



Teaching Effectiveness in Relation to Life Satisfaction of Teachers at Secondary Level

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Abstract : This research paper explored teacher effectiveness concerning the life satisfaction of teachers at the secondary level. The teacher effectiveness was measured by the scale developed by P. Kumar and D.N. Mutha. The Teacher Effectiveness Scale consists of 69 items divided into six dimensions— I. Academic, II. Professional, III. Social, IV. Emotional, V. Moral, VI. Personality. The Life Satisfaction of teachers was measured by the Life Satisfaction Scale (LSS) developed by Pramod Kumar and Jayshree Dhyani. This Scale consists of 54 items in five areas—I. Mental, II. Job, III. Social, IV. Marital, V. Family. The findings indicated that there exists a statistically significant relationship between teacher effectiveness and the life satisfaction of teachers at the secondary level.

Index Terms - Teacher Effectiveness, Life Satisfaction, Senior Secondary School Teachers.

I. INTRODUCTION

Teacher effectiveness involves two important categories, namely teachers and students. It interacts at three levels i.e. individual, group, and school level. Generally, teacher effectiveness includes three sub-domains such as behavioral, affective, and cognitive performance of teachers, students and all stakeholders. Teacher effectiveness is possible when effective teachers are at work and effective teachers as those who set highly realistic goals, present information in ways that meet students' needs, monitor student progress, and support students. They provide opportunities for students to apply what they have learned. Effective teachers have high expectations of all students and help them achieve learning and positive academic, behavioral, and social outcomes for students. Teacher effectiveness refers to the level of performance that a teacher consistently achieves based on the desired outcomes for students. It is the quality of being successful in producing excellence and skilled human resources. Effective teachers usually set highly realistic goals for the learners and monitor their progress. They have high expectations from all the students and play an important role in shaping and molding the habits, manners, and strong character of the students and also in their all-round development.

Teacher effectiveness is an area of research concerned with the relationships between teachers' characteristics, teaching actions, and their effects on the educational outcomes of classroom teaching. So, the teacher's characteristics and actions determine effectiveness. If the teacher is a subject expert and is sincere in achieving educational goals then only teaching effectiveness is possible. If a teacher is satisfied and mentally strong then he can deliver his best. This study is an attempt to explore the correlation between life satisfaction and teacher effectiveness. Life satisfaction is an important variable that affects the actions of individuals. Life satisfaction involves a favorable attitude toward one's life—rather than an assessment of current feelings. The present study involves four areas of an individual's life i.e. I. Mental, II. Job, III. Social, IV. Marital, V. Family. Through these four areas, the life satisfaction of an individual is measured in the study. On the other hand teacher effectiveness is measured through six areas – I. Academic, II. Professional, III. Social, IV. Emotional, V. Moral, and VI. Personality of a teacher.

II. REVIEW OF RELATED LITERATURE

Mutha (1980) tried to identify effective and non-effective teachers through factors like attitude, motivation, and personality. The study indicated that gender, professional training, nature of schooling, and income level were significantly associated with teacher effectiveness.

Ercan and Mehmet (2009) studied the life satisfaction levels of the teachers working in primary education. The findings of the study indicated that the life satisfaction of teachers differed significantly concerning the gender of teachers. The study further reported that there existed no significant difference in life satisfaction concerning the educational status of the teachers.

Joshi et al. (2011) studied teacher effectiveness concerning mental health and burnout of teachers at the secondary school level and indicated that teacher effectiveness is positively related to mental health and negatively related to burnout of teachers. The researchers used the teacher effectiveness scale prepared by Kumar and Mutha (1982) to assess teacher effectiveness.

Ahan et al. (2012) studied the self-efficacy and life satisfaction levels of students receiving education in schools of physical education and sports. The findings of the study were that female students have higher life satisfaction levels than male students, while students attending the second grade had higher life satisfaction levels than fourth-grade students. On the other hand, the general self-efficacy levels of male students were found to be higher than those of female students. It was also determined that students attending the fourth grade had higher general self-efficacy levels than those receiving education in the first grade. A significant relation was indicated between life satisfaction levels and self-efficacy levels.

Akbari (2012) examined stress and life satisfaction among working and non-working women and reported that there was a significant difference in physical and family stress among the women. The study also indicated that stress was significantly higher among working women than non-working women. Further, the life satisfaction of working women was better than non-working women.

III. THE OBJECTIVE OF THE STUDY

To study the relationship between teacher effectiveness and life satisfaction of teachers at the secondary level.

IV. HYPOTHESIS OF THE STUDY

There exists no significant relationship between teacher effectiveness and the life satisfaction of teachers at the secondary level.

V. DELIMITATION OF THE STUDY

1. The research was delimited to ten Private Secondary Schools in Ghaziabad.
2. The study was delimited to 100 teachers.
4. This research study was delimited to teacher effectiveness and life satisfaction of teachers as measured by the tools used in the study.

VI. METHODOLOGY OF THE STUDY

In the present study, the descriptive survey method was used.

VII. SAMPLE OF THE STUDY

In the present study, ten Private Secondary Schools were chosen purposively from different regions of Ghaziabad. From each school, ten secondary school teachers were chosen randomly. The total sample consisted of a hundred senior secondary school teachers.

VIII. RESEARCH TOOLS USED

Teacher effectiveness was measured by the Teacher Effectiveness Scale (TES) developed by P. Kumar and D.N. Mutha. Life Satisfaction was measured by the Life Satisfaction Scale (LSS) developed and standardized by Pramod Kumar and Jayshree Dhyani.

IX. SCORING PROCEDURE

The Teacher Effectiveness Scale is a self-administering scale with 69 items. It is a five-point Likert-type rating scale. It was administered and items were scored 1 to 5 viz. 1 for Strongly Disagree, 2 for Disagree, 3 for Neuter, 4 for Agree, and 5 for Strongly Agree. The range of the tool was 69-345. The total of the scores on all 69 items becomes the teacher effectiveness scores of the respondents.

The Life Satisfaction Scale is a self-administering scale. There were 54 highly discriminatory items on the scale. Out of these 54 items, 45 items were positive statements, and items 09 were negative statements. This scale is a 3-point rating scale viz., true, partially true, and false. The scoring for positive statements was done as 1= false, 2= partially true, 3= true, and for negative items, scores were reversed. The total of the scores on all 54 items become the life satisfaction scores of the respondents.

X. COLLECTION OF DATA

The data for the research was collected by administering the questionnaires to the selected teachers as per the instructions in the manual.

XI. STATISTICAL TECHNIQUES USED

Karl Pearson's Product Moment correlation was used to find out the relationship between teacher effectiveness and life satisfaction of secondary school teachers.

XII. RESULTS AND DISCUSSION

Results of Descriptive/Inferential Statics of Study Variables

Table 1: Coefficient of correlation between the Teacher Effectiveness and Life Satisfaction of secondary school teachers

Variables	No.	df	'r'- Calculate Value	Table Value (r)	Result
Teacher Effectiveness	100	98	0.38	0.197 (at 0.05 level)	Significant
Life Satisfaction					

Table 1 displayed coefficient of correlation as 0.38 which is more than the table value of 'r' at 0.05 level of significance. Therefore, the coefficient of correlation between Teacher Effectiveness and Life Satisfaction is significant. The null hypothesis is accepted. This indicates that there exists a significant positive relationship between Teacher Effectiveness and Life Satisfaction of teachers at secondary level. It shows that the teachers who are happy and content with their life are more focused towards their teaching profession and work sincerely with students in order to become effective.

XIII. EDUCATIONAL IMPLICATIONS

No school can improve students' academic achievement and minimize its achievement gaps unless it develops teachers with appropriate and effective skills. Any school that hopes to create rapid, lasting improvement in student performance must boost the number of effective teachers in its classrooms. And to decrease achievement gaps at the same time, schools must direct the greatest increase in high-impact teachers to their schools with the greatest needs. Schools must also look into the satisfaction level of their existing teachers as their satisfaction leads to teacher effectiveness. The present study indicated a positive relation between the life satisfaction of teachers and their teaching effectiveness. Therefore, educational policymakers must devise strategies through which they can raise the satisfaction level of their teachers.

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