

A CORRELATION BETWEEN TEACHER- EFFECTIVENESS AND JOB SATISFACTION AMONG FEMALE TEACHERS OF GOVERNMENT SCHOOLS IN KHANPUR KALAN, SONEPAT

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ABSTRACT

The present study was conducted with the purpose to see a Correlation Between Teacher-Effectiveness and Job Satisfaction among Female Teachers of Government schools in Khanpur Kalan, Sonapat. The present study was conducted to a randomly selected sample of 100 Female Teachers of Government schools in Khanpur Kalan, Sonapat. Teacher Effectiveness Scale (PGTES) standardised by Dr. Shallu Puri Department of Education, Punjab University, Chandigarh-160014 & Prof. S.C. Gakhar, Department of Education, Punjab University, Chandigarh-160014. Job Satisfaction Scale (JSS-SS) standardised by Dr. Amar Singh Department of Psychology, Govt. Mahendra College, Patiala & Dr. T.R. Sharma Former Dean and Prof. Department of Education, Punjab University, Patiala used to collect data. The collected was analysed with the help of inferential statistics Mean, S.D and 'r'. The results of the study showed that Means for both the tests are 291.78 for TES-Teacher Effectiveness Scale and 63.3 for JSS-Job Satisfaction Scale. Standard Deviations of both the scales are TES- 24.53 and of JSS- 5.88 Also, Standard Deviations of both means of both the scales is 13.18. The value of R is 0.0874. Although technically a positive correlation, the relationship between your variables is weak (nb. the nearer the value is to zero, the weaker the relationship). While the p value shows the data is not significant at $p < 0.05$.

KEYWORDS: Teacher- Effectiveness, Job Satisfaction, Secondary school Teacher.

INTRODUCTION

Teachers and their jobs are considered to be hectic, a tight schedule is what they have, we all hear this every time. They are expected to make everything better and possible in time. In our classes we observe how teachers manage taking lectures, attendances, classroom environment, students, lesson plans, time tables, school records etc. (and their family as well). They are making the future bright for so many students every year. Each day of a teacher is related to the hopes of so many students, they come in a hope and trust that their valuable time. According to the Indian Education Commission (1964-66), "The quality of a nation depends upon the quality of education programme" and a good education programme to a large extent is dependent upon the quality of teachers who implement that programme. Educational institutions may have excellent material resources, equipment, building, library and other facilities along with the curriculum suited to the community needs but if the teachers are not good the whole education programme is likely to be ineffective and wasted. Therefore, the teachers and their abilities help in bringing the best from society. They are the ones interacting with students and their lives daily. A child spends six to seven hours in school and under one teacher at a time. If he/she will be in a good and skillful environment his/her development will occur. Teachers are the ones who have authority in the classroom and it is indeed important for them to use it effectively and wisely for the holistic development of students. According to the Kothari Commission, "the destiny of India is being shaped in her classrooms". Of Course, anybody would agree with this, a child is spending hours in front of a bunch of teachers. If the child isn't developing, why would he love to spend time in the classes? To engage students are solely in the hands of teachers, hence we need to study the effective behavior of teachers as well. How effectively a teacher is handling her/his classes are the first observation we make in a classroom. According to an article on Teacher behaviors and Student Outcomes, James H. Stronger, 'Teacher effectiveness refers to a set of within-person attributes—personality, motivation, beliefs, and dispositions—that interact with contextual factors (cultural, social, educational) to influence student outcomes.' But a question arises in my mind: how few attributes can help us to judge the effectiveness of a teacher? There could be different opinions on this, but Dr. Shallu Puri and Prof. S.C. Gakhar in their psychological scale on Teacher Effectiveness has given me an insight over this. There are categories on which the researchers have worked and the categories are- 1. Academic and professional knowledge, 2. Preparation and presentation of lesson

plan, classroom management, 3. Attitude towards students, parents, colleagues, head of institution, 4. Use of motivation, reward and punishment and interest in all round development of students, 5. Result, feedback accountability and 6. Personal qualities. On these categories the test has been devised. An effective teacher and his/her teaching skills can be scaled out in various manners and this is one of them. Job satisfaction is a widely accepted psychological aspect of functioning in any profession. The credit of bringing this term into currency goes to Hoppock in 1935. He reviewed a little over 30 contemporary studies and concluded that though there was much opinion about job satisfaction yet there was not much factual work done in the field. Job satisfaction when teachers hear this word i have noticed a sigh on their faces, they say “we have so much other work to do”, ‘we not only teach, we enroll and make them stay’, their words are their responsibility but the terms they use makes me realize they feel or accept the ‘responsibility’ as a ‘burden’. While That's another point, here we need to understand what is meant by job satisfaction. Also, it is based on the job moreover on the skills required

OBJECTIVE OF THE STUDY

- To study the Teacher's Effectiveness in the Government Schools of Khanpur Kalan, Sonapat.
- To study the Job Satisfaction amongst the teachers in the Government Schools of Khanpur Kalan, Sonapat.
- To find relation between Teacher- Effectiveness and Job Satisfaction among Female Teachers of Government schools in Khanpur Kalan, Sonapat.

HYPOTHESIS

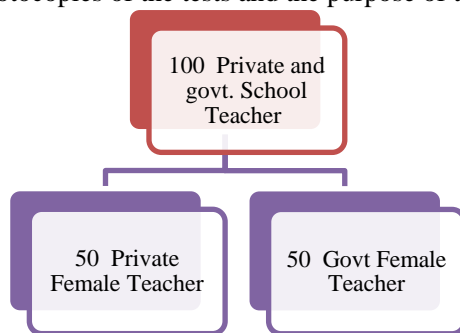
- To find out whether the two variables Teacher- Effectiveness and Job Satisfaction among Female Teachers of Government schools in Khanpur Kalan, Sonapat have significance differences.

Research Methodology:

In present paper descriptive survey method was used.

Sample of the study

Data has been collected from 50 teachers for both the psychological tests. Sample is of 50 school teachers and all of them are female. For these two schools from Khanpur Kalan, Haryana has been chosen. Teachers were handed with the photocopies of the tests and the purpose of the study was also disclosed.



Variable of this study:

Variable i.e. Teacher Effectiveness Scale, Job Satisfaction Scale was taken for research work.

Tools used

The selection of appropriate tools for data collection is very important for any research. In this study there are two different tools have been used

1. Teacher Effectiveness Scale (PGTES) standardised by Dr. Shallu Puri Department of Education, Punjab University, Chandigarh-160014 & Prof. S.C. Gakhar, Department of Education, Punjab University, Chandigarh-160014
2. Job Satisfaction Scale (JSS-SS) standardised by Dr. Amar Singh Department of Psychology, Govt. Mahendra College, Patiala & Dr.T.R.Sharma Former Dean and Prof. Department of Education, Punjab University, Patiala.

Statistical Techniques Used:

Mean, S.D and 'r' was used for analysis the data.

Data Interpretation

Two psychological tests have been used in this study - (TES- Teacher Effectiveness Scale and JSS-Job Satisfaction Scale) and their data has been calculated by the scoring method prescribed by the respective authors. For TES 5,4,3,2 and 1 is used to strongly agree, agree, undecided, disagree and strongly disagree respectively.

Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
5	4	3	2	1

While in JSS for positive responses 4,3,2,1 and 0 and for negative responses 0,1,2,3 and 4 scores are given. The negative questions in this questionnaire are question no. 4, 13, 20, 27,0 &28.

Positive questions	4	3	2	1	0
Negative questions	0	1	2	3	4

Maximum scores for TES are- 340

While minimum-68

JSS maximum- 120

Minimum- 00

Table-1

Group	N	Mean	SD	'r' Value	Results
TES-Teacher Effectiveness Scale	100	291.78	24.53	0.0874.	Significant at 0.05 level
JSS-Job Satisfaction Scale.	100	63.3	5.88		

Means for both the tests are 291.78 for TES-Teacher Effectiveness Scale and 63.3 for JSS-Job Satisfaction Scale. Standard Deviations of both the scales are TES- 24.53 and of JSS- 5.88 Also, Standard Deviations of both means of both the scales is 13.18 .The value of R is 0.0874. Although technically a positive correlation, the relationship between your variables is weak (nb. the nearer the value is to zero, the weaker the relationship). While the p value shows the data is not significant at $p < 0.05$.

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