

CORRELATIONAL STUDY OF TEACHER EFFECTIVENESS AND JOB SATISFACTION OF PRESBYTERIAN ENGLISH SCHOOL TEACHERS IN AIZAWL DISTRICT

David Lalchhuanawma
Cordelia Lalramliani
Dr. Ngurthankimi Sailo

Abstract

The concept of job satisfaction has been developed in many ways by many different researchers and practitioners. One of the most widely used definitions in organizational research is that of Locke (1976), who defines job satisfaction as “a pleasurable or positive emotional state resulting from the appraisal of one’s job experiences”. Teacher effectiveness is not a new concept. This means that those teachers have attained the needed competence in their roles and functions, such as the preparation and planning for teaching, class-room management, knowledge of subject matter, teacher characteristics and their interpersonal relation, etc. Also, these teachers excel in their personality characteristics and are said to be the best teacher. The present study focuses on teacher effectiveness and job satisfaction of school teacher. The sample of the study consists of 5 educational sub-divisions, out of which 3 divisions (60%) were randomly selected. Out of 15 schools that were a part of these 5 sub-divisions, 10 schools were then randomly selected as sample schools. These were 141 teachers altogether in the 10 schools selected. The investigator used Teacher Effectiveness scale prepared by Dr. Mrs. Ummekulsum and Teachers Job satisfaction quest prepared by Dr. Nasrin and Dr. Afshan Anees.

The study reveals that there exist a significant relationship between teachers effectiveness and job satisfaction of the teachers above 30 years as well as those below 30 years. This shows that age has no influence over the effectiveness and job satisfaction of the teachers of Presbyterian English School in Aizawl District.

Key words : Teacher effectiveness, job satisfaction, school teacher, correlation.

INTRODUCTION:

The concept of job satisfaction has been developed in many ways by many different researchers and practitioners. One of the most widely used definitions in organizational research is the of Locke (1976), who defines job satisfaction as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences”. Others have defined it as simply how content an individual is with his or her job; whether he or she likes the job or not. It is assessed at both the global level (whether or not the individual is satisfied with the job overall), or at the facet level (whether or not the individual is satisfied with different aspects of the job). Spector (1997) lists 14 common facets: Appreciation, communication, Coworkers, Fringe benefits, job conditions, Nature of the work, Organisation, Personal growth, Policies and procedures, Promotion opportunities, Recognition, Security, and Supervision.

Teacher Effectiveness is not a new concept. Since childhood, 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, class-room management, knowledge of subject matter, teacher characteristics and their interpersonal relations, etc. Also, these teachers excel in their other personality characteristics and are said to be the best teachers. Research has consistently shown that teachers have the greatest potential to influence children's education. The major research finding is that student achievement is related to teacher competence in teaching (Kemp and Hall, 1992). Evidence from teacher effectiveness studies indicate that student engagement in learning is to be valued above curriculum plans and materials.

It can be inferred that the teachers who are satisfied with their jobs are also effective teachers. Keeping in view the importance of both job satisfaction and teacher effectiveness, and understanding that there is immense possibility of a relationship between the two in the teaching-learning process, it was decided to conduct a study on this context.

RATIONALE OF THE STUDY:

Dr. APJ Abdul Kalam has rightly said, "A student spends 25,000 hours in the campus. The school must have the best of teachers who have the ability to teach, love teaching and build moral qualities".

The teacher has a major role in the educational development. He has the greatest responsibility on his or her shoulders in building the nation. The teaching is the fundamental duty of a teacher and it has to be made effective in order to make a successful teacher. The main function of a teacher is to create a good learning environment that motivates the students to learn enough more and more. It is obvious that teachers who are capable enough to and flexible fill in new roles in working with students and who are dedicated and active in seeking better educational opportunities for students are very much regarded. An effective teacher may be understood as one who helps in a development of basic skills, understanding, proper habits, desirable attitudes, value judgement and adequate personal adjustment of students. Effective teachers also lead to best academic performance and optimal all-round development of the students.

Job Satisfaction is a very important component in the lives of teachers. This is because a teacher is an effective and dominating factor among those contributing to educational improvements which have been tried to be achieved from time immemorial. Job satisfaction must be considered important in its own right and not just as a means to an end. A teacher, who is happy with his job, plays a pivotal role in the lives of his students as well as the uplifting of the society. Well satisfied teachers are more effective and can contribute a lot to the well being of the pupils.

Presbyterian English School has been set up in many parts of Mizoram by the Mizoram Synod. It is a chain of English Medium Schools and they contribute much to the educational scenario of Mizoram. It is thus important that the teachers of these schools are effective in their teaching. Effective teachers are those who are able to teach and guide their students to reach their goals. For teachers to become effective, it is crucial that they are satisfied with their jobs. Teaching is a skill and it is a formidable profession which has an important place in the building up of a nation. Thus, teachers need satisfaction so as to be effective. Due to this, the investigator felt that it was necessary to study the effectiveness and job satisfaction of Presbyterian English School teachers and how these two are intrinsically interrelated.

STATEMENT OF THE PROBLEM:

The problem under investigation reads as ‘correlational study of Teacher Effectiveness and job satisfaction of Presbyterian English Echool Teachers in Aizawl District’.

OBJECTIVES OF THE STUDY:

1. To compare the effectiveness of teachers of Presbyterian English Schools based on their age.
2. To compare the job satisfaction of teachers of Presbyterian English Schools based on their age.
3. To find out the relationship between teacher effectiveness and job satisfaction of Presbyterian English School teachers based on their age.

HYPOTHESES OF THE STUDY:

1. There is no significant difference between the effectiveness of teachers of Presbyterian English Schools based on their age.
2. There is no significant difference between the job satisfaction of teachers of Presbyterian English Schools based on their age.
3. There is no significant relationship between the effectiveness and job satisfaction of Presbyterian English Schools in Aizawl District based on their age.

RESEARCH DESIGN:

Descriptive type of research was used for this study.

POPULATION AND SAMPLE:

The population for the present study consists of all the teachers of Presbyterian English Schools in Aizawl District.

Out of a total of 5 educational sub-divisions, 3 divisions (60%) were randomly selected as sample. Out of 15 schools that were a part of these 5 sub-divisions. 10 schools were then randomly selected as sample schools. There were 141 teachers altogether in the 10 schools selected.

TOOL USED :

For the purpose of collecting the required data, two types of standardized tests were administered on the teachers, which are as follows :

- 1) Teacher Effectiveness Scale (Dr. Mrs. UmmeKulsum)
- 2) Teachers Job Satisfaction Quest (Dr. Nasrin and Dr. AfshanAnees)

PROCEDURE OF DATA COLLECTION :

First of all, the investigator personally went to Synod Office, Mission Veng, Aizawl to obtain information from the Supervisor, regarding Presbyterian English Schools in Mizoram, and permission to gather data from the schools, if need be. The investigator then personally went and visited the institutions for the study. With the consent and permission of the Principals of each institution, the investigator gave the test copies to all the teachers of the schools.

The investigator then went to collect the data from the schools at the appointed time. Due to various factors like reluctance to answer the tests on the part of the teachers, absence of some of the teachers and misplacement of the test copies by some of the teachers, the investigator faced much problem in collection of the data.

PROCEDURE OF DATA ANALYSIS:

The data collected from each school was checked and scrutinized to find out its completeness. Later on, it was tabulated for quantifying the data for analysis. For analysis of the collected data, the following statistical techniques were employed:

- 1) Mean
- 2) Standard Deviation
- 3) T-test
- 4) Pearson r

ANALYSIS AND INTERPRETATION OF DATA:

Analysis of the present study is done in accordance with the objective of the study.

Objective No. 1 : To compare the effectiveness of teachers of Presbyterian English Schools based on their age.

Table No. 1

Level of Teacher Effectiveness of Presbyterian English School Teachers based on their age

LEVEL	GRADE	TOTAL	Above 30 years	Below 30 years
Most Effective	A	Nil	Nil	Nil
Highly Effective	B	5	3	2
Above Average	C	32	14	18
Average	D	46	23	23
Below Average	E	18	10	8
Very Ineffective	F	3	Nil	3
Most Ineffective	G	6	3	3
TOTAL		110	53	57

Table No. 1 shows that both teachers above and below the age of thirty who fall under the category of 'Average' level of effectiveness are equal in number. Among the 32 teachers who fall under the category of 'Above Average', 43.75% are above 30 years of age

while 56.25% are teachers who are below 30 years of age. 18 teachers fall under the 'Below Average' category in which 55.56% are above 30 years of age and 44.44% are below 30 years of age. No teacher falls under the category of 'Most Effective' while 6 teachers fall under the category of 'Most Ineffective'. Out of these 6 teachers, 3 are above 30 years and the remaining 3 are below 30 years of age.

Figure No. 1

Level of Teacher Effectiveness of Presbyterian English School Teachers with respect to their age

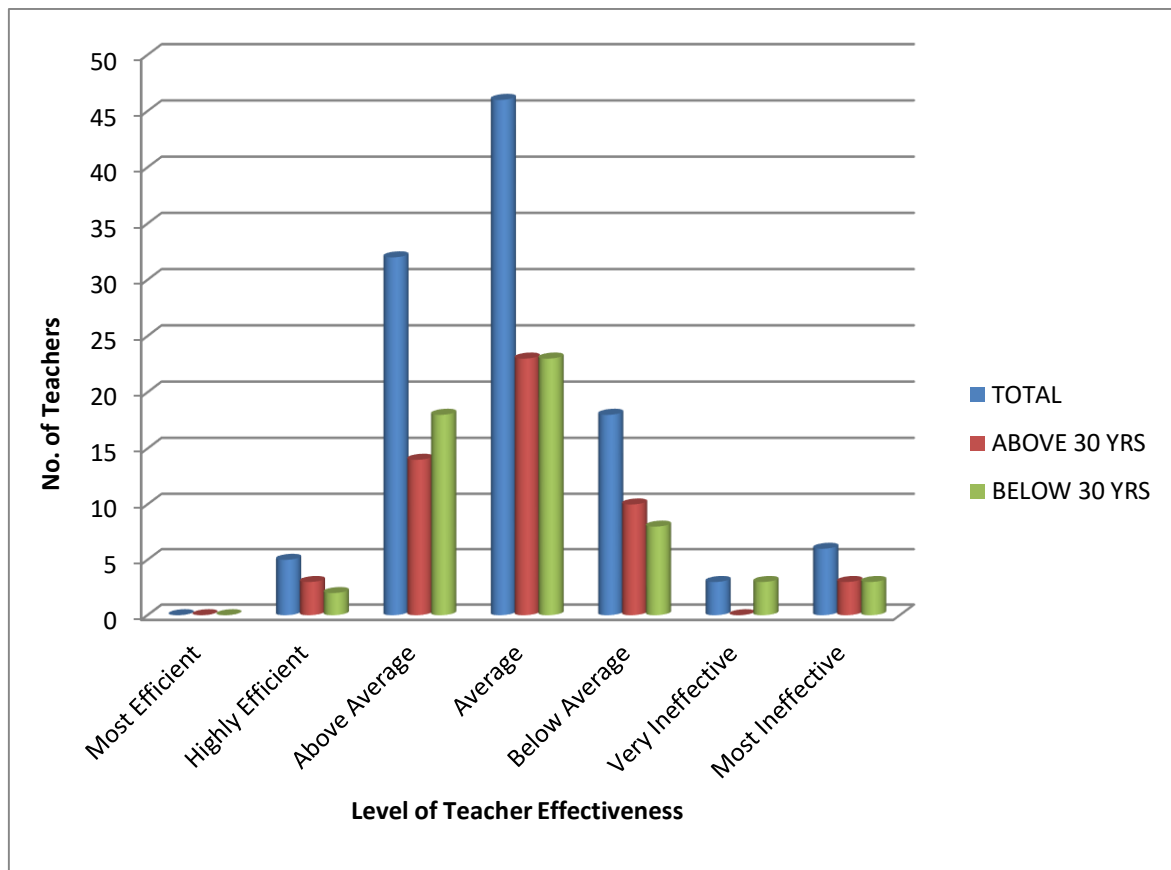


Table No. 2

Mean and Standard Deviation of teacher Effectiveness of Presbyterian English School teachers in Aizawl District based on their age

	No. of Teachers	Teacher Effectiveness	
		Mean	S. D.
Above 30 yrs	53	478.151	64.545
Below 30 yrs	57	478.561	58.721

Table No. 2 shows that the Mean score of teachers Above 30 years of age is 478.151 while the Mean score of teachers Below 30 years of age is 478.561. A simple comparison of the scores of teachers Above and Below 30 years of age shows that teachers below 30

years are more effective as their Mean score is higher than that of the teachers above 30 years of age.

Table No. 3

A comparative Analysis of teachers of Presbyterian English Schools on their Effectiveness Based on their age.

Category	MEAN	SD	N	df	t-value	Level of Significance
Above 30	478.151	64.545	53	108	0.0349	Not Significant
Below 30	478.561	58.721	57			

Table No.3 reveals that the 't' value for the significance of difference between the Mean scores of teachers above 30 years of age and below 30 years of age on their effectiveness in their teaching comes out to be 0.0349 whereas the required 't' value, with $df=108$, to declare the difference as significant, is 2.62 at .01 level and 1.98 at .05 level of confidence. Since the calculated 't' value is less than the criterion 't' value, therefore, the null hypotheses that assumes no significant difference is accepted.

Objective No. 2 : To compare the job satisfaction of teachers of Presbyterian English Schools based on their age.

The tool used for finding out the Job Satisfaction of teachers has been divided into 7(seven) levels of job satisfaction into 7(seven) levels, and each level has been given a grade from A to G respectively.

The following table and figure show the level of Job Satisfaction of the teachers of Presbyterian English Schools in Aizawl District.

Table No. 1

Level of Job Satisfaction of Presbyterian English School teachers with respect to their age

LEVEL	GRADE	TOTAL	Above 30 yrs	Below 30 yrs
Extremely Satisfied	A	5	3	2
Highly Satisfied	B	5	1	4
Above Average	C	24	10	14
Average	D	44	23	21
Below Average	E	23	12	11
Dissatisfied	F	8	3	5
Extremely Dissatisfied	G	1	1	Nil
TOTAL		110	53	57

Table No. 1 shows that majority of the teachers fall under the category of 'Average' and out of these, 52.27% are those who are above 30 years of age and 47.73% are those who are below 30 years of age. We may further understand by use of the following :

Figure No. 1

Level of Job Satisfaction of Presbyterian English School teachers with respect to their age

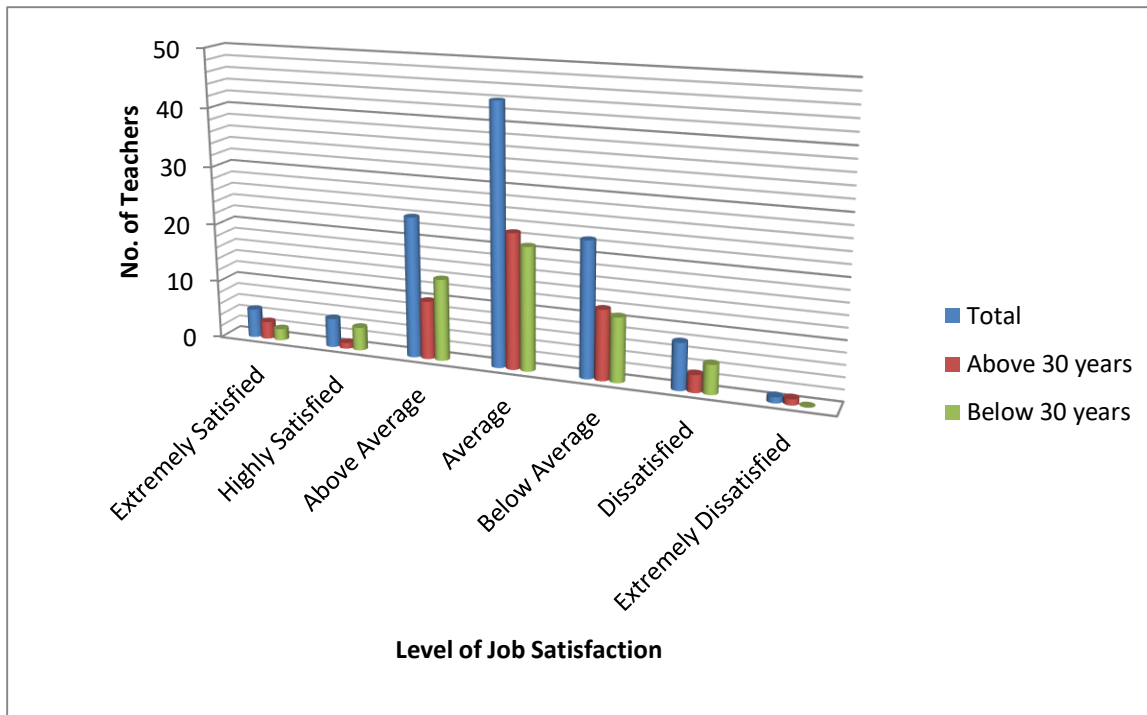


Table No. 2

Mean and Standard Deviation of Job Satisfaction of Presbyterian English School teachers in Aizawl District based on their age

Category	No. of Teachers	Job Satisfaction	
		Mean	S. D.
Above 30 yrs	53	161.170	12.004
Below 30 yrs	57	168.719	11.635
Total	110	167.955	11.803

Table No. 2 shows that the Mean Score of teachers above 30 years of age is 161.170 while the Mean Score of teachers Below 30 years of age is 168.719. A simple comparison of the scores of both shows that teachers below the age of 30 are more satisfied as their Mean Score is higher than that of the teachers above the age of 30.

Table No. 3**A comparative analysis of Presbyterian English School Teachers on their Job Satisfaction with respect to their age**

Category	MEAN	SD	N	df	t-value	Level of Significance
Above 30	161.170	12.004	53	108	0.687	Insignificant at .05 level
Below 30	168.719	11.635	57			

Table No. 3 reveals that the 't' value for the significance of difference between the Mean Scores of teachers Above 30 years of age and below 30 years of age on their job satisfaction comes out to be 0.687 whereas the required 't' value, with $df = 108$, to declare the difference as significant, is 2.62 at .01 level and 1.98 at .05 level of confidence. Since the calculated 't' value is less than the criterion 't' value at .05 level, therefore, the null hypotheses that assumes no significant difference is accepted.

Objective No.3 : To find out the relationship between teacher effectiveness and job satisfaction of Presbyterian English School teachers based on their age.

Correlation between teacher effectiveness and job satisfaction of Presbyterian English School teachers was calculated by using Pearson r

Table No. 1**Correlation between teacher effectiveness and job satisfaction of Presbyterian English School teachers in Aizawl District**

Category	No. of Teachers	Co-efficient of Correlation 'r'	Significant Value		Level of Significance	Decision on H ₀
			.01 Level	.05 Level		
Males	38	.234	.393	.304	Insignificant	Accepted
Females	72	.381	.302	.233	Significant	Rejected
Above 30	53	.300	.325	.250	Sig at .05	Rejected
Below 30	57	.342	.325	.250	Significant	Rejected
Total	110	.319	.228	.174	Significant	Rejected

Table No. 1 shows that the relationship between the teacher effectiveness and job satisfaction of the male teachers of Presbyterian English Schools in Aizawl District is insignificant at the level of .05.

The relationship between teacher effectiveness and job satisfaction of the female teachers is significant at .01 level. It means that if the female teachers are satisfied in their work, they are also effective in their teaching.

In the case of teachers above the age of 30, there is a significant relationship between teacher effectiveness and job satisfaction at .05 level.

There is also a significant relationship between teacher effectiveness and job satisfaction of teachers below 30 years of age at .01 level.

Taking all the sample teachers into perspective. Table No. 1 shows that there is a significant relationship between the effectiveness of the teachers of Presbyterian English School in Aizawl District and their job satisfaction at the level of 0.01.

CONCLUSION:

The present study reveals that majority of the teachers both male and female of Presbyterian English Schools in Aizawl District have average degree of job satisfaction and their level of effectiveness in their teaching learning process is also average. The reasons behind such finding may be attributed to the fact that both job satisfaction and teaching effectiveness are interrelated. This is a matter of great concern since this may be one of the most important causes of students' level of achievements and overall performance in both curricular and co-curricular activities. The study has established that there exist a significant positive relationship between teacher effectiveness and job satisfaction of the female teachers while there is no significant relationship between job satisfaction and effectiveness of the male teachers. This may be attributed to the fact that it is often felt in the Mizo community that teaching is more female-centric.

This study clearly indicates that there exist a significant relationship between teacher effectiveness and job satisfaction of the teachers above 30 years as well as those below 30 years. This shows that age has no influence over the effectiveness and job satisfaction of the teachers of Presbyterian English Schools in Aizawl District.

BIBLIOGRAPHY :

- Agarwal, Shweta (2012), "Correlation Study of Teacher Effectiveness and Job Satisfaction of Higher Secondary School Teachers." *Edutracks* Vo.12- No.2, October.
- Annual Publications 2014-2015 (List of Schools with number of teachers and enrolment of students) prepared by Statistical Cell, Directorate of School Education, Govt. of Mizoram.
- Babu D. Ram,, (2014), "Job Satisfaction among Teacher Educators in Telanga Region of A.P". *Edutracks*.Vol.13-No.18.
- Best, John W and Kahn, James V (1989), "Research in Education". Sixth Edition. PHI Private Limited, New Delhi.
- Bhargava, Mahesh and Goel, Sushil Kumar (2011), "Mental Health and Job Satisfaction of School Teachers". First Edition. HP Bhargava Book House, Agra.
- Amit, Abraham (1994), "Job Satisfaction and Teacher Effectiveness: A Study on College Teachers." *Indian Journal of Psychometry and Education* 25(1 and 2) pp 61-64.
- Chowdhury, Susanta Roy (2015), "Correlation Study of Teaching Effectiveness and Job Satisfaction of Secondary School teachers in Tinsukia District of Assam, India". *The Clarion International Multidisciplinary Journal* Volume 4- No. 1, 2015.
- Devi, Darshana, Dharamveer and Soni, Simi (2013), "Essentials of Job Satisfaction in Effective Teaching". *Asian Journal of Multidimensional Research* Volume 2 – Issues 3, March.

Goel, Sunita (2013), "Teacher Effectiveness of School Teachers in Relation to their Job Satisfaction, Personally and Mental Health". Ph.D. thesis in Education, Punjabi University, Patiala.

Kaur, Gurinder and Jyoti Sidana, Jivan (2010), "Job Satisfaction: A Challenging Area of Research in Education". Edutracks.Vol.9-No.12, August.

Koul, Lokesh (1997), "Methodology of Educational Research". Fourth Edition, Vikash Publishing House Pvt. Ltd. New Delhi

Kothawade, Pravin Laxman (2014), "Correlation Study of Teaching Effectiveness & Job Satisfaction of Higher Secondary School Teachers". Indian Journal of Applied Research Vol 4 – Issue 7, July

Mangal, S.K (2002), "Statistics in Psychology and Education". Second Edition. PHI Learning Private Limited, Delhi.2.

