



TEACHING EFFECTIVENESS OF ELEMENTARY TEACHER EDUCATORS IN RELATION TO THEIR JOB SATISFACTION AND TEACHING EXPERIENCE

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Abstract

The present study was undertaken to investigate teaching effectiveness of elementary teacher educators in relation to job satisfaction and teaching experience. Descriptive survey method was employed for the present investigation. The sample was drawn from the institutions of randomly selected districts of Himachal Pradesh. Teaching effectiveness tool developed by the investigators themselves and job satisfaction tool developed by Pramod Kumar and D.N. Mutha was used. The data were analyzed using descriptive and inferential statistics. The major findings of the study showed the teaching effectiveness and job satisfaction of elementary teacher educators is positively related. It was also found that there is no significant relationship between teaching effectiveness and teaching experience of elementary teacher educators. The educational implications have been discussed in the end of the research paper.

Keywords: Teaching effectiveness, Job satisfaction, Teaching experience.

Introduction: It is well said that the destiny of a nation is being shaped in its classroom and teacher is the architect of the destiny. The progress and development of a nation largely depends on its teachers. Teacher

also acts as a catalytic agent of change in society. Teaching profession lays the foundation for preparing the individuals for all other profession. Teaching is a series of events and its goal is to impart knowledge and developing analyzing ability, logical thinking, understanding and problem solving ability among learners. Teaching effectiveness is a very important aspect of teaching and the teacher, as effective teaching ensures maximization of learning experiences. Maximization of learning experiences aims at achieving the objectives of education to the optimal level. Cotton (1995) has described effective teacher as one who has clear standards for classroom behavior, clear and focused instruction, and use effective questioning techniques, provides feedback and uses a variety of assessment strategies. The effectiveness of teaching can be reflected in terms of the facilitation in learning and understanding of pupils. Learning to teach is best accomplished with proper knowledge of teaching skills and subject matter. Teacher educators are the one who trains the teacher in practice to acquire the knowledge and skill for effective teaching. Effectiveness of teacher educators' teaching directly influences the pupil teachers to gain the knowledge and skill in the field of teaching. Trainee teachers can acquire skill of effective teaching by getting trained with effective teacher educators. During teacher training the study of teaching skills and practice of teaching skills are equally important. It can be said that more efficiencies the teacher educator has, the more efficient the teacher training is and more effective a teacher trainee becomes in the future. In this way teacher educators have tremendous responsibility, how the quality of the future teachers will be depends on the quality of teaching and training delivered by the teacher educators. Student's perception of attributes give clear picture of effectiveness of teacher's teaching. Kumar (2013) carried out a comparative study on teaching effectiveness among teacher educators working in government and self-financing institutions in relation to their anxiety, stress and job satisfaction. The findings of the study indicated that in government and self-financing institutions teacher educators with high job satisfaction were more effective in teaching as compared to teacher educators having low job satisfaction working in the same categories of institutions and in government and self-financed institutions, job satisfaction and teacher effectiveness were positively and significantly related to each other. Kothawade (2014) conducted study to investigate the probable correlation between job satisfaction and teacher effectiveness. It was found that there was positive correlation between job satisfaction and teacher effectiveness among higher secondary teachers. Anjali (1995) studied teacher effectiveness in relation to

values, job satisfaction and emotional stability. Findings revealed that teachers having better job satisfaction were more effective than the teachers having low job satisfaction. Devi, et al. (2013) conducted study to find out essentials of job satisfaction in effective teaching. Findings of the study showed that there is strong relationship between job satisfaction and teachers' effectiveness and concluded that job satisfaction was essential in effective teaching. Tyagi (2013) conducted research to determine teaching effectiveness of secondary school teachers in relation to demographic characteristics like; gender, social background, category, marital status, teaching subjects, age, qualifications and teaching experience. The findings of the study revealed that the demographic characteristics (social background, marital status, school teaching experience, teaching subjects, and qualification) of secondary school teachers influenced the dimensions of their teaching effectiveness. Chowdhury (2014) studied effectiveness of secondary school teachers in relation to their gender, experience, age and qualification. Findings of the study revealed that both male and female teachers have average level of effectiveness in their teaching and there was no significant difference in the effectiveness of secondary school teachers in terms of their gender, age, experience and qualification.. Pandey and Maikhuri (1999) explored the attitude of effective and ineffective teachers towards teaching profession and results revealed that there was no significant difference between effective teachers having high or low experience in their profession; highly experienced teacher's attitude was positive towards teaching profession than low experience ineffective teachers.

Objectives of the study:

1. To study the teaching effectiveness of elementary teacher educators.
2. To study the job satisfaction of elementary teacher educators.
3. To study the teaching experience of elementary teacher educators.
4. To study the relationship of teaching effectiveness of elementary teacher educators with job satisfaction.
5. To study the relationship of teaching effectiveness of elementary teacher educators with teaching experience.

Hypothesis:

H₀₁ There is no statistical relationship between teaching effectiveness and job satisfaction of elementary teacher educators.

H₀₂ There is no statistical relationship between teaching effectiveness and teaching experience of elementary teacher educators.

Research Methodology: For conducting the present investigation, survey technique under descriptive method of research was used.

Sampling: Out of the 12 districts 5 districts viz. Shimla, Kullu, Mandi, Bilaspur and Solan were selected with simple random sampling. Of the selected districts data of 100 teacher educators from all 5 DIETs were selected and 16 private training institutions was selected.

Research tool used:

1. Teaching effectiveness scale, which is a student rating scale, developed and standardized by the investigator was used to study the teaching effectiveness of the teacher educators.
2. Job Satisfaction Scale – Developed and standardized by Pramod Kumar and D.N. Mutha.

Analysis of data: The data was analysed with the help of descriptive statistics and Karl Pearson's Product Moment Coefficient of Correlation was used to study the teaching effectiveness of elementary teacher educators in relation to job satisfaction and teaching experience. Different statistical techniques were used for the analysis of data by using Statistical Package for Social Sciences (SPSS version 20). The objective wise analysis and interpretation of data is below

Objective 1: To study the teaching effectiveness of elementary teacher educators.

To study the teaching effectiveness of elementary teacher educators the data was collected by the general teaching effectiveness scale.. Following inferences can be done with regard to the teaching effectiveness variable:

Table 1**Mean and Standard Deviation of Teaching Effectiveness**

Variable	N	Mean	S.D.
Teaching Effectiveness	100	173.21	31.48

The table 1 above depicts the mean and the standard deviation of the teaching effectiveness variable. The mean of the teaching effectiveness score is 173.21 and the standard deviation of the teaching effectiveness score is 31.48

Objective 2: To study the job satisfaction of elementary teacher educators

To study the job satisfaction of elementary teacher educators the data collected by the teacher educators with job satisfaction tool. Following inferences can be done with regard to the job satisfaction variable:

Table 2**Mean and Standard Deviation of Job Satisfaction variable**

Variable	N	Mean	S.D.
Teaching Experience	100	21.89	3.152

The table 2 above shows that the mean and the standard deviation of the job satisfaction variable. The mean of the job satisfaction score is 21.89 and the standard deviation of the job satisfaction score is 3.152

Objective 3: To study the teaching experience of elementary teacher educators.

To study the teaching experience of elementary teacher educators the data collected by the teacher educators regarding the years of experience. Following inferences can be done with regard to the teaching experience variable:

Table 3**Mean and Standard Deviation of Teaching experience variable**

Variable	N	Mean	S.D.
Teaching Experience	100	12.33	8.26

The table 3 above indicates the mean and the standard deviation of the teaching experience variable. The mean of the teaching experience score is 12.33 and the standard deviation of the teaching effectiveness score is 8.26

Objective 4: To study the relationship of teaching effectiveness of elementary teacher educators with job satisfaction.

In order to study the relationship of teaching effectiveness with job satisfaction of elementary teacher educators following null hypothesis was formulated

Hypothesis 1: There is no statistical relationship between teaching effectiveness and job satisfaction of elementary teacher educators.

Table 4

The relationship (Correlation coefficient) of teaching effectiveness and job satisfaction of elementary teacher educators

Variable	Sample Size (N)	Pearson Correlation (‘r’ value)	Sig. (p value)
Teaching Effectiveness	100	.320**	.001
Job satisfaction			

** . Correlation is significant at the 0.01 level (2-tailed).

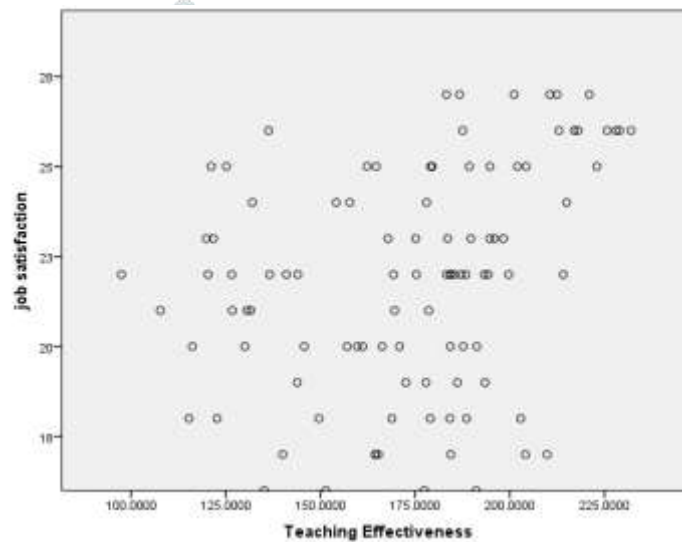
The Pearson product moment correlation between teaching effectiveness (dependent variable) and job satisfaction (Independent variable) of elementary teacher educators are depicted in the table shows that there is positive relationship ($r = 0.320$) the relationship is statistically significant at .01 level as ‘p’ value = 0.001 ($p < 0.05$). Therefore, the null hypothesis, H_0 ‘There is no relationship between teaching effectiveness and job satisfaction of elementary teacher educators’ is rejected. This means there is a

significant relationship between the teaching effectiveness and job satisfaction of elementary teacher educators. This shows that the teaching effectiveness increases with the increase in job satisfaction.

The results above are supported by Gangadharrao (2012) who found that the teachers working in teacher training institutes are neither satisfied in their job nor have high teaching effectiveness.

The figure below also shows the correlation of teaching effectiveness and job satisfaction through scatter diagram.

Figure 1: Showing Scatter graph of correlation between teaching effectiveness and job satisfaction



Objective 5: To study the relationship of teaching effectiveness of elementary teacher educators with teaching experience.

In order to study the relationship of teaching effectiveness with teaching experience of elementary teacher educators following null hypothesis was formulated:

Hypothesis 2: There is no statistical relationship between teaching effectiveness and teaching experience of elementary teacher educators.

Table5

The relationship (Correlation coefficient) of teaching effectiveness and teaching experience of elementary teacher educators

Variable	Sample Size (N)	Pearson Correlation (‘r’ value)	Sig. (p value)
Teaching Effectiveness	100	-.089 ^{NS}	.381
Teaching Experience			

^{NS}-Correlation is not significant at the 0.01 or 0.05 level .

The Pearson product moment correlation between teaching effectiveness (dependent variable) and teaching experience (Independent variable) of elementary teacher educators are depicted in the table shows that there is negative relationship($r = -.089$) but the relationship is not statistically significant at .01 and .05 level as ‘ $p = 0.381$ ($p > 0.05$). Therefore, the null hypothesis, H_0 ‘There is no relationship between teaching effectiveness and teaching experience of elementary teacher educators’ is accepted. This means there is a no significant relationship between the teaching effectiveness and teaching experience of elementary teacher educators. This shows that the teaching effectiveness has no significant effect of increases or decrease of teaching experience of elementary teacher educators.

The figure 2 below also shows the correlation of teaching effectiveness and teaching experience through scatter diagram.

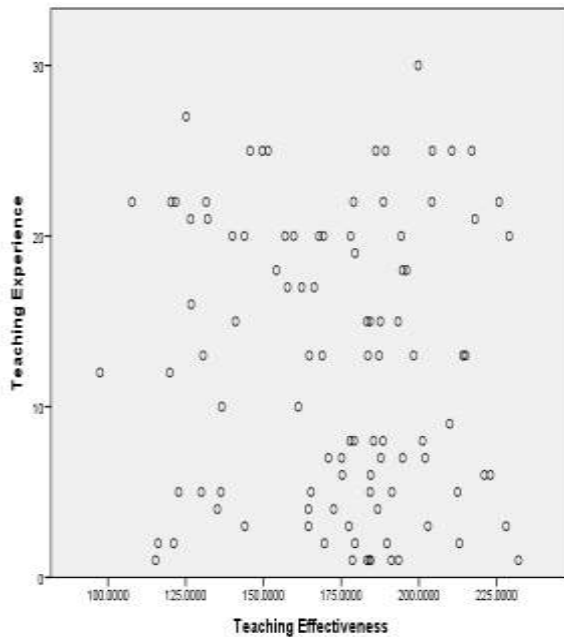


Figure 2: Showing Scatter graph of correlation between teaching effectiveness and teaching experience

Discussion of Finding: On the basis of analysis and interpretation of data, the findings are discussed in this paragraph. The study of the teaching effectiveness of elementary teacher educators showed that the mean of the teaching effectiveness score which was rated by the trainee teachers was 173.21 and Standard deviation was found 31.48 which shows that the deviation is not too high. Similarly the study of job satisfaction variable showed that mean of job satisfaction score is 21.89 with the standard deviation of 3.152. The low value of S.D. means less deviation in the score. The general study of the teaching experience showed mean of 12.33 years of experience in teaching. The standard deviation of teaching experience is 8.26. From the study of relationship of teaching effectiveness of elementary teacher educators with job satisfaction it was found that there exists positive significant relationship at 0.01 level of significance. Hence, the null hypothesis that there is no significant statistical relationship between teaching effectiveness and job satisfaction of elementary teacher educators was rejected. On the analysis of the objective to study the relationship of teaching effectiveness of elementary teacher educators with teaching experience it was found that there was negative relationship but not significant relationship. With this the hypothesis that there is no significant statistical relationship between teaching effectiveness and teaching experience of elementary teacher educators was accepted.

Implications of the Study: On the basis of the findings of the study the implications can be made that the trainee teachers rated their teacher educators averagely more than half of the score, but the impact on teacher trainees and their learning and understanding should be improved. The teacher educators should plan his strategies and lesson according to the needs with interest arousal of interest among students. For this, a module for training how to teach elementary teacher trainees for maximization of the learning outcome must be made compulsory for teacher educators. The positive significant relationship of teaching effectiveness and job satisfaction imply that the efforts should be made to reduce the barriers in the job so that they can perform better. The satisfaction related to job can yield better teaching learning results. The findings relating to the relation of teaching effectiveness and teaching experience shows that there is negative but not significant relationship which implicates that the experience of the teacher educators could be more or less and it has no effect on the teaching effectiveness of the teacher educators. This suggests experience could not be a factor while recruiting the jobs to the elementary teacher educators.

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