

# Asian Resonance

## Job Satisfaction of Teacher Educators in Relation to Their Teacher Effectiveness

### Abstract

The present study was conducted on a sample of 200 teacher educators of B.Ed. Colleges of Punjab, out of 200, there were 133 females—67 belonging to rural areas and 66 to urban areas and 67 males—30 were from rural area where as 37 were from urban area of Punjab respectively. Job satisfaction scale by Amar Singh and T.R. Sharma(1999) and Teacher effectiveness scale by Kumar and Mutha (1985) were administered. The major findings of the study revealed the positive but not significant correlation between job satisfaction and teacher effectiveness among teacher educators of B.Ed. colleges of Punjab.

**Keywords:** Job Satisfaction, Teacher Educators, Teacher Effectiveness.

### Introduction

In our country, education is basic pillar of democratic setup. It is our political as well as economic necessity. In our developing country development programme depends upon education of masses, student, teacher and curriculum are related with each other which are dimensions of education. Teacher shape the child which is called the future of the country, so a teacher is the pivot of educational system. A good teacher possesses a lot of qualities as he imparts information's, provides emotional stability. A good teacher is co- operative, kind and sympathetic. Effectiveness of teacher depends on intelligence, age experience, social and cultural background etc. Different views are expressed on the teacher effectiveness by various experts. Educational technology can't take place of an effective teacher. Effectiveness of teacher depends upon attitude and aptitude towards profession, his job satisfaction. An effective teacher is able to adjust his subject matter to the needs and interest of his students He loves his pupils and knowledge. Several approaches are adopted to measure teaching efficiency as intelligence, discovering the needs and goals of education. 'Job-satisfaction is the most essential trait of 'Teacher-effectiveness'. Satisfaction is described as state of feeling or evaluation. Criteria of job satisfaction of a teacher are amount of happiness that the teacher obtains in and through her work. Happy teachers have affection and regard of many job those with whom she works. Enjoyment of school life during childhood and reading as a pursuit also contribute a great deal in bringing about job satisfaction. High level of intelligence is clearly essential to the teacher who wishes to be happy and successful in his work.

Maladjusted teachers are those who are having desire for wealth and fame, they are only interested on their subject than having contact with students. Maladjusted teachers find work load and problems of discipline in class-room very acute.

They become irritable and adopt bullying type nature towards students. On the other hand, due to much of planning, preparation in teaching profession, exhaustness is reduced by satisfied teachers by having happiness in their work. They regain energies in leisure time. The analysis of occupation can provide much knowledge to youngsters to choose teaching as profession.

Job satisfaction is determined by 'Bottom-up' and 'Top- down' theory. Bottom-up theory basically states the needs, if needs are satisfied they become happy. Top-down theory states about 'Global Propensity' to experience things in a positive way, means all individuals have a desire to be happy and this attitude will be major influence on their lives. **Maslow's** Model states that individual's experience a hierarchy of needs, from lower to higher level. This model can be used by individuals to develop sense of satisfaction in their jobs. If they utilize a bottom-up perspective and job satisfaction. social needs affect the way that individuals attract with co-workers and management.



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Job satisfaction is also related with worker's attitude towards the job. Complex jobs generally are more mentally challenging. Some studies take social approach to job satisfaction, examining the influence of supervision and management. An individual's level of job satisfaction might be function of personal characteristics or characteristics of group to which he/she belongs. Better relationship provides better job satisfaction.

**Grewal and Kaur** (1990) in their study found more and less effective trained graduate teachers did not differ significantly with respect to measures of satisfaction.

**Grewal, J.K**(1995) in her study conducted upon 200 of rural and urban secondary school teachers of Ludhiana district of Punjab resulted that there was positive and non significant correlation between job satisfaction and teacher effectiveness.

**Kulsum, Umme** (1999) conducted a study on the secondary school teachers of Bangalore city and concluded that job satisfaction was related positively to teacher effectiveness.

**Raj, Tilak** (2001) conducted a study on 100 secondary teachers of 22 schools of Shimla district of Himachal Pradesh and found that teacher effectiveness was not significantly related with job satisfaction.

**Shafeeq N.Y** (2003) in his study on low and high salaried group teachers of visually impaired students concluded that salary does not have any significant effect on their adjustment to their job.

In his study **Srivastva** (2003) found in his study that job satisfaction of postgraduate teachers is quite normal and satisfactory. Female teachers show significantly higher job satisfaction than their male counterparts.

**Kumar** (2004) in his research in Kerala found that the teachers with less job satisfaction are more prone to perceived stress than those with average or high job satisfaction.

## Justification of the Study

Most of the research work on job satisfaction done so far has been restricted to the industrial workers, lately, however, other occupational groups, including teachers, have been included in studies of Job Satisfaction. But regarding research on teachers, especially the educators of education (B.Ed) colleges have not been given due consideration. However no such studies have come to notice of the investigator in which a comparison of Education (B.Ed) college teacher educators have been made in relation to their effectiveness. Thus the conduct of proposed study seems fully justified.

## Objectives of the Study

1. To compare the relationship between job satisfaction and teachers effectiveness of teacher educators (Total Sample).
2. To Compare the relationship between job satisfaction and teacher effectiveness among rural and urban male teacher educators.
3. To Compare the relationship between job satisfaction and teacher effectiveness among rural and urban female teacher educators.

4. To Compare the relationship between job satisfaction and teacher effectiveness of rural teacher educators.
5. To Compare the relationship between job satisfaction and teacher effectiveness of urban teacher educators.

## Hypotheses of the Study

1. There is positive and significant correlation between satisfaction and teacher effectiveness among teacher educators.
2. There is positive and significant correlation between job satisfaction and teacher effectiveness among male teacher educators.
3. There is positive and significant correlation between job satisfaction and teacher effectiveness among female teacher educators.
4. There is positive and significant correlation between job satisfaction and teacher effectiveness among rural teacher educators.
5. There is positive and significant correlation between job satisfaction and teacher effectiveness among urban teacher educators.
6. There is positive and significant correlation between satisfaction and teacher effectiveness among rural male teacher.
7. There is positive and significant correlation between job satisfaction and teacher effectiveness among urban male teacher educators.
8. There is positive and significant correlation between job satisfaction and teacher effectiveness among rural female teacher educators.
9. There is positive and significant correlation between job satisfaction and teacher effectiveness among urban female teacher.

## Sample

In the present study, keeping in mind the limited sources of time and money only 200 teacher educators from rural and urban area of Punjab were selected randomly. Out of 200, there were 133 females 67 belonging to rural areas and 66 to urban areas. Out of 67 males 30 were from rural area where as 37 were from urban area of Punjab respectively.

## Method

To conduct the present study, a descriptive survey method of investigation was used.

## Measures

1. Job Satisfaction Scale by Dr. Amar Singh and Dr. TR Sharma (1999).
2. Teacher Effectiveness Scale by Kumar and Mutha (1985)

## Procedure

Survey method was used. Job Satisfaction Scale and Teacher Effectiveness Scale were administered on selected sample. Collected data was analyzed Descriptive statistics (Mean, Median, Mode, S.D, Skewness, Kurtosis)

Product moment method of correlation was used to find out the relation between job satisfaction and Teacher effectiveness.

## Results

**Hypothesis 1.** "There is positive and significant correlation between job satisfaction and teacher effectiveness among teacher educators"

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(Total Sample). In order to test this hypothesis, the values of correlation was worked out and shown in table 1.

**Table 1**

Variable	Number	Correlation
Job Satisfaction	200	0.0679
Teacher Effectiveness		

Significant at 0.05 level = 0.139

Significant at 0.01 level = 0.182

It is clear that the value of correlation is .0679, which is positive but not significant at any level of significance. Hence hypothesis 1, is partially accepted.

**Hypothesis II**

Which states, "There is positive and significant correlation between job satisfaction and teacher effectiveness among male teacher educators", is positive and not significant at any level. Hence hypothesis II is partially accepted. (r=.0678)N=67&Significant value at0.05 level=0.241

**Hypothesis III**

Which states, "There is positive and significant correlation between job satisfaction and teacher effectiveness among female teacher educators", the results are positive and not significant. Hence hypothesis III is partially accepted. (r=0.0791,N=133 &Significant value at 0.05 level=0.201)

**Hypothesis IV**

Which states, "There is positive and significant correlation between job satisfaction and teacher effectiveness among rural teacher educators". In order to test this hypothesis, the value of correlation was worked out and shown in table 2.

**Table 2**

Variable	Number	Correlation
Job Satisfaction	97	-0.0078 NS
Teacher effectiveness		

Significant at 0.05 level = 0.201

Significant at 0.01 level = 0.262

It is clear that the value of correlation is - 0.0078, which is negative and not significant at any level of significance. Hence hypothesis IV, is rejected.

**Hypothesis V**

"There is positive and significant correlation between job satisfaction and teacher effectiveness among urban teacher educators". In order to test this hypothesis, the value of correlation was worked out and entered in table 3.

**Table 3**

Variable	Number	Correlation
Job Satisfaction	103	0.1205 NS
Teacher effectiveness		

Significant at 0.05 level = 0.193

Significant at 0.01 level = 0.252

It is clear that the value of correlation is 0.1205 which is positive but not significant at any level of significance. Hence hypothesis V, is partially accepted.

**Hypothesis VI**

Which states that, "There is positive and significant correlation between job satisfaction and teacher effectiveness among rural male teacher

educators". The results are negative and are not significant at any level of significance. So, the hypothesis VI is rejected.(r=-0.0372, N=30,& significant value at0.05=0.361)

**Hypothesis VII**

Which states that, "There is positive and significant correlation between job satisfaction and teacher effectiveness among urban male teacher educators". The results are positive but not significant, so the hypothesis is partially accepted. (r=0.072,N=37 & Significant Value at 0.05 level=0.325)

**Hypothesis VIII**

Which states that, "There is positive and significant correlation between job satisfaction and teacher effectiveness among rural female teacher educators". The results are positive but not significant at any level of significance, hence the hypothesis is partially accepted. (r =0.01008, N= 67 & Significant value=0.242 at 0.05 level)

**Hypothesis IX**

Which states that, "There is positive and significant correlation between job satisfaction and teacher effectiveness among urban female teacher educators". The results are positive but not significant at any level of significance, so the hypothesis is partially accepted. (r=0.1737, N=66 & significant value at 0.05 level =0.241)

**Educational Implications of the Study**

The present study will surely, contribute for the betterment of educational practices.

The concepts of job satisfaction and teacher effectiveness are equally important for future generation, because these leads them to be good citizen. Teachers possess an important role, especially in democratic set up like India. This statement has not been exaggerated by the investigator because the future of a nation lies in the hands of nation builders. It is the teacher, who moulds and re-moulds the behavior and attitudes of the students. These students are the hopes for a nation to follow the paths of progress and prosperity in real sense. Teaching is a tough job 'It is not everybody's cup of tea", has been rightly remarked. So, quality education should be provided to produce effective teachers. Job satisfaction is one of the most important traits, leading to the effective teachers.

Job satisfaction is not closely related to teacher effectiveness, when total sample is taken into consideration. Both variables are positively related, when sample of male teacher educators, female teacher educators. Urban teacher educators rural female teacher educators, urban male teacher educators, and of urban female educators is taken to the consideration. In other words, there lies a slight relationship between job satisfaction and teacher effectiveness of above stated samples.

Job satisfaction and teacher effectiveness are not related to each other, when we find the co relational values of rural teacher educators (both male and female) and of male teacher educators. To increase the relation of both those variables in the case of rural teacher government should imply the programmes and staff developing policies, effectively.

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