ESSENTIALS OF JOB SATISFACTION IN EFFECTIVE TEACHING

DARSHANA DEVI*; DR. DHARAMVEER**; SIMI SONI***

*Assistant Professor,
C.D.L. College of Education,
Jagadhri, India.
**Co-Ordinator,
S.S.A, Haryana, India,
***Assistant Professor,
C.D.L. College of Education,
Jagadhri, India.

ABSTRACT

Job satisfaction of teachers is essential for the effective teaching learning process in schools and colleges. We can say that effective teaching is the results of job satisfaction. The teacher who is dissatisfied with his/her work will be unable to motive his/her pupils to attain learning. Job satisfaction of teacher has long been a focus of attention for educational researchers. Arguably, this is because of links between job satisfaction and organizational behavior issues such as commitment, absenteeism turnover, efficiency and productivity. A sample of 200 teacher educators (100 male and 100 female) working in secondary teacher training institutions (B.Ed. Colleges) situated in Haryana state are selected through random technique of sampling. Job satisfaction of school and college employees may be related to personal characteristic, such as age, gender and years of experience. This paper is an attempt to understand the essentials of job satisfaction in increasing the quality of teaching and learning in the classrooms. The results were evaluated and significance was seen at both 0.05 level and 0.01 level of significance . Teacher Effectiveness Scale by Dr Pramod Kumar & Dr D.N.Mutha (1974) and Job-Satisfactions Scale by Meera Dixit are selected to find the essentials of job satisfaction that helps in better teaching in classrooms . This study found that there is very strong relationship between job satisfaction and teachers effectiveness in teaching and thus, points out at the essentials required in teaching.

INTRODUCTION

The secondary school teacher has the rare privilege of shaking the most precious material of the land, the boys and girls, during their crucial periods of development. In all the countries and all the civilizations, the secondary teacher has always been essential for the welfare of the group and improvement of its culture. Teacher is indispensable for the preservation of any nation. He is the fountain head of knowledge. He has the delicate task of drawing out of the best of body, mind and spirit in child and man. The teacher is the architect of our future generation. It is he who moulds the national character and prepares the future generation of the country.
A recent meta analysis found surprisingly low correlations between job satisfaction and performance. Further, the meta-analysis found that the relationship between satisfaction and performance can be moderated by job complexity, such that for high-complexity jobs the correlation between satisfaction and performance is higher than for jobs of low to moderate complexity. Additionally, one longitudinal study indicated that among work attitudes, job satisfaction is a strong predictor of absenteeism, suggesting that increasing job satisfaction and organizational commitment are potentially good strategies for reducing absenteeism and turnover intentions. Recent research has also shown that intention to quit alone can have negative effects on performance, organizational deviance, and organizational citizenship behaviors.

Effective teachers are those who achieve the goals which they set for themselves or which others set for them (e.g. Commissions on Education, Ministry of Education, Legislators, Govt. officials and /or School Administration). As a consequence, those who study and attempt to improve teacher effectiveness must be cognizant of the goals imposed on the teachers of the goals that teachers establish for themselves or both. That effective teacher must possess the knowledge and skills needed to attain the goal, and must be able to use that knowledge and those skills appropriately if these goals are to be achieved. So, the crucial and vital importance of teachers in the man making process cannot be over estimated. In a true sense the teacher is a guide, who is directing the journey of those whom he teaches. A good teacher should be a good inspire and the process of inspiration should be based upon the process of impression, indoctrination, instruction, training, regimentation, etc, more or less insists upon the process of imposition which results in dehumanization of individuals. It is unrealistic to set aside our emotions and feelings in workplace. The Organization life requires that we work together side by side for six to eight hours a day. We spend more time with our coworkers than we do with our friends, spouse or children. Frustration, tolerance and anger management eliminates verbal pull-downs, fights and group disruptions and are better able to express anger appropriately without resorting to violence, favour, suspensions or expulsions.

OBJECTIVES

The objectives of the research are to study Teacher effectiveness and job-satisfaction of teacher educators working in secondary teacher training institutions. It also aims to find out the relationship of job-satisfaction with mental health among teacher educators working in secondary teacher training institutions. At the same time, also an attempt is made to find the relationship of job-satisfaction with emotional intelligence among teacher educators working in secondary teacher training institutions. The study also aims to find out the difference between job-satisfaction among male and female teacher educators working in secondary teacher training institutions.

METHODOLOGY

There are mainly three types of methods used in research-Historical Method, Experimental Method and Normative Survey Method. For Present Study, Investigator Selected Normative Survey Method. The target population for the study was teacher educators working in secondary teacher training institutions situated in Haryana state. A sample of 200 teacher educators (100 male and 100 female) working in secondary teacher training institutions (B.Ed. Colleges)
situated in Haryana state were selected through random technique of sampling. The data collected here is analyzed through different descriptive and statistical techniques. The means and standard deviations were computed to study the general nature of the sample in relation to the teacher effectiveness score and mental health score. T-test was applied to find out the significant difference between the male and female teacher educators, with regard to their teacher effectiveness, mental health and emotional intelligence. The co-efficient of correlation is computed to find out correlation between teacher effectiveness and mental health, teacher effectiveness and emotional intelligence, mental health and job-satisfaction and emotional intelligence and job satisfaction etc. among teacher educators working in secondary teacher training institutions.

TOOLS

In the present study, the instrument employed for the collection of data was a questionnaire based on job satisfaction of teachers which is prepared by Dr. Hyde, Pethe and Dhar (2000) on Emotional Intelligence Scale. Teacher Effectiveness Scale by Dr Pramod Kumar & Dr D.N.Mutha (1974) and Job-Satisfaction Scale by Meera Dixit are selected to find the essentials of job satisfaction that help in better teaching in classrooms. Questionnaire based on job satisfaction of teacher prepared by Dr. (Mrs.) Meera Dixit (Lucknow) consists of 52 highly discriminating items of the various aspects of job satisfaction of teachers. A sample of 200 teachers working in self financing secondary teacher training institutions is used for the study.

RESULT AND DISCUSSION

The results with job-satisfaction and mental health of teacher educators working in secondary teacher training institutions were obtained. In table-I, the co-efficient of correlation between job-satisfaction and mental health is shown. It is revealed from the table I that the mean scores of job satisfaction and mental health are 144.17 and 122.68 respectively. Standard deviation scores are 27.92 and 122.68 respectively. The co-efficient of correlation between job-satisfaction and mental health of teacher educators working in secondary teacher training institutions is 0.031 which is not significant at both of the levels 0.05 and 0.01 respectively. Thus, the research hypotheses that there is a positive correlation between job-satisfaction and mental health among teacher educators working in secondary teacher training institutions, is accepted because table value is greater than the calculated value.

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>N</th>
<th>MEAN</th>
<th>S.D.</th>
<th>CORRELATION</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOB-SATISFACTION</td>
<td>20</td>
<td>144.17</td>
<td>27.92</td>
<td>0.031</td>
<td>Not significant</td>
</tr>
<tr>
<td>MENTAL HEALTH</td>
<td>20</td>
<td>122.68</td>
<td>13.82</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table value at 0.05 level = 0.138 for 198 degree of freedom.

Table value at 0.01 level = 0.181 for 198 degree of freedom.

**GRAPH SHOWING SCORES OF JOB-SATISFACTION AND MENTAL HEALTH SCORES OF TEACHER EDUCATORS**

The research also studied job-satisfaction and emotional intelligence of teacher educators working in secondary teacher training institutions. In table-II the co-efficient of correlation between job-satisfaction and emotional intelligence is shown.

**TABLE-2 COMPUTATION AND ANALYSIS OF JOB-SATISFACTION AND EMOTIONAL INTELLIGENCE SCORES OF TEACHER EDUCATORS**

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>N</th>
<th>MEAN</th>
<th>S.D.</th>
<th>CORRELATION</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOB-SATISFACTION</td>
<td>20</td>
<td>144.17</td>
<td>27.92</td>
<td>0.086</td>
<td>Not significant</td>
</tr>
<tr>
<td>EMOTIONAL INTELLIGENCE</td>
<td>20</td>
<td>141.09</td>
<td>16.14</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table value at 0.05 level = 0.138 for 198 degree of freedom.

Table value at 0.01 level = 0.181 for 198 degree of freedom.

It is revealed from the table -II that the mean score of job-satisfaction is 144.17 and the mean score of emotional intelligence is 141.09 and the co-efficient of correlation between job-satisfaction and emotional intelligence of teacher educators working in secondary teacher training institutions is 0.086 which is not significant at both of the levels 0.05 and 0.01 respectively.

Thus, the research hypotheses that there is a positive correlation between teacher effectiveness and emotional intelligence among teacher educators working in secondary teacher training institutions, is accepted.

The Paper also deals with the differentials of mean job-satisfaction scores of male and female teacher educators working in secondary teacher training institutions. In table-III their mean, standard deviation and t-value are shown.

**TABLE-III COMPUTATION AND ANALYSIS OF JOB-SATISFACTION SCORES OF MALE AND FEMALE TEACHER EDUCATORS**

<table>
<thead>
<tr>
<th>JOB-SATISFACTION</th>
<th>N</th>
<th>MEAN</th>
<th>S.D.</th>
<th>t-Value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>MALE</td>
<td>100</td>
<td>143.38</td>
<td>29.39</td>
<td>0.68</td>
<td>Not significant</td>
</tr>
<tr>
<td>FEMALE</td>
<td>100</td>
<td>144.97</td>
<td>26.52</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table value at 0.05 level = 1.98 for 98 degree of freedom.

Table value at 0.01 level = 2.63 for 98 degree of freedom.

Table-III shows the significance of difference between mean job-satisfaction scores of male and female teacher educators working in secondary teacher training institutions. The mean scores of male and female teacher educators are 143.38 and 144.97 respectively. The standard deviation scores of male and female educators are 29.39 and 26.52 respectively. The t-value between means of male and female teacher educators in respect of job-satisfaction is 0.68 as shown in table-III is not significant even at both of the levels 0.05 and 0.01 respectively.

The result indicates that there is no significant difference between job-satisfaction of male and female teacher educators working in secondary teacher training institutions. Then the research hypotheses, “Mean job-satisfaction scores of female teacher educators will be inclined more in comparison to male teacher educators,” is rejected. Thus it can be inferred that job-satisfaction of teacher educators working in secondary teacher training institutions cannot be predicted on the basis of gender difference.
EDUCATIONAL IMPLICATIONS

The study clearly implicates the need in today’s time to have and provide stress free environment to teachers and to provide them with all basic necessities in teaching in the classrooms. This also stresses on the need to facilitate curiosity and open mindedness as it was also found in our study. This seems to have significant influence on classroom and environmental practices. Hence, due care is required to strengthen: Teacher, Principal, Management and Students ties so as to improve general environment of teaching learning in an institute which will surely in long run improve Job- Satisfaction.

CONCLUSION

The paper gives a vivid view on the essentials of job satisfaction and its pertinent role in classroom learning and teaching. The study found that there is a positive correlation between job-satisfaction and mental health among teacher educators working in secondary teacher training institutions. Job-satisfaction is dependent upon the mental health of an individual. A mentally healthy person found the more satisfied than the other persons. The study reveals that the positive relationship is there between job-satisfaction and mental health. There is no significant difference between job-satisfaction of male and female teacher educators working in secondary teacher training institutions. On the basis of collected data the results were found that job-satisfaction is not based upon gender. Some of the researcher like Ohri (1992-93) conducted a study to find out the job-satisfaction among secondary school teachers the results of the study were-male and female teachers working in secondary school did not differ significantly in their job-satisfaction. Thus we can say on the basis of our study results that there is no significant difference is there on the basis of male or female teacher. Therefore, it becomes important to follow proper decorum and certain recreation is required for the smooth functioning of the classroom.

REFERENCES


Dinolfo, F. (2006). Examining the impact of a social skills early intervention program for preschool aged children in an inclusive setting. MAI, 44(1), 70.


