TEACHER EFFECTIVENESS AND JOB SATISFACTION: A COMPARATIVE STUDY ON UNDERGRADUATE COLLEGE TEACHERS DURING ONLINE EDUCATION PROCESS

Pratibha Khandelwal[1*], Dr. Pragya Jha[2]

[1*]Research Scholar, School of Education, MATS University, Raipur, email4pratibha@gmail.com

[2]Associate Professor, School of Education, MATS University, Raipur

***Corresponding Author:** Pratibha Khandelwal
email4pratibha@gmail.com

Abstract:

The purpose of the present study was to study the job satisfaction and teacher effectiveness of undergraduate college teachers during online education process. For the study the sample of 400 undergraduate college teachers, 200 males and 200 females were selected from the government and private colleges of Raipur district of Chhattisgarh state through random sampling method. The data was collected with the help of teacher's job satisfaction scale developed by Y.Mudgil, J.S.Mathur and Prabha Bhatia, and teacher effectiveness scale developed by Shallu Puri and S.C.Gakhar. For the analysis of data mean, standard deviation and t-test was used. The findings of the study revealed that the government UG teachers are more effective in their teaching when compared to private UG teachers and the government UG college teachers are far more satisfied with their job in comparison to the private UG college teachers during online education process.

Keywords: Job Satisfaction, Teacher Effectiveness, Online Education Process

Introduction:

The Internet has seamlessly integrated into our daily lives, becoming an indispensable component without which, many aspects of our existence would struggle to function effectively. Several decades ago, the idea that the Internet would evolve into an inseparable part of our daily routines seemed unimaginable. The inception of the internet can be traced back to the 1960s, but its official birthday is recognized as January 1, 1983.

The transformative impact of the Internet extends across various spheres of life, with education being a notable example. In the earlier stages, envisioning the profound changes that the Internet would bring to the education system might have seemed far-fetched. However, in the 21st century, particularly during the COVID-19 pandemic, a monumental shift has occurred in the way education is delivered. The traditional model of face-to-face education has given way to the rising prominence of online education, marking a paradigm shift in the educational landscape. The Internet has played a pivotal role in reshaping the methods and accessibility of education, bringing about a fundamental transformation in how we approach learning and knowledge acquisition.

"Online education refers to a method of carrying out teaching and learning practices through technology." **(Singh, 2022)**

"Education that is provided online or over the internet is an online education." **("Online Education - Meaning and Definition," 2021)**

There are three primary categories of online teaching and learning processes. Synchronous online learning involves real-time interaction between students and teachers via the internet, whether they are participating simultaneously or at different times. Asynchronous online learning, on the other hand, entails engagement between students and teachers occurring at different times and from various locations. Blended online learning integrates both online and face-to-face learning components.

Each of these approaches has its own set of advantages and drawbacks. Synchronous learning fosters immediate engagement and interaction, enabling real-time communication and feedback. However, it may pose challenges related to scheduling, technical issues, and accessibility limitations. In contrast, asynchronous learning allows flexibility for learners to engage with the material at their own pace and convenience. This approach promotes accessibility and provides more time for reflection. Nevertheless, it lacks the immediacy of communication and may demand a higher degree of self-motivation from students. Blended learning combines the benefits of both synchronous and asynchronous methods, offering a personalized and interactive educational experience. This approach is particularly suitable for accommodating large groups and is cost-effective. However, it comes with the drawback of requiring maintenance costs to ensure seamless integration of online and face-to-face components.

Teaching is a very complex process. It is a multifaceted, idiosyncratic process which requires updated knowledge of subject as well as various pedagogical techniques and skills. Effective teachers need to have various qualities like confidence, professionalism, commitment, feeling of mutual respect, trustworthiness, flexibility, accountability, passion for learning, drive for improvement and much more. Though is difficult to define teacher effectiveness yet various authors have tried to give a meaning to the term.

Anderson (1991) "An effective teacher in one who quite consistently achieves goals which either directly or indirectly focus on the learning of their students." Dunkin (1997)" Teacher effectiveness is a matter of the degree to which a teacher achieves the desired effects upon students. He defined teacher competence as the extent to which the teacher possesses the requisite knowledge and skills, and teacher performance as the way a teacher behaves in the process of teaching." (Dar, 2012)

Teacher Effectiveness is best defined as the practical outputs of teaching. These outputs are both quantitative as well as qualitative. The quantitative outputs are student learning which are calculated by various types of value added assessments and the qualitative outputs are based on observations of teacher's classroom performance by a principal or peers who understand the process.(*ED507718.Pdf*, n.d.)

Measuring teacher effectiveness is not simple and various approaches have been given to measure it. Primarily it is measured either as product variable or process variable or presage variable. As a product variable it is measured on the basis of amount of learning or achievements students make in all the three domains i.e., cognitive, affective and conative domains of behaviour. As a process variable it is judged on the basis of what the teacher does in the class, what the students do in the class and how to they interact in the classroom and not on the basis of student achievement. The presage variable is predictive and the present and probable effectiveness of teacher is judged on the basis of his grades, personal characteristics, professional characteristics, intellectual abilities, and his behaviour with the students and colleagues.

Job satisfaction is defined as the level of contentment employees feel with their job. This goes beyond their daily duties to cover satisfaction with team members/managers, satisfaction with organizational policies and the impact of their job on employees' personal livers.(*What Is Job Satisfaction? Definition, Factors, Importance, Statistics, and Examples - Spiceworks*, **n.d.**)

According to Hoppock "Job Satisfaction is any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say I am satisfied with my job." **(Aziri, 2011)**

According to Vromm "Job Satisfaction is an affective orientation on the part of individuals toward work roles which they are presently occupying." **(Aziri, 2011)**

According to Edwin Locke "Job satisfaction can be defined as the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values." **(*What Is Job Satisfaction? Definition, Factors, Importance, Statistics, and Examples - Spiceworks*, n.d.)**

According to Armstrong "Job satisfaction refers to the attitude and feelings people have about their work. Positive and favourable attitudes towards the job indicate job satisfaction. Negative and unfavourable attitudes towards the job indicate job dissatisfaction." **(Aziri, 2011)**

According to Aziri "Job satisfaction represents a feeling that appears as a result of the perception that the job enables the material and psychological needs." **(Aziri, 2011)**

Thus, we may conclude that job satisfaction is a complex and multifaceted concept influenced by various factors. The psychological aspect of an employee's feelings towards their job is intertwined with rational and emotional elements. The key factors which contribute to job satisfaction are work environment, training, communication skills, rewards & recognition, work culture, praise & appreciation, fair compensation, motivation, life satisfaction and engagement. These factors collectively contribute to the evolving landscape of job satisfaction, especially in the context of online education and remote work scenarios.

Review of Related Literature:

Mishra conducted a study on 150 permanent faculty members working in management colleges of Bhopal city to assess job satisfaction levels and also to identify the most important factor affecting job satisfaction. The results revealed that the factors like superior-subordinate relationship, promotional opportunities, working environment and work life balance have very high impact on determining job satisfaction. The results also showed that there exists no significant difference between the job satisfaction levels of male and female faculty members. **(Rajesh et al., 2022)**

Mala and Kannan conducted a study to find the levels of job satisfaction of female teachers in government and private schools. They also analysed the data to find the variables related with the level of job satisfaction. The data was collected from 384 female teachers working in various schools in the district of Ramanathapuram. The study revealed that majority of the female teachers have moderate level of job satisfaction. The variables found to have significant association with levels of job satisfaction were work-life balance level, professional commitment, institutional provisions for well-being, support from higher authority, career development, talent utilization and support from co-workers. **(P. Mala, 2022)**

Solanki and Mandaviya carried out an investigation to find the effect of gender difference in the perceived level of job stress, work-life balance, health and job satisfaction on 86 university teachers. The results showed that the effect of job stress on work-life balance is significantly stronger in

females in comparison to males. Also, females were found to have lower career resilience due to various family responsibilities. On the other side males were found to have more health-related issues in comparison to females due to more job stress and imbalance in work life. **(Solanki & Mandaviya, 2021)**

Basu in his study conducted to explore the influence of digital platforms on teacher motivation and job satisfaction during COVID-19 pandemic found the 74.09% of teachers are found to have job satisfaction and 76.36% of the teachers shared that the use of digital platforms had increased their motivation to teach. Also, 76.36% of teachers shared that they actually enjoy teaching through various digital media. **(Basu, 2021)**

Yildiz and others conducted a study to determine the job satisfaction of Physical Education and Sports Teachers in the distance education process caused due to COVID-19 pandemic. The result of the study showed that the job satisfaction of physical education and sports teachers in distance education was high level in the internal satisfaction dimension, and medium level in the external satisfaction dimension of total job satisfaction. (*Yildiz et al. - Investigation of Job Satisfaction Levels of Physic.Pdf*, **n.d.**)

Cahapay and Ii conducted a study to find out Technostress, Work Performance, Job Satisfaction and Career Commitment of Teachers amid COVID-19 crisis in Philippines. The result showed that the teachers experience moderate level of technostress, very high level of work performance and job satisfaction and high level of career commitment. **(Cahapay & Ii, 2021)**

Limon and others conducted a study on 379 teachers from different parts of Turkey to investigate the relationship between change fatigue and job satisfaction. The study also aimed to test the moderator role of gender and experience in this relationship. The findings showed that change fatigue and job satisfaction was negatively correlated. While gender moderated the relationship between change fatigue and job satisfaction, the experience did not. **(Limon et al., 2021)**

Asikin and Burhan conducted a study to examine the effect of self-efficacy and job satisfaction on employee engagement on teachers of state vocational high schools. The results show that self-efficacy has a direct effect on employee engagement and job satisfaction has a direct effect on employee engagement and self-efficacy has a direct effect on job satisfaction. (*Garuda - Garba Rujukan Digital*, **n.d.**)

Ali and others conducted an online survey on 670 university teachers in Pakistan. This survey was carried out to know the experiences of university teachers during online teaching learning process. The results revealed that the pandemic negatively affected the psychological state of teachers. Most of the teachers faced multiple challenges before and after conducting online classes due to lack of training and experience in doing that. The study also showed lower levels of job satisfaction during online classes due to bad psychological state of mind. **(Ali et al., 2021)**

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Thomas and others aimed to find the psychological well-being and quality of work-life of the school teachers during the COVID-19 situation. The findings of the study revealed that teachers experienced lot of stress due to COVID-19 situations and it has affected their psychological well-being negatively and has to a large extent decreased the employment related positive experiences. **(Chan et al., 2021)**

Madigan and Kim carried out a meta-analytic study to understand teacher attrition, that why teachers leave their profession. They collected data to find out the relationship between job satisfaction and burnout with teachers' intentions to quit. The findings showed that job satisfaction has significant negative relation with the teachers' intentions to quit whereas the dimensions of

burnout like exhaustion, reduced accomplishment and depersonalization are positively related to teachers' intentions to quit. It was found that the burnout has more significant effect in comparison to job satisfaction in determining teacher attrition.**(Madigan & Kim, 2021)**

Garametsi and Anastasiou conducted a study to investigate the relationship between perceived leadership style and job satisfaction of private and public-school teachers. In both the schools a transformational model of leadership prevailed with a significant higher score in transformational leadership prevailing in private schools. Due to the better leadership, better working conditions and motivation from the principal in private schools, they found that in comparison to public school teachers, private school teachers exhibited higher level of job satisfaction. **(Anastasiou & Garametsi, 2021)**

Haerofiatna and others collected data from 150 respondents to find the effect of organizational commitment and work environment on job satisfaction and teachers' performance. The results showed that there exists no significant effect of organizational commitment on job satisfaction and teachers' performance. However, work environment showed to have significant positive effect on both job satisfaction and teachers' performance**. (Haerofiatna, 2021)**

Dreer collected data from 511 German school teachers to find out the relationship between teachers' well-being and job satisfaction in workplace. The study attempted to investigate the extent to which the domains of well-being like positive emotions(P), engagement (E), relationships (R), meaning (M), and achievement (A) are linked to job satisfaction. In the study they found that higher PERMA profiles were found to be linked with higher job satisfaction. Out of 5 dimensions of PERMA, positive emotion was found to be the strongest contributor in predicting job satisfaction. **(Dreer, 2021)**

Sadeghi and his co researchers undertook a study on 173 English as well as non-English Iranian teachers to find the role of subject matter and other demographic variables on teacher effectiveness and job satisfaction. The results showed that there exists a positive correlation between teachers' job satisfaction and teaching effectiveness for both the category of teachers. No significant effect of subject matter and other variables like gender and age was found to exists on both job satisfaction and teacher effectiveness. **(Sadeghi et al., 2021)**

Suraiya and Shakir conducted research on 352 Government secondary school teachers of Bihar to find the impact of teacher morale and occupational stress on teacher effectiveness. The study reveals that there exists a significant negative correlation between occupational stress and teacher effectiveness, whereas there exists a significant positive impact of teacher morale on teacher effectiveness.**(Suraiya & Shakir, 2020)**

Sudibjo and Sutarji did a study on 65 teachers working at SDS Pelangi Kasih at Jakarta. They used qualitative approach to understand the roles of job satisfaction, wellbeing and emotional intelligence in enhancing the teachers' employee engagements. The findings suggest that job satisfaction, emotional intelligence have significant positive affect on the teachers' employee engagement. **(Sudibjo & Sutarji, 2020)**

Mahipalan and Sheena conducted a study on workplace spirituality and subjective happiness among high school teachers, keeping gratitude as a moderator. The results showed that there exists a significant strong relationship between subjective happiness, gratitude and workplace spirituality. They also found gratitude to be a significant moderator which has a positive influence on the workplace spirituality and subjective happiness relationship. **(Mahipalan & S, 2019)**

Kim and others conducted a meta-analysis of the effects of teacher personality on teacher effectiveness and burnout. They conducted a meta-analysis on 25 studies reporting the relationships between teacher Big Five personality domains and two teacher job related outcomes mainly teacher effectiveness and burnout. Furthermore, the influence of three moderators was assessed namely the type of teacher effectiveness measure (evaluation of teaching, student performance, self-efficacy, classroom observation and academic achievement). Overall teacher big five domains were

positively associated with teacher effectiveness, especially for evaluations of teaching. Furthermore, teacher emotional stability, extraversion, and conscientiousness were negatively associated with burnout. **(Kim et al., 2019)**

Rana and Soodan in their study conducted on 412 teachers to assess the effect of occupational and personal stress on job satisfaction, burnout and health found that there exists a significant impact of occupational and personal stress on burnout, job satisfaction and health of the teachers. The results showed 64% of the teachers were satisfied with their job and about 59% of them were facing a burnout. Also, about 59% teachers reported to have some health problems resulting from work stress. The results showed that 74% of the teachers experienced stress due to financial strain. The other major stressors were career and achievement related stress (75%), intrinsic job-related issues (68%), and managerial role (59%). Out of all the three organisational environment has the most significant effects on the stress levels. **(Rana & Soodan, 2019)**

Kaur and his fellow researchers attempted a study to understand how emotional intelligence of higher education teachers can be incorporated in effective teaching and Emotional Intelligence Competencies (EIC) for teachers' better performance. The findings suggest that EIC has a strong positive impact on teachers' performance.**(Kaur et al., 2019)**

Akram did a study to measure the relationship between teacher effectiveness and students' achievement at secondary school level. The sample of 2000 students were collected using multistage sampling and the test STEQ (School Teacher Effectiveness Questionnaire) was administered to collect the data. The achievement scores collected in English and Mathematics were correlated with teacher effectiveness scores and the findings suggest a moderate positive relationship between both the variables.**(Akram, 2019)**

Duckworth and others in their study found some teachers are dramatically more effective than others, but traditional indicators of competence explain minimal variance in performance. The rigors of teaching suggest that positive traits that buffer against adversity might contribute to teacher effectiveness. Their research findings show that all three positive traits optimistic explanatory style, grit and life satisfaction prior to the school year can individually predict teacher performance. When entered simultaneously however only grit and life satisfaction remained significant predictors. These findings suggest that positive traits should be considered in the selection and training of teachers.**(Duckworth et al., 2009)**

Heck conducted a study to investigate the relationship between Teacher Effectiveness and Student Achievement. The purpose of the paper is to show how increasing teacher effectiveness is central to school efforts to improve student outcomes. The findings show that the effectiveness of successive teachers was related to student achievement in reading and Mathematics. Second collective teacher effectiveness, as an organizational property of school's teaching staff and the quality of its academic organization and teaching processes were positively related to achievement levels. **(Heck, 2009)**

Andrew and others did a study to analyze the role of verbal ability in teaching, Research results indicate that for acceptable, good, very good, and outstanding teachers there is not significant correlation between verbal scores and expert assessment of teacher effectiveness. However weaker teachers have lower average verbal scores. This research and logical analysis suggest that educators should take verbal ability into account, but due to the wide range of scores among good to excellent teachers. It is inadvisable to use single measures of verbal ability to measure or predict teacher effectiveness. **(Andrew et al., 2005)**

Rationale of the study:

The COVID-19 pandemic swiftly transformed the education landscape, compelling a global shift towards online learning as the predominant mode. This sudden transition highlighted various aspects necessitating a revaluation of traditional education delivery methods. Improved internet

connectivity, diverse technology-assisted teaching modes, enhanced learning flexibility, increased reach, and a multitude of delivery options prompted educators to reassess teacher job satisfaction amidst this paradigm shift. The widespread adoption of online education, particularly the hybrid learning model, gained significant acceptance due to increased computer ownership and improved internet services. This mode of learning offers advantages such as upskilling, reskilling, and specializing at one's own pace, accommodating individual schedules. Consequently, online learning is poised to play a significant role in the future of education.

Despite extensive research on personal well-being over decades, there exists a notable gap in exploring teacher well-being during online education. Given the increasing prominence of online education, there's an urgent need for comprehensive research to assess well-being in this context. Gathering data on personal well-being during online education can serve as a vital foundation for informing measures aimed at enhancing the teaching experience, ensuring educators find contentment and motivation within this evolving educational paradigm. As the educational landscape continues to transform, understanding and addressing factors influencing personal well-being in online education will be pivotal for its sustained success and growth. Prioritizing teacher well-being can contribute to creating a positive and motivating environment, fostering the continued success and development of online education. Similarly, job satisfaction during online education has been relatively underexplored despite its critical importance. More research is essential to assess job satisfaction in this context and inform measures to enhance the teaching experience, ensuring educators remain content and motivated in this evolving educational landscape. Understanding and addressing factors influencing job satisfaction in online education will be crucial for its sustained success and growth.

Operational definition of the terms used:

Online education in this study includes all electrically supported teaching learning that relies on the internet for teacher/student interaction and the distribution of class materials.

Teacher Effectiveness in this study means the ability of the teacher in preparing and planning for teaching in accordance with the objectives, ability to communicate effectively, ability to motivate students and evaluate the teaching-learning process, knowledge of the subject matter, personality makeup, and ability to adapt to various situations and yet maintain cordial relations with others in the school as well as society.

Job Satisfaction in this study means a positive or pleasant emotional state resulting from a person's appreciation of his/her own job experiences. It is a measure of teachers' contentedness with their teaching experiences, general satisfaction, internal work motivation, and growth satisfaction.

Objectives of the study:

1. To compare the Teacher Effectiveness of Undergraduate College Teachers of Government and Private Institutes.
2. To Compare the Job Satisfaction of Undergraduate College Teachers of Government and Private Institutes.

Hypothesis:

H01   No significant difference will exist between the teacher effectiveness of government undergraduate college teachers and private undergraduate college teachers.

H02   No significant difference will exist between the job satisfaction of government undergraduate college teachers and private undergraduate college teachers.

Delimitation of the study:

Keeping in mind the nature of the study and time available the present study was limited to the government and private undergraduate colleges situated in Raipur District of Chhattisgarh state.

Research Methodology:

A Descriptive Survey Method was adopted for the present study.

Population and Sample:

The population constituted all the undergraduate college teachers of both government and private Colleges of Raipur District of Chhattisgarh state and simple random sampling method was used to collect the data. The sample constituted of total 400 undergraduate college teachers. Equal number of teachers that is 200 each were selected from government and private Undergraduate Colleges. Out of these 400 teachers, number of male and female teachers were equal.

Tools used for the study:

For the study the Teacher's Job Satisfaction Scale developed by Y.Mudgil, J.S.Mathur and Prabha Bhatia was used. The scale consists of 75 items presented on five-point rating scale. The reliability coefficient of the scale is 0.85 and the validity coefficient is 0.87. The dimensions on which the questions are based are salary, promotion, age. Experience, primary and secondary needs, opportunities for advancement, congenial working environment, competent and fair supervision, degree of participation in goal setting, and perception of the employees.

For the study of teacher effectiveness, the teacher effectiveness scale developed by Dr. Shallu Puri and Prof. S.C. Gakhar was used. The scale consists of 78 statements, presented on five-point rating scale. The six dimensions on which the questions are based are academic and professional knowledge, preparation and presentation of lesson plan, attitude towards students, parents, colleagues and head of the institution, use of motivation, reward and punishment in all round development of students, result and accountability, and personal qualities of the teacher. The reliability coefficient of the scale is 0.76.

Statistical Techniques used:

Data collected was analyzed using mean, standard deviation and t-test.

Analysis and Interpretation of Data:

Table 1: Scores of teacher effectiveness of Government and Private UG Teachers

Category	Total Number	Mean	Standard Deviation	Degrees of Freedom	Calculated t-value
Government UG Teachers	200	266.42	24.55	198	7.5*
Private UG Teachers	200	249.92	19.35		

*Significant at 0.01 level

Figure 1: Mean and Standard Deviation of Teacher Effectiveness
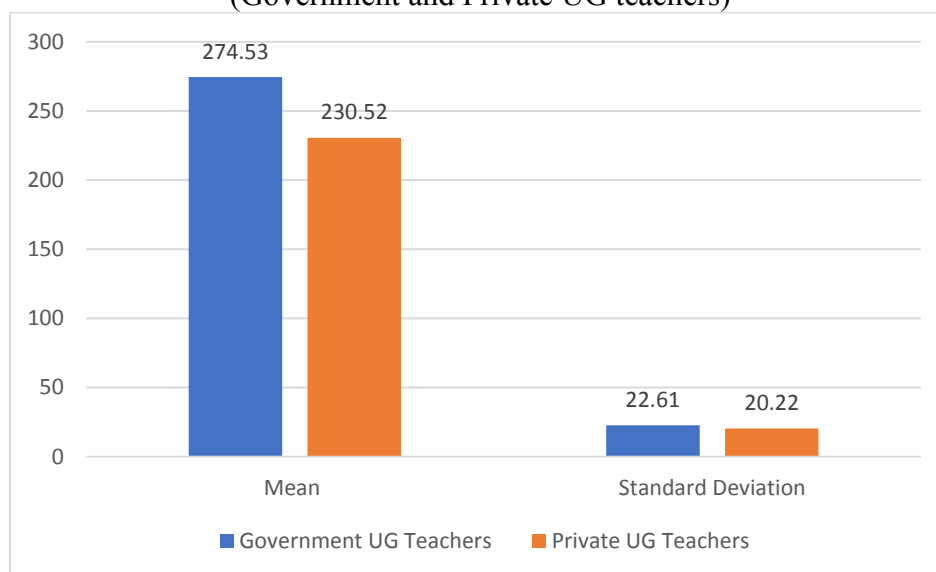(Government and Private UG teachers)
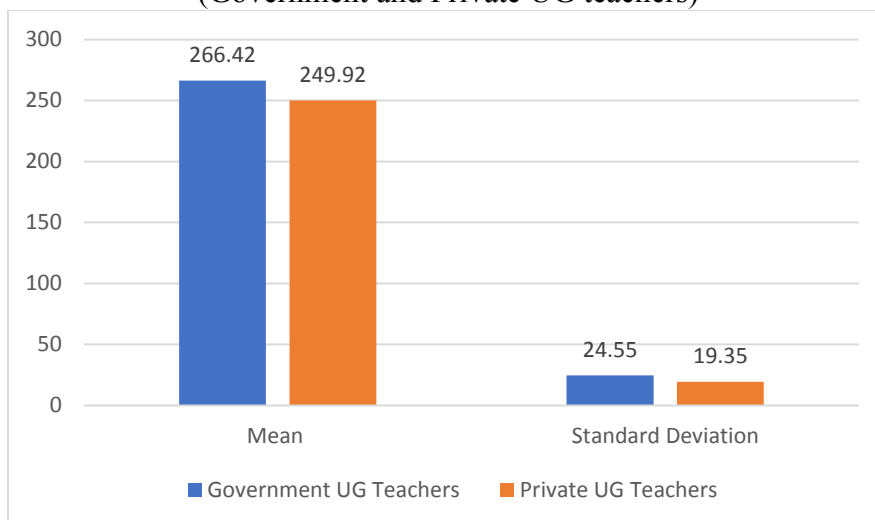
As shown in Table 1, the mean scores for the teacher effectiveness of government and private UG teachers is 266.42 and 249.92 with standard deviation 24.55 and 19.35 respectively. The calculated t-value is found to be 7.5 which is more than the table value of 2.60 at 0.01 level of significance. Thus hypothesis 1 is rejected at 0.01 level and it is inferred that the government teachers are more effective in their teaching than private UG teachers.

Table 2: Scores of Job Satisfaction of Government and Private UG Teachers

Category	Total Number	Mean	Standard Deviation	Degrees of Freedom	Calculated t-value
Government UG Teachers	200	274.53	22.61	198	20.56*
Private UG Teachers	200	230.52	20.22		

*Significant at 0.01

Figure 2: Mean and Standard Deviation of Job Satisfaction
(Government and Private UG teachers)

As shown in Table 2, the mean scores for the job satisfaction of government and private UG teachers is 274.53 and 230.52 with standard deviation 22.61 and 20.22 respectively. The calculated t-value is 20.56, which is more than the table value of 2.60 at 0.01 level of significance. Thus hypothesis 1 is rejected at 0.01 level and it is inferred that the government UG teachers are far more satisfied with their job in comparison of private UG teachers.

Educational Implications of the study:

On the basis of the findings of the present study and review of related literature, some important implications derived for the benefit of all the stakeholders of the higher education system are:
- One of the biggest factors affecting job satisfaction is salary and lack of competitive compensation and regular increment has a negative consequence on teacher retention and job satisfaction. The salary structure of teachers in private institutions should definitely be made at par with those working in government institutions.
- Teachers need to paid due respect and must be valued in their job. Giving them dure recognition in the form of awards, rewards, etc must be given to enhance their job satisfaction.
- A positive, conducive working environment that supports teacher collaboration must be developed in order to generate sense of comradeship and for better retention.
- Ample opportunities must be provided to the teachers for their professional development. This can lead to higher job satisfaction.
- Teachers must be given realistic and balanced workloads, smaller classroom sizes, consistent curriculum and infrastructural support in order to help them achieve learning outcomes.
- Various efforts should be made to help teachers achieve and maintain healthy personal well-being.
- Various in-service training programs like FDPs, refresher courses, short term courses, workshops and seminars must be organised in order to help teachers acquire knowledge and skills to handle online classes. Teachers should be helped to learn and utilize a variety of technology options available.
- The healthy and conducive working environment has a positive impact directly or indirectly on the overall teacher effectiveness. Efforts must be mad to develop and maintain positive and democratic working environment in the institution. Healthy inter-personal relationship is must to perform with full efficiency and so various team building exercises must be organized from time to time.
- Teachers should not be overburdened with various teaching and non-teaching works. A reasonable workload will not hamper their teaching effectiveness.
- Teachers are the backbone of any education system and they must be given due respect and financial returns they deserve. Rewards, appreciation etc must be given from time to time to keep them motivated to work hard. All the teachers should be treated equally and no discrimination should be made on the basis of gender, age, locality, religion etc.
- A teacher who is mentally and emotionally healthy is able to give his/her best and so policies and procedures should be taken to maintain their mental and emotion health.

Conclusion:

This study embarked on a comprehensive exploration of three crucial aspects pertaining to undergraduate college teachers amidst the online education process: job satisfaction, personal well-being, and teacher effectiveness. Firstly, job satisfaction, a complex psychological construct, encapsulates the perceived feelings and attitudes of employees towards their work. Various factors

influence job satisfaction, including salary, opportunities for promotion, working environment, and competent supervision. The COVID-19 pandemic necessitated a sudden and widespread adoption of online education, shedding light on its potential benefits. While online education has been present in society for some time, the pandemic accelerated its integration alongside traditional teaching methods. Recognizing online education as the future of education, efforts are crucial to ensuring high levels of job satisfaction among teachers in this mode. Secondly, personal well-being encompasses a holistic state of being, including physical, psychological, social, and spiritual dimensions. Amidst the challenges and demands of online education, maintaining personal well-being becomes paramount for teachers. Factors such as an active lifestyle, economic independence, and positive relationships contribute to overall well-being. As institutions increasingly incorporate online education, policies and measures must be implemented to support teachers in attaining and maintaining healthy general well-being. Lastly, teacher effectiveness denotes the ability of teachers to plan, communicate, motivate students, and evaluate the teaching-learning process effectively. It encompasses a diverse range of skills, including subject knowledge, communication abilities, and adaptability. The forced shift to online education during the COVID-19 pandemic highlighted the importance of teacher effectiveness in this mode. As online education becomes an integral part of the educational landscape, efforts must be made to develop and enhance teacher effectiveness through training, support, and professional development initiatives. In essence, this study emphasizes the interconnectedness of job satisfaction, personal well-being, and teacher effectiveness amidst the online education process. As the educational paradigm continues to evolve, prioritizing these aspects becomes essential for fostering a positive and conducive environment for both teachers and students in the realm of online education.

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