) D=40 (16%)	56	Sig.
Rapport with students	250	S.A.=30 (12%) U.D.=40 (16%) S.D.=40 (16%)	A=80 (32%) D=60 (24%)	32	Sig.
Relationship with co-workers	250	S.A.=32 (12.8%) U.D.=70 (28%) S.D.=50 (20%)	A=38 (15.2%) D=60 (24%)	20	Sig.

S.A.-Strongly Agree, A-Agree, U.D.-Undecided, D-Disagree, S.D.-Strongly Disagree

**Table - 4** shows the analysis of teachers' job satisfaction under certain variables. The results showed that there exists a significant difference among the responses expressed by the teachers with respect to all the variables except that of physical facilities. It was found that teachers are not satisfied with their salary package, promotional avenues, institutional planning & policies, relation with co-workers etc. They claim that they do not feel easy to communicate with the higher

authorities. They are interested in getting some other job with higher income. It was reported that majority of the teachers are however satisfied with the social status and family welfare related to this profession. They feel they are fit for the teaching job and derive pleasure in teaching though they think teaching profession has no bright future. The findings indicated a mixed response from the teachers with regard to the physical facilities of their respective institute.

**Table 5 :** Relationship between Teacher's Effectiveness and Job Satisfaction of the Teachers with respect to the different variables:

Variable	Sub Groups	N	R	Calculated value of t	Level of Signification
Gender	Male	140	0.53	7.41**	.01
	Female	110	0.35	3.90**	
Age	Up to 40 years	120	0.298	3.39**	.01
	Above 40 years	130	.36	4.43**	
Experience	Above 15 years	115	0.087	0.925	.01
	Up to 15 years	135	0.45	5.82**	
Qualification	Graduate	175	.011	1.98	.01
	Postgraduate	75	0.277	2.78	
Location of the school	Rural	150	0.12	1.55	.01
	Urban	100	0.11	1.15	

The data analyzed in the above table may be interpreted in different subgroups wise in the following manner:-

**(i) Gender**

It is evident from table 4 that in the above two cases calculated values of 't' were more than the table value and hence they were significant at 0.01 levels. Thus it is concluded that there is significant relationship between teacher's effectiveness and job satisfaction of the secondary school teachers with respect to their gender. The finding is in consonance with the findings of Gupta (1995), Kothawade (2014), Agarwal G.S (Ph.D. Edu. Rohelkhand University).

**(ii) Age**

It is observed from the above table that 't' value of teachers up to 40 years and above 40 years are more than the table value and hence significant at .01 level of significance, Thus, it is concluded that there is significant relationship between teachers effectiveness and job satisfaction of the teachers up to 40 years and teachers above 40 years.

**(iii) Experience**

From table 4 it is appears that the 't' value of teachers above 15 years experience is less than the table value whereas, in case of up to 15 years experience teachers' value of 5.28 more than the table value of 2.79; hence, it is concluded that there is a significant relationship between teachers effectiveness and job satisfaction of teachers up to 15 years, whereas there is no significant relationship between these two variables in case teachers above 15 years experience. The works of Wali (Ph.D. Edu. B.H.University, 1985), Agarwal G.S (Ph.D. Edu. Rohelkhand Universit, 1986) does not support the same idea in the case of more experienced teachers and vice-versa.

**(iv) Qualification**

It is evident from table 4 that the 't' value in both the cases are less than the table value; hence, they are not significant at .01 level of significance. Thus it is concluded that there is no significant relationship between teachers' effectiveness and job satisfaction with respect of qualification of the teachers. The works of Wali (Ph.D. Edu. B.H.University,1985) does not support the same idea.

**(v) Location of the school**

From table 4 it is clear that 't' value in both rural and urban secondary school teachers are less than table value; hence, they are not significant at.01 level of significance. Thus, it is concluded that there is no significant relationship between teacher's effective-

ness and job satisfaction with respect to location of the school.

**6. Discussion**

The present study reveals that majority of the teachers both male and female of Tinsukia district, Assam have average degree of job satisfaction and their level of effectiveness in their teaching learning process is also average, the reasons behind such finding may be attributed to the fact that both job satisfaction and teaching effectiveness are interrelated. This is a matter of great concern since this may be one of the most important causes of students' low level of achievements and overall performance.

The study has established that there exist a significant positive relationship between teacher's effectiveness and job satisfaction of the male and female teachers which may be due their lack of satisfaction in salary status, promotional avenues, institutional plans and policies, relation with co-workers etc .

The present study reveals that experienced teachers being in the profession for a longer period might have developed better effectiveness of their profession and this has no relation to the satisfaction they derived from the job. On the other hand being new recruits, the less experienced teachers feel insecure in their job and try to internalize and intellectualize the values of teaching profession and dedicate themselves to be an effective teacher.

This study clearly indicates that there exist a significant relationship between teacher's effectiveness and job satisfaction of the teachers above 40 years which may be due to the salaries, different allowances they get and other facilities they are availing after long years of service are not satisfactory as compared to others jobs. But the teachers of below 40 years age group are always zealous to learn new things, expand their knowledge base, and experiment with better ways to realize success. They also proceed to enrich their teaching efficiency and strive to achieve deeper and higher realization.

The study also reveals that there exist no significant relationship between teacher's effectiveness and job satisfaction with respect to their qualifications and location of the schools. This may be attributed to the fact that teacher effectiveness is an individual's personal trait, and therefore, does not significantly relate to teachers place of work, qualification etc.

Based on the above, the major findings of the study are summarized as follows:

- ❖ \_ Majority of the teachers both male and female have average degree of job satisfaction
- ❖ \_Majority of the teachers both male and female have average level of effectiveness in their teaching-learning process.
- ❖ \_There is a significant relationship between job satisfaction and teacher effectiveness of the secondary school teachers in terms of their gender.
- ❖ \_There is a significant relationship between job satisfaction and teacher effectiveness of the secondary school teachers in terms of their age.
- ❖ \_There is no significant relationship between job satisfaction and teacher effectiveness of the secondary school teachers in terms of the teachers experienced more than 15 years whereas there is a significant relationship between these two variables in case of the teachers experienced up to 15 years.
- ❖ \_There is no significant relationship between job satisfaction and teacher effectiveness of the secondary school teachers with respect to their qualification.
- ❖ \_There is no significant relationship between job satisfaction and teacher effectiveness of the secondary school teachers with respect to the location of the school.

## 7. Conclusion

In order to impart education in a proficient manner, satisfaction in the teaching profession is extremely essential. Even the best education systems with an excellent academia are bound to deteriorate in the absence of gratified and efficient teachers. A principal has to adopt some innovative some inevitable strategies to seek the best out of the teaching staff. Autonomy enhances job satisfaction as it gives a sense of personal responsibility of getting a job done whereas lack of satisfaction from the job results in disinterest towards work and hence every educational system should have autonomous ideologies. The teachers

should be provided the opportunity to self-pace themselves and the supervision should be done unobtrusively. The teachers should apprehend the value of interpersonal interaction and consequently the schools can make formal and informal arrangements to improve the relationships among the staff members. The school authorities must systematize distinctive prospectus which would prove to be satisfactory for both the teaching staff and the institution. As far as improving the factors related to the job, the management should provide the opportunity for suitable working space, facilities to achieve one's status and prestige in job etc. Therefore, the study of job satisfaction is of greater importance to administrators and policy makers, who frame policies, take decisions and create the precise ambience where teachers can put in efforts to maximize their potential and also derive greater job satisfaction. Moreover identification of a teacher's latent possibilities has also a great importance and hence, his professional conduct needs to be channelized to motivate him towards task performance. As the present era leaps towards professionalism and globalization which creates more diverse workforce, schools need to rethink and remodel their motivational practices. Though money matter is an inevitable prospect in the motivation of the present teaching association, but time has also revealed that one of the best ways to motivate the teachers is to instill a sense of pride, ownership and motivational energy in them. Peer recognition can also be used as another effective measure for motivating teachers. The schools should introduce formal programs that encourage peer recognition for a job well done because everybody needs encouragement and everybody needs their work to be recognized. Recognition from the superiors and the head-staff too have proved to be beneficial in motivating the teachers towards greater possibilities. Thus, the findings of the present study proffer colossal compass for the evolution of job-satisfaction among the secondary teachers and effectiveness in work in an autonomous educational environ; profound aptitude formation and effectiveness based training programmes.

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