

A Compare of Job Satisfaction and Teacher Effectiveness of Secondary School between Male and Female Teacher



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Abstract

The present study was conducted to compare job satisfaction and teacher effectiveness between male and female teachers of Haryana. The data pertaining to this study was collected on 50 Government school and 50 Private school male and female teachers of different parts of Haryana by using the Teacher Effectiveness Scale by Dr. KUMAR AND MUTHA (1974) and Job satisfaction scale by Dr. PARMOD KUMAR AND D.N MUTHA(1993) and the response in YES/NO form were converted numerically following the scoring keys. The collected data were analyzed statistically through Mean, Standard Deviation (S.D) & Correlation, T-test and the level of significant was observed at 0.05 level of confidence. On the basis of statistical findings it was conclude that there were insignificant difference job satisfaction and teacher effectiveness between male and female teachers ($t_{0.05} (98) = 18.42 < 21.11$). It was also further concluded that job satisfaction and teacher effectiveness between male and female teachers ($19.56 > 0.0154$)

Keywords: Job Satisfaction and Teacher Effectiveness, Education

Introduction

Teacher Effectiveness

Teacher's effectiveness is the ability and the interaction between the physical intellectual and psychological interest of the students, content matters, ability of the teachers and the evaluative procedures. Teachers have the greatest potential to influence children's education. Evidence from teacher's effectiveness studies indicates that student engagement in learning is to be valued above plans and materials. Researches on teacher's effectiveness have yielded a wealth of understanding about impact that teacher ability has on student growth. Students achieve more when teachers employ systematic teaching procedures. Effective teachers are those who spend more time on small groups of pupils and use systematic feedback with students about their performance. Teacher's effectiveness can be defined as on "act of faith". The most accepted criteria for measuring good teaching is the amount of student learning that occurs. A teacher's effectiveness is about student learning. Teachers can present content and skills that will enhance the opportunities for students to learn.

The Concept of Teacher Effectiveness

Teacher effectiveness is not a new concept. We have been listening that some teachers are the most effective ones. This means that those teachers have attained the needed competence in their roles and functions, Such as the preparation and planning for teaching, classroom management, knowledge of subject matter, teacher characteristics and their interpersonal relations. Also these teachers excel in their other personality characteristics. They are said to be the best teachers. Narrowly speaking, teaching effectiveness is teacher's ability to improve student learning. Besides subject mastery, teachers' emotional competency, sensitivity and maturity develops the learning of students. Feeling, expressing and regulation emotions are key components of teachers' belief and behavior.

The term "teacher effectiveness" will be used to refer to the results a teacher gets or to the amount of progress the pupils make towards some specified goal of education. One implication of this definition is that teacher effectiveness must be defined, not behaviors of teachers.

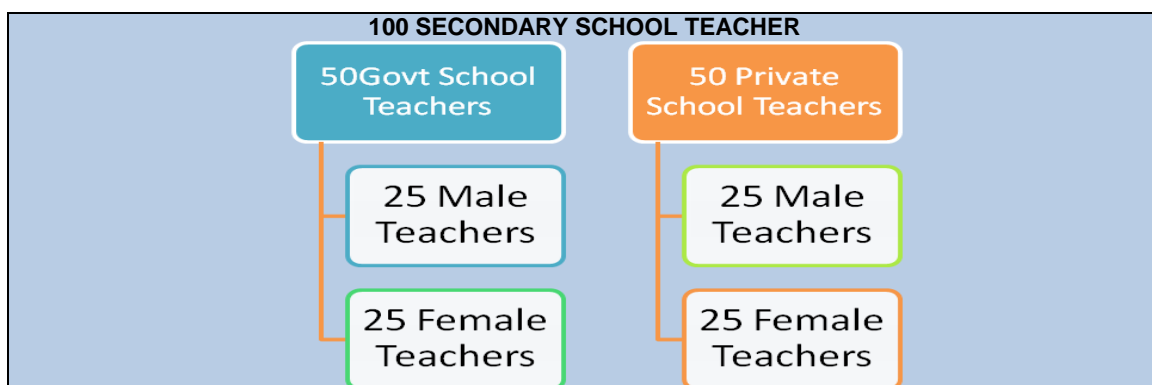
For this reason, and because the amount that pupils learning is strongly affected by factors not under the teacher's control, teacher effectiveness will be regarded not as a stable characteristic of the teacher as an individual but as a product of the interaction between certain teacher characteristics and other factors that vary according to the situation in which teacher works.

So it can be concluded that effective teachers possesses well balanced personalities, good character and positive attitudes towards the profession and shows more emotional maturity, satisfaction in life, higher level of intelligence and creativity than ineffective teachers. In the classroom effective teachers use various teaching skills, appropriate strategies to solve the classroom problems and create excellent environment for learning, whereas ineffective teachers can show such type of classroom behaviour. Teacher effectiveness can also be assessed from the students' achievement and teacher's place in the school and community.

Job Satisfaction

Today skilled persons with high and improved quality are of paramount importance for the nation's economic growth and development. The World Bank has argued that the higher academic performance is promoted by evaluating the quality of teaching and research and the quality of teaching mainly depends on the teachers. Thus, the teachers in the emerging economy have a very vital role to play in the social reconstruction and transmission of wisdom, knowledge and experience from one generation to another. The progress and future of education, its equality and ideals will depend on how and why the students are educated. The quality of their education depends upon the competence, dedication and quality of teachers. It is not the brick and mortar of the classroom, but the dialogues, rapport and interactions supported by the deeds,

Sample



Variables of the Study

Variables are the conditions or characteristics that the experimenter manipulates, controls, or observes. Two types of variables were included in the research work.

Independent Variable

Independent variables are the conditions that the researcher manipulates or controls to ascertain

between the learners and the teachers which can make or mar the destiny of the youngsters and in turn that of the nation. The committed and satisfied teachers can prepare skilled individuals and the commitment and dedication of teachers depends upon their job satisfaction.

Satisfaction is a psychological phenomenon and its concept is highly intricate and subjective. Job satisfaction describes how content an individual with his or her job. While working in an organization, people develop a set of attitudes about the work, supervision, co-workers and working conditions. This set of attitudes is referred to as job satisfaction.

Objectives of The Study

The present study will be designed to attain the following objective:

1. To compare the Teacher Effectiveness in male and female secondary school teachers.
2. To compare the Job Satisfaction in male and female secondary school teachers.
3. To compare the Teacher Effectiveness in private and Govt. secondary school teachers.
4. To compare the Job Satisfaction in Private and Govt. secondary school teachers.

Hypothesis of the Study

The study was designed to test the following hypothesis:

1. There exist no significant difference in Teacher Effectiveness between male and female secondary school teachers.
2. There exist no significant difference in Job Satisfaction between male and female secondary school teachers.
3. There exist no significant difference in Teacher Effectiveness between Govt. and private school secondary teachers.
4. There exist no significant difference in Job Satisfaction between Govt. and private school secondary teachers.

their relationship to observed phenomena. Here job satisfaction was the independent variable.

Dependent variable

Dependent variables are the conditions that appear, disappear, or change as the researcher introduces, removes or changes independent variables. In this study, teacher effectiveness was taken as dependent variable.

Description of Instruments used

The instruments employs distinctive ways of describing and quantifying the data. The following tools were used for the collection of data in the present study:

1. Teacher Effectiveness Scale by Dr. KUMAR AND MUTHA (1974)
- a. Job satisfaction scale by Dr. PARMOD KUMAR AND D.N MUTHA(1993)

Data Collection

1. Government Teacher Education \institutions/ Colleges
2. Government-aided Teacher Education Institutions / Colleges
3. Self-Financed Teacher Education Institutions/ Colleges

Statistical Technique Used

Various techniques were employed for testing hypothesis. A brief description of these techniques is made here:

1. **Descriptive Statistics**
Mean, Standard Deviation (S.D) & Correlation.
2. **Inferential Statistics**

Critical ration –‘t’ test for measuring the significance of difference between the performances of two groups

Analysis and Interpretation of Data

Section 1: Comparison of Teacher Effectiveness between male and female secondary school teachers.

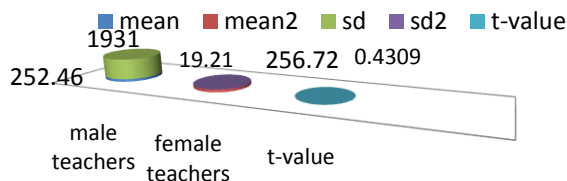
Objective

To compare the Teacher Effectiveness between male and female secondary school teachers.

Table: 1

Variable	Group	No.	Mean	S.D	t- Value	Level of Significance	Remark
Teacher effectiveness	Male Teachers	50	252.46	19.31	0.4309	0.05	Non Significant
	Female Teachers	50	256.72	19.21			

Comparasion of teacher effectiveness between male and female secondary school teachers



Degree of freedom- 98 Interpretation

Table 1 revealed that mean score of Teacher Effectiveness of Male teachers (252.46) is less than the mean score of Female teachers (256.72). The calculated t – value is 0.4309 and the critical value at 98 df is 1.97 at 0.5 level of significance. Hence the calculate t – value is less than the critical value. So the hypothesis “There exist no significant difference in Teacher Effectiveness between Male teachers and

Female teachers of secondary school teachers.” is accepted. There exist no significant difference between male teachers and female teachers of secondary school.

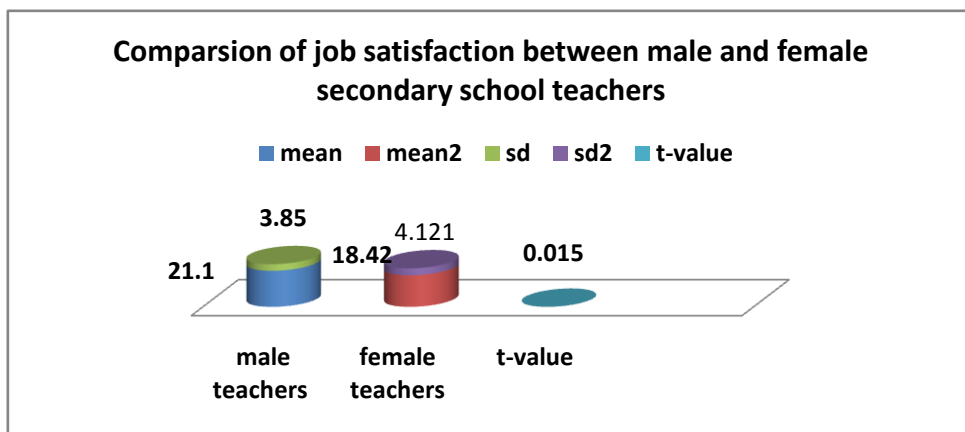
Section 2: Comparison of Job Satisfaction between male and female secondary school teachers.

Objective

To compare the Job Satisfaction between male and female secondary school teachers.

Table: 2

Variable	Group	No.	Mean	S.D	t- Value	Level of Significance	Remark
Job Satisfaction	Male Teachers	50	21.1	3.85	0.015	0.05	Non Significant
	Female Teachers	50	18.42	4.121			



Interpretation

Table 2 revealed that mean score of Job Satisfaction of Male teachers(21.11) is less than the mean score of Female teachers (18.42). The calculated t – value is 0.015 and the critical value at 98 df is 97 at 0.5 level of significance. Hence the calculate t – value is less than the critical value. So the hypothesis “There exist no significant difference in job satisfaction between Male teachers and Female teachers of secondary school teachers.” is accepted. There exist no

significant difference between male teachers and female teachers of secondary school.

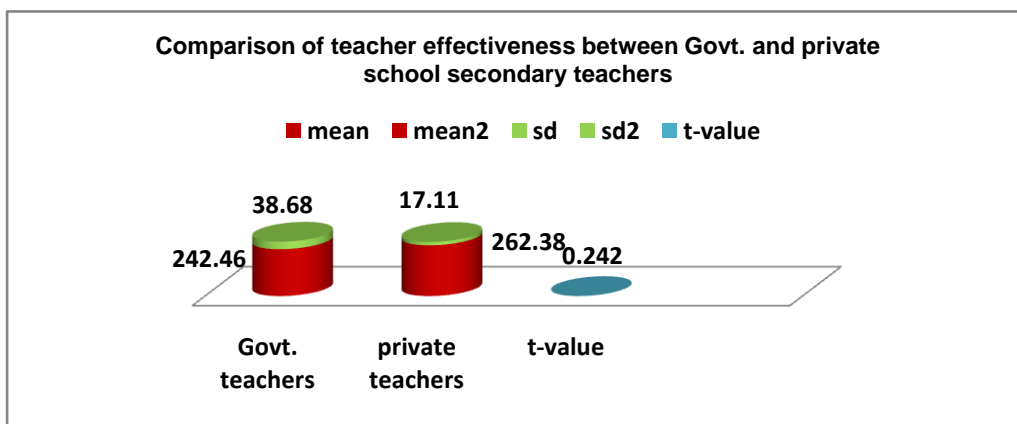
Section 3: Comparison of Teacher Effectiveness between Govt. and Private school secondary teachers.

Objective

To compare the Teacher Effectiveness between Govt. and Private school secondary teachers.

Table : 3

Variable	Group	No.	Mean	S.D	t- Value	Level of Significance	Remark
Teacher effectiveness	Govt. Teachers	50	242.46	38.68	0.242	0.05	Significant
	Private Teachers	50	262.38	17.11			



Interpretation

Table 3 revealed that mean score of Teacher Effectiveness of Govt. teachers (242.46) is greater than the mean score of Private teachers (262.38). The calculated t – value is 0.242 and the critical value at 98 df is 97 at 0.5 level of significance. Hence the calculate t – value is greater than the critical value. So the hypothesis “There exist no significant difference in Teacher Effectiveness between Govt. teachers and Private teachers of secondary school teachers.” is

rejected. There exist a significant difference between Govt. teachers and Private teachers of secondary school.

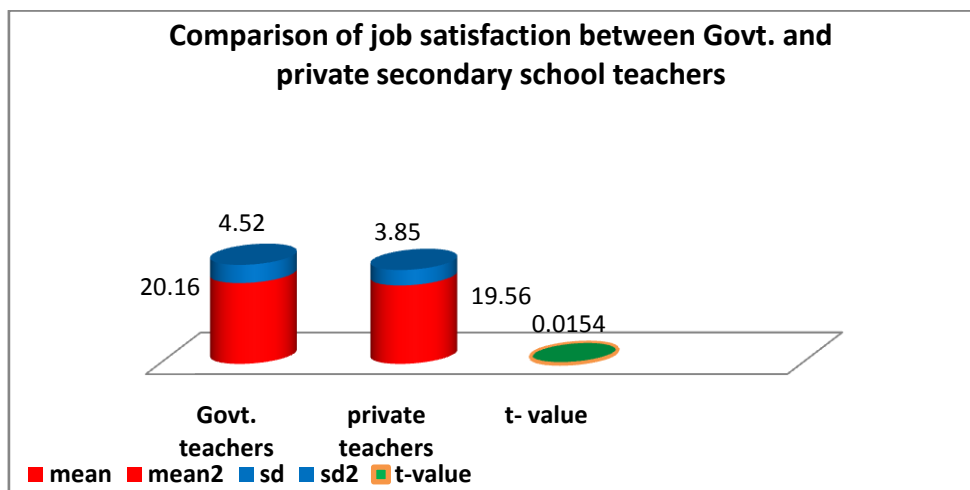
Section 4: Comparison of Job satisfaction between Govt. and Private school secondary teachers.

Objective

To compare the Job Satisfaction between Govt. and Private school secondary teachers.

Table: 4

variable	Group	No.	Mean	S.D	t- Value	Level of Significance	Remark
Job Satisfaction	Govt. Teachers	50	20.16	4.52	0.0154	0.05	non Significant
	Private Teachers	50	19.56	3.85			



Interpretation

Table 4 revealed that mean score of Job Satisfaction of Govt. teachers (20.16) is greater than the mean score of Private teachers (19.56). The calculated t – value is 0.0154 and the critical value at 98 df is .97 at 0.5 level of significance. Hence the calculate t – value is greater than the critical value. So the hypothesis “There exist no significant difference in Teacher Effectiveness between Govt. teachers and Private teachers of secondary school teachers.” is accepted. There exist no significant difference between Govt. teachers and Private teachers of secondary school.

Discussion of Findings

Teacher Effectiveness of Male teachers (252.46) is less than the mean score of Female teachers (256.72). The calculated t – value is 0.4309 and the critical value at 98 df is 1.97 at 0.5 level of significance. Job Satisfaction of Male teachers (21.11) is less than the mean score of Female teachers (18.42). The calculated t – value is 0.015 and the critical value at 98 df is 97 at 0.5 level of significance. Teacher Effectiveness of Govt. teachers (242.46) is greater than the mean score of Private teachers (262.38). The calculated t – value is 0.242 and the critical value at 98 df is 97 at 0.5 level of significance. Job Satisfaction of Govt. teachers (20.16) is greater than the mean score of Private teachers (19.56). The calculated t – value is 0.0154 and the critical value at 98 df is .97 at 0.5 level of significance.

Conclusion

On the basis of statistical findings it was conclude that there were insignificant difference in job satisfaction and teacher effectiveness between male and female teachers ($t_{0.05} (98) = 18.42 < 21.11$). It was also further concluded that job satisfaction and teacher effectiveness between male and female teachers ($19.56 > 0.0154$).

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