

Teacher Effectiveness and Job Satisfaction of Secondary School Teachers of Kashmir Valley

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Abstract—The present study aims at finding out the Teachers' Effectiveness and Job Satisfaction of Government secondary school teachers of district Baramulla (Kashmir Valley). Two scales were adopted and applied in the study namely (i) Kulsum Teacher Effectiveness Scale (KTES) developed by Umme Kulsum (2010) and (ii) the Job Satisfaction Scale (JSST) developed by Dr. Meera Dixit (2011) for collection of the required data. 200 (100 Male and 100 Female) secondary school teachers including contractual teachers were randomly selected as the sample of the study. The study reveals 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.

Keywords— Gender, Job Satisfaction, Secondary School Teachers, Teacher Effectiveness.

I. INTRODUCTION

The teachers play the most crucial and essential role in the development of the whole educational system. There are many qualities, duties and responsibility of teachers for the development of society. There exists no society without student or man or teacher. In other sense educational development means society development also. Teachers have to teach effectively and motivate their students in the field of education. In the words of Mathur (2002), "No system of education, no syllabus, methodology, no text books can rise above the level of its teachers. If a country wants to have quality education it must have quality teachers". Due to the help of the quality of a teacher, they were kept proper balance in educational process and their mind and life also. Without the balance they can't get any kind of pleasure or satisfaction in job.

1.1 Teacher Effectiveness

Classroom teaching to be more effective demands a high degree of rapport and good relationship between the teacher and the taught. It also demands an efficient and result oriented instructional strategy along with systematic assessment techniques in order to facilitate maximum learning opportunities for the students. Teaching to be valuable and significant demands that teachers be creators of miracles every day in the classroom, where the most unwilling of the students also feel like participating actively in the regular opportunities of classroom learning. Effective teachers are said to be the pillars of any nation as it is these teachers who shape the destiny of a country in the long run.

Teacher effectiveness refers to "the impact of classroom factors, such as pupil teacher relationship, use of instructional resources, teaching methods, classroom organization and the degree of facilitation in learning." Gage (1962) described teacher effectiveness in terms of teacher effects on the realization of some value, where value takes the form of some educational objectives identified in terms of pupil behaviour, ability or characteristics. The teacher effectiveness is, in fact, a matter of degree to which a teacher achieves the desired effects upon students (Medley & Shannon, 1994). The term 'teacher effectiveness' has also been defined by scholars in various ways. It is the relationship between the characteristics of teachers, teaching act and their effects on the educational outcome of classroom teaching (Flanders & Simon, 1969) and the power to realize socially valued objectives agreed for teachers; work especially but not exclusively, the work concerned with enabling students to learn (Jim Campbell, 2004). Gupta (1976) described the term teacher effectiveness as a repertoire of efficacy exhibited by a teacher in instructional strategies, classroom management, personal disposition, temperament and tendencies, evaluation and feedback, interpersonal relations, job involvement, initiative and enthusiasm, professional values and innovativeness in everyday teaching learning situation.

1.2 Job Satisfaction

Every individual tries to give their best performance in their job. When they get success, they also get a mental and emotional pleasure, which is called satisfaction. Without satisfaction, it is very difficult for a person to run his/her duties smoothly and efficiently. Job satisfaction is a positive attitude of a person. It is an emotional and mental pleasure. If a teacher can't get satisfaction on his/her job the whole educational system can fall down. According to R. Hop pock (1935), "Any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say: I am satisfied with my job." In the word of Feldman and Arnold, (1983) job satisfactions the amount of overall positive effect or feelings that individuals have towards their job". According to Weiss (2002), Job-satisfaction is an attitude but points out that researches should clearly distinguish the objects of cognitive evaluation which are affect, beliefs and behaviors. Thus, he suggests that we form attitudes towards our jobs by considering our feelings, our beliefs and our behaviors.

According to Dixit (2013), job satisfaction is the result of various aspects of attitude of an employee towards his/her job. These are related with some significant factors like salary, service conditions, promotional avenues and other social support benefits like gratuity, pension, medical and group insurance etc. Job satisfaction is determined by the ratio between what we have and what we want (Hop pock, 1967; Kolte, 1978). Dissatisfaction of the teachers is the result of crowded classes and heavy workload of teachers (Lakadwala, 1977; Conley, Bacharach and Bauer, 1989; Camp, 1994; Kim and Loadman, 1994; Ngidi and Sibaya, 2002).

II. REVIEW OF RELATED LITERATURE

Review of related literature is an important pre-requisite to actual planning and then to the execution of any research work. It enables the researcher to define the limit of his field. Through the review of related literature, the researcher can avoid the unfruitful and useless problem area.

Mishra (2011) studied the teacher effectiveness, job satisfaction and organizational commitment among secondary school teachers. The results indicated that teacher effectiveness, job satisfaction and organizational commitment were positively correlated with each other. No significant differences were found between the male and female teachers with respect to teacher effectiveness while on job satisfaction and organizational commitment they differed significantly.

Goel (2013) studied teacher effectiveness of school teachers in relation to their job satisfaction, personality and mental health. The findings of the study revealed that "teacher effectiveness, job satisfaction, personality dimensions and mental health were found positively correlated and job satisfaction and mental health was found positively correlated."

Tomar, S. K. (2015) A Study of Teachers' Effectiveness and Job Satisfaction in Secondary Schools. The study reveals that there is no significant difference between teacher effectiveness of male and female teachers. Also, the result indicates that there is no significant difference between job-satisfaction of male and female secondary school teachers.

Boruah, M. and Tok, B. R. (2017) conducted study on Job Satisfaction and Teacher Effectiveness of Secondary School Teachers of Assam. The study reveals 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.

Lata, S. and Sharma, S. K. (2017) conducted study on Teacher effectiveness of elementary school teachers in relation to work motivation and job satisfaction. The study reveals that the Teacher effectiveness and work motivation of elementary school teachers correlated significantly irrespective of their level of job satisfaction. Also, an insignificant correlation was found between teacher effectiveness and job satisfaction of elementary school teachers irrespective of their level of work motivation. Work motivation and job satisfaction did not contribute significantly to the teacher effectiveness of elementary school teachers.

Halder, U. K. and Roy, R. R. (2018) conducted study on Job Satisfaction and Teacher Effectiveness of Secondary School Teachers. The study reveals that there was positive co-relation (.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. The present investigation will fill the void of knowledge.

III. OBJECTIVES OF THE STUDY

The study has been conducted to achieve the following objectives:

- To study the teacher effectiveness of secondary school teachers of Kashmir valley.
- To study the job satisfaction of secondary school teachers of Kashmir valley.
- To study teacher effectiveness of secondary school teachers in terms of gender.
- To study the difference between teacher effectiveness of secondary school teachers having low and high job satisfaction.

IV. HYPOTHESES OF THE STUDY

The following are the hypotheses of the study.

- There is no significant difference in teacher effectiveness of male and female secondary school teachers of Kashmir valley.
- There is no significant difference in teacher effectiveness of secondary school teachers having low and high job satisfaction.

V. METHOD OF THE STUDY

In the present study the investigator used **Descriptive Survey Method** to gather information and analyses the data.

5.1 Sample of the study

Sampling is the process by which a relatively small number of individuals or measures of individuals, or events are selected and analyzed in order to find out something about the entire population from which it was selected. It is often desirable in order to reduce expenditure, save time and energy, permit measurement of greater scope, or produce greater precision and accuracy. A sample of 200 secondary school teachers from Government schools in district Baramulla of Kashmir valley (100 male, 100 female) were selected through random sampling technique.

5.2 Statistical Techniques used in the Study

1. Mean 2. S.D 3. Q.D 4. t-test

5.3 Description of Data

5.3.1. Teacher Effectiveness

Table 1. Frequency distribution table of teacher effectiveness scores of the sample

Class interval	Frequency	Percentage	Cumulative percentage
551-600	2	1	100
501-550	15	7.5	99
451-500	20	10	91.5
401-450	34	17	81.5
351-400	55	27.5	64.5
301-350	25	12.5	37
251-300	20	10	24.5
201-250	15	7.5	14.5
151-200	13	6.5	7
101-150	1	0.5	0.5
	N=200	100.00	

Mean=340.50, Median=374.13, Mode=379.90 S.D.=96.5, Variance=9312.25, Range=450, (580-130)
Skewness=-0.11, Q1=302.5, Q3=431.38

From table 1, it is evident that the mean score of the sample in this study (N=200) came out to be 340.50 with SD of 96.5. The median is 374.13 and Mode is 379.90. The skewness, and range are -0.11 and 450 respectively. Further this table also depicts that 37% of the secondary school teachers have their scores up to the range 301-350, as compared to 27.5% having their scores in the range 351-400 and the rest 35.5 % scoring 401 and above.

The following frequency distribution table depicts the nature of teacher effectiveness scores of the sample.

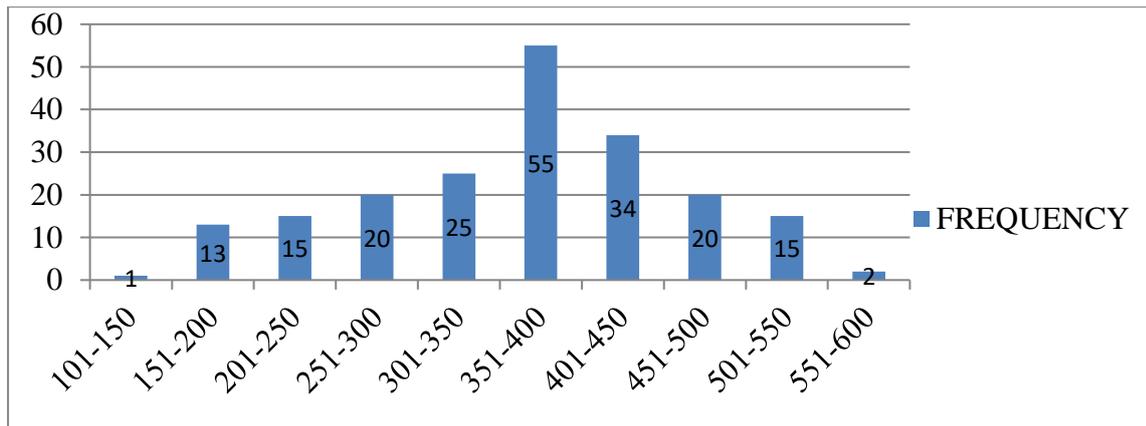


Fig. 1: Bar diagram showing the distribution of Teacher Effectiveness scores of the sample

As the diagram clearly depicts, the maximum number of secondary school teachers, that is, 55 (27.5%) scored in the range 351-400.

5.3.2. Job Satisfaction

Table 2: Frequency distribution of Job Satisfaction scores of the sample

Class Interval	Frequency	Percentage	Cumulative Percentage
241-260	02	1	100
221-240	10	5	99
201-220	18	9	94
181-200	50	25	85
161-180	70	35	60
141-160	30	15	25
121-140	15	7.5	10
101-120	05	2.5	2.5
	N=200	100	
Mean=165.4, Median=174.7, Mode=173.8 S.D.=27, Variance=729, Range= 140, (250-110) Skewness=-0.31, Q ₁ = 160.5, Q ₃ = 189			

From table 2, it is evident that the mean score of the sample in this study(N=200) came out to be 165.4 with SD of 27. The median is 174.7 and Mode is also depicting that 25 % of the secondary school teachers have their scores up to the range 141-160, as compared to 35 % having their scores in the range 161-180 and the rest 40 scoring 181 and above.

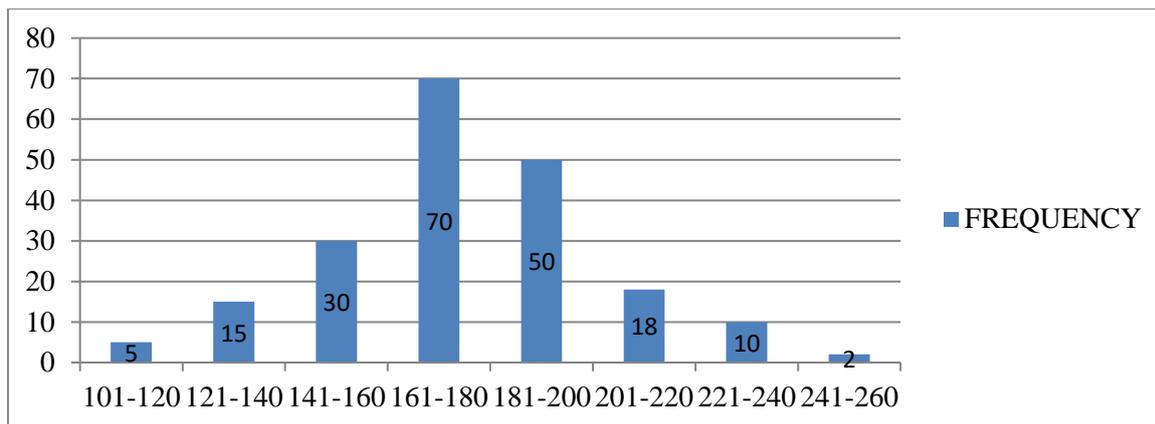


Fig. 2: Bar diagram showing the distribution of Job Satisfaction scores of the sample
 As the diagram clearly depicts, the maximum number of secondary school teachers, that is, 70 (35%) scored in the range 161-180.

III. Teacher Effectiveness of Male and Female Secondary School Teachers

The male and female secondary school teachers were compared on the basis of their scores of teacher effectiveness. The Mean and SD of male and female school teachers along with t-value showing the significance of difference of mean is presented in table 3.

Table 3: Comparison of Male and Female School Teachers on Teacher Effectiveness

Gender	N	Mean	SD	SE _M	t-ratio
Male	100	179.85	18.96	1.89	4.81**
Female	100	192.95	19.64	1.96	

**P<0.01

The above Table 3 shows that the values of Mean and SD for male and female school teachers for their Teacher Effectiveness scores are 179.85, 192.95 and 18.96, 19.64 respectively. The t-ratio is 4.811, which is significant at 0.01 level.

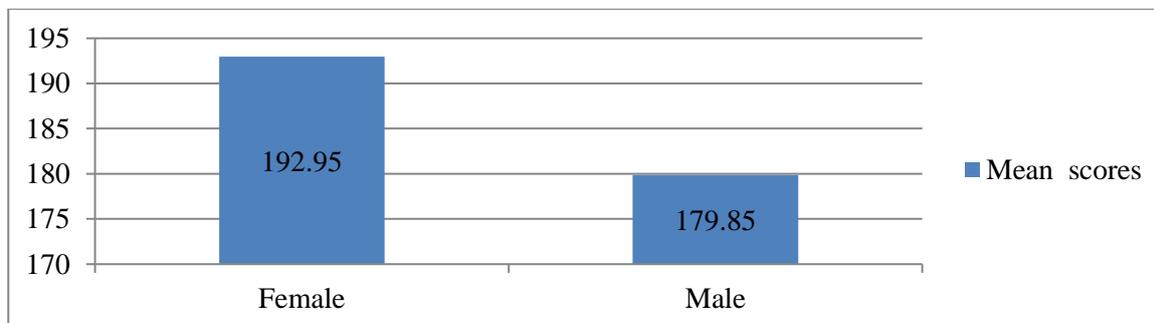


Fig 3: Comparison of Male and Female School Teachers on Teacher Effectiveness

It is also evident from fig.3 that mean value (179.85) of male school teachers is less than female school teachers (192.95). Hence, it can be concluded that male and female school teachers differ significantly in their teacher effectiveness.

5.3.3. Teacher Effectiveness of Teachers Having Low and High Job Satisfaction

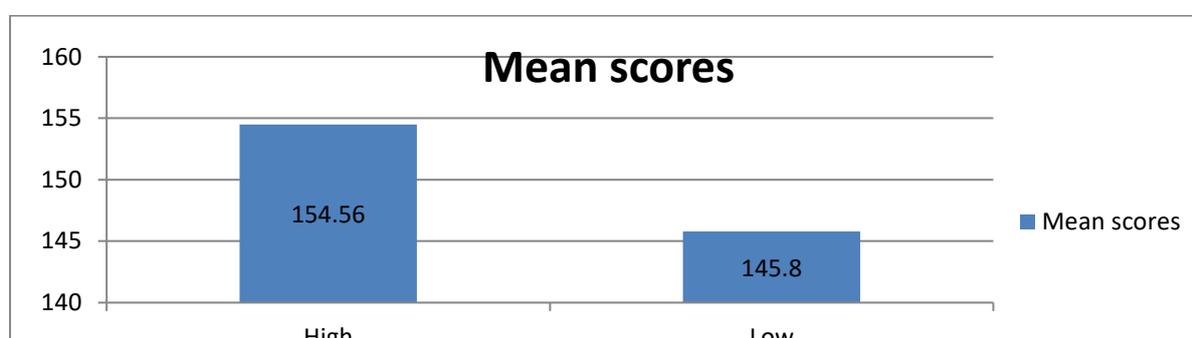
For comparisons of the teachers on the above basis Q₁ (first quartile) and Q₃ (third quartile) of Job Satisfaction were calculated. Teachers below Q₁ were classified as having Low Job Satisfaction and those having scores above Q₃ were termed as having High Job Satisfaction. Then teacher effectiveness in relation to Job Satisfaction was analyzed. The mean, SD and t-values of teacher effectiveness scores of teachers having low and high Job Satisfaction scores is being shown in table 4 given below.

Table 4: Comparison of Teacher Effectiveness of Secondary School Teachers having Low and High Job Satisfaction

Teacher Effectiveness	Job Satisfaction	N	Mean	SD	SE _M	t-ratio
	Low	50	145.80	12.67	1.79	3.12*
	High	52	154.56	14.51	1.97	

*P<0.01

It is quite clear from the above table 4. that there exists a significant difference between mean scores of teacher effectiveness of the school teachers having low and high Job Satisfaction. The mean values of teacher effectiveness having low and high Job Satisfaction scores are found to be 145.80 and 154.56 respectively whereas SD's for these teachers are found to be 12.67 and 14.51 respectively. The value of t-ratio computed in this case comes out to be 3.12, which is significant at 0.01 level. Thus, it can be concluded that the teacher effectiveness of secondary school teachers having high Job Satisfaction is significantly higher than that of the teachers having low Job Satisfaction.

**Fig. 4: Comparison of Teacher Effectiveness of Secondary School Teachers having Low and High Job Satisfaction**

It is also from the above figure 4 that the mean value (154.56) of the teacher effectiveness score for the teachers having high Job Satisfaction is more in comparison to those teachers who have relatively lower Job Satisfaction (145.80).

VI. DISCUSSION

- The present study indicates that female school teachers are significantly more effective as compared to their male counterparts.
- The present study also highlights that teacher effectiveness of teachers having high job satisfaction is significantly higher than those having low job satisfaction.
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VII. DELIMITATIONS OF THE STUDY

The study was delimited with respect to the following:

- The study was conducted only on 200 Government secondary school Teachers of Baramulla District of Kashmir Valley.
- The study was confined only two variables, Teacher Effectiveness and Digital Competence.

VIII. CONCLUSION

To conclude for school teachers, we cannot rule out the vital link of his/ her effectiveness with his/her level of satisfaction. Hence, it is imperative to empower and motivate the school teachers on all these fronts so as to make them more effective in deciding the destiny of the country in words of the Indian Education. It is obvious that job satisfaction promotes teacher's efficiency and productivity and transformation. Therefore, teachers' job satisfaction will bring transformation and quality secondary education in Kashmir Valley. Vroom & Deci as cited in Okonkwo (1997) posited that workers will be motivated to perform their jobs effectively to an extent to which they are satisfied with those jobs. The more workers' rewards are, the harder they would work. Similarly, the greater the extent in which an employee's needs are satisfied in his job, the greater the extent to which he would respond, presumably with gratitude or loyalty. So, when teachers are satisfied with their jobs, they will

give their students the best and they will be willing to transform education at the secondary level. In addition, they will be willing to transform and prepare the student for higher studies or to perform societal roles.

APPENDIX

1. Teacher Effectiveness Scale developed by Umme Kulsum, 2010.
2. Job Satisfaction Scale developed by Meera Dixit, 2017.

CONFLICT OF INTREST

There is no conflict of interest in this as the study is my own research based on my M.Phil. dissertation. All the material used in this paper has not been published elsewhere.

AUTHOR CONTRIBUTIONS

The research has been conducted by Ishfaq Ahmad Bhat during the year 2018 in the Indian state Jammu and Kashmir presently the union territory in the Kashmir valley division in district Baramulla. Also, the analyses of data is done by the Bhat. The review of related literature work is done by Dr. G. Arumugam. Both the authors have approved the final version of the paper.

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BIOGRAPHIES



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