

Are Teacher Effectiveness and Job Satisfaction Correlated?

Ms. Neelima G. Jha* & Prof. (Dr) Sr. Marion Mathew CJ**

**Research Scholar, Department of Education, SHUATS, Allahabad*

***Head, Department of Teacher Education, Dean, Allahabad School of Education, Sam Higginbottom University of Agriculture, Technology and Sciences (Shuats), Allahabad. (Formerly Known as Shiats)*

ABSTRACT:

Research suggests that, among school-related factors, teachers matter most. When it comes to student performance, a teacher is estimated to have two to three times the impact of any other school factor, including services, facilities, and even leadership. The Education Commission (1964) pointed out “the quality, competence and character of teachers to be the most significant factor influencing the quality of education and its contribution to National development.” Even if all the elements of education i.e. standardized and planned curriculum, materials, administration and evaluation are in place but the teacher fails to transact the curriculum/deliver in an effective manner, there will be no change in students’ performance. Teachers’ are in a strategic position to bring positive changes in students’ learning outcome. For teachers to remain effective it is important that they derive satisfaction from their job. Teaching as a profession is not considered as rewarding either financially or socially specially in non-aided schools and colleges as other professions like – medical or engineering are. Job satisfaction among teachers is very important as the decision of teachers to be effective and committed to their job is greatly influenced by job security, motivation and appreciation by school authorities, opportunity for academic growth, economic benefits and social status they enjoy and many other factors.

Key Words: *Teacher Effectiveness, Job Satisfaction, Commitment, Quality education, Learning outcome,*

INTRODUCTION:

The society which values money and power, does not give the status that is due to the teacher who deals with knowledge and life of the individual. Due to the poor prospects and service conditions especially in non aided/private schools, bright and talented individuals do not opt for the teaching profession and those who chose it are hardly satisfied. Thus the will of the teachers to perform is greatly affected. This is one of the reasons that is not helping in the realisation of improved educational standard. Teachers’ role in shaping up the lives of individuals cannot be ignored so care should be taken so that they will derive satisfaction from their job. If they are satisfied with the working conditions, authorities, status and other factors influencing their day to day working then they will also perform their duties in the best possible manner and will remain dedicated to whatever they do. Studies have shown that professional growth and autonomy (Adedoyin 2012), open climate (Raza 2010), collaborative culture (Snyder 2012), and leadership (Sawchuk 2009) enhance teacher effectiveness which results into better learning outcome on the part of students.

OBJECTIVES:

1. Areas/ dimensions of Teacher Effectiveness are positively correlated with Teacher effectiveness in male and female Secondary School Teachers.
2. Teacher Effectiveness and different factors of Job (Satisfaction) are positively correlated in male and female Secondary School Teachers.
3. Teacher Effectiveness and Job Satisfaction are positively correlated in male and female Secondary School Teachers.

HYPOTHESES:

1. Areas/ dimensions of Teacher Effectiveness are not correlated with Teacher Effectiveness in male and female Secondary School Teachers.
2. Teacher Effectiveness and different factors of Job Satisfaction are not correlated in male and female Secondary School Teachers.
3. Teacher Effectiveness and Job Satisfaction are not correlated in male and female Secondary School Teachers.

METHOD:

It's a co- relational study. Pearson Coefficient of Correlation 'r' was computed to find out the relationship between two variables. The sample of this study consisted of 195 teachers randomly selected from 70 Secondary Schools of Lucknow. 92 male and 103 female teachers were selected for the study. Teacher Effectiveness Scale by Pramod Kumar and D. N. Mutha (1999) and Job Satisfaction Scale by Dr. (Mrs.) Meera Dixit (2013) were administered to collect the data.

ANALYSIS:

Discussion and Result:

Objective 1: Areas/ dimensions of Teacher Effectiveness are positively correlated with Teacher effectiveness in male and female Secondary School Teachers.

Hypothesis1: Areas/ dimensions of Teacher Effectiveness are not correlated with Teacher Effectiveness in male and female Secondary School Teachers.

Table 1.1: Correlation between Teacher Effectiveness and Academic for Male and Female Teachers

Correlation between	Groups	Number	Correlation
Teacher Effectiveness and Academic	Male	92	.856**
	Female	103	.766**

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

While looking into the different areas/dimensions of teacher effectiveness and their relation with teacher effectiveness of male and female secondary school teachers of Lucknow, the observation of the above table 1.1 showed a positive and significant relationship between academic area/dimension and teacher effectiveness in male and female teachers. The coefficient of correlation between teacher effectiveness and academic area/dimension in male and female teachers are ($r = .856$, $p < .01$ & $r = .766$, $p < .01$) and it is statistically significant at 0.01 level of significance. So it can be concluded that good academics contribute to teacher effectiveness in male and female teachers.

Table 1.2: Correlation between Teacher Effectiveness and Professional for Male and Female Teachers

Correlation between	Groups	Number	Correlation
Teacher Effectiveness and Professional	Male	92	.961**
	Female	103	.965**

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

Observation of the above table 1.2 indicates that the value of coefficient of correlation between teacher effectiveness and its professional area/ dimension of secondary school teachers (male & female) of Lucknow are ($r = .961$, $p < .01$ & $r = .965$, $p < .01$) and it is statistically significant at 0.01 level of significance. This shows that there is positive and significant relationship between professional dimension and teacher effectiveness of secondary school teachers (male & female) of Lucknow.

Table 1.2.1: Correlation between Teacher Effectiveness and Motivator for Male and Female Teachers

Correlation between	Groups	Number	Correlation
Teacher Effectiveness and Motivator	Male	92	.873**
	Female	103	.812**

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

A careful glance at the above table shows that the value of coefficient of correlation between teacher effectiveness and motivator (one of the sub areas of professional area/ dimension) of secondary school teachers (male & female) of Lucknow are ($r = .873$, $p < .01$ & $r = .812$, $p < .01$) and it is statistically significant at 0.01 level of significance. So it can be said that there is positive and significant relationship between teacher effectiveness and teacher as 'motivator', one of the sub areas of professional dimension of secondary school teachers (male & female) of Lucknow.

Table 1.2.2: Correlation between Teacher Effectiveness and Teaching skills for Male and Female Teachers

Correlation between	Groups	Number	Correlation
Teacher Effectiveness and Teaching skills	Male	92	.887**
	Female	103	.894**

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

A quick glance at the above table indicates that coefficient of correlation between teacher effectiveness and Teaching skills (one of the sub areas of professional area/ dimension) of secondary school teachers (male & female) of Lucknow are ($r = .887, p < .01$ & $r = .894, p < .01$) and it is statistically significant at 0.01 level of significance. So it can be said that there is positive and significant relationship between teacher effectiveness and 'teaching skills', one of the sub areas of professional dimension of secondary school teachers (male & female) of Lucknow.

Table 1.2.3: Correlation between Teacher Effectiveness and Co-curricular activities for Male and Female Teachers

Correlation between	Groups	Number	Correlation
Teacher Effectiveness and Co-curricular activities	Male	92	.796**
	Female	103	.776**

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

Careful observation of the above table indicates that the value of coefficient of correlation between teacher effectiveness and Co-curricular activities (one of the sub areas of professional area/ dimension of teacher effectiveness) of secondary school teachers (male & female) of Lucknow are ($r = .796, p < .01$ & $r = .776, p < .01$) and it is statistically significant at 0.01 level of significance. So it can be said that there is positive and significant relationship between teacher effectiveness and 'Co-curricular activities' (one of the sub areas of professional dimension) of secondary school teachers (male & female) of Lucknow.

Table 1.2.4: Correlation between Teacher Effectiveness and Professional knowledge for Male and Female Teachers

Correlation between	Groups	Number	Correlation
Teacher Effectiveness and Professional knowledge	Male	92	.851**
	Female	103	.868**

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

Perusal of the above table indicates that the value of coefficient of correlation between teacher effectiveness and Professional knowledge (one of the sub areas of professional area/ dimension of teacher effectiveness) of secondary school teachers (male & female) of Lucknow are ($r = .851, p < .01$ & $r = .868, p < .01$) and it is statistically significant at 0.01 level of significance. So it can be said that there is positive and significant relationship between teacher effectiveness and 'Professional knowledge' (one of the sub areas of professional dimension) of secondary school teachers (male & female) of Lucknow.

Table 1.2.5: Correlation between Teacher Effectiveness and Class-room management for Male and Female Teachers

Correlation between	Groups	Number	Correlation
Teacher Effectiveness and Class-room management	Male	92	.792**
	Female	103	.629**

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

Observation of the above table indicates that the value of coefficient of correlation between teacher effectiveness and Class-room management (one of the sub areas of professional area/ dimension of teacher effectiveness) of secondary school teachers (male & female) of Lucknow are ($r = .792$, $p < .01$ & $r = .629$, $p < .01$) and it is statistically significant at 0.01 level of significance. So it can be said that there is positive and significant relationship between teacher effectiveness and 'Class-room management' (one of the sub areas of professional dimension) of secondary school teachers (male & female) of Lucknow.

Table 1.3: Correlation between Teacher Effectiveness and Social for Male and Female Teachers

Correlation between	Groups	Number	Correlation
Teacher Effectiveness and Social	Male	92	.903**
	Female	103	.896**

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

Careful observation of the above table indicates that the value of coefficient of correlation between teacher effectiveness and social area/dimension (one of the areas/dimensions of teacher effectiveness) of secondary school teachers (male & female) of Lucknow are ($r = .903$, $p < .01$ & $r = .896$, $p < .01$) and it is statistically significant at 0.01 level of significance. So we can say that there is positive and significant relationship between teacher effectiveness and 'Social area/dimension' (one of the areas/dimensions of teacher effectiveness) of secondary school teachers (male & female) of Lucknow.

Table 1.4: Correlation between Teacher Effectiveness and Emotional for Male and Female Teachers

Correlation between	Groups	Number	Correlation
Teacher Effectiveness and Emotional	Male	92	.923**
	Female	103	.915**

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

A careful glance of the above table indicates that the value of coefficient of correlation between teacher effectiveness and Emotional area/dimension (one of the areas/dimensions of teacher effectiveness) of secondary school teachers (male & female) of Lucknow are ($r = .923$, $p < .01$ & $r = .915$, $p < .01$) and it is statistically significant at 0.01 level of significance. So we can say that there is positive and significant relationship between teacher effectiveness and 'Emotional area/dimension' (one of the areas/dimensions of teacher effectiveness) of secondary school teachers (male & female) of Lucknow.

Table 1.5: Correlation between Teacher Effectiveness and Moral for Male and Female Teachers

Correlation between	Groups	Number	Correlation
Teacher Effectiveness and Moral	Male	92	.896**
	Female	103	.861**

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

A careful look at the above table indicates that the value of coefficient of correlation between teacher effectiveness and Moral area/dimension (one of the areas/dimensions of teacher effectiveness) of secondary school teachers (male & female) of Lucknow are ($r = .896$, $p < .01$ & $r = .861$, $p < .01$) and it is statistically significant at 0.01 level of significance. So we can say that there is positive and significant relationship between teacher effectiveness and 'Moral area/dimension' (one of the areas/dimensions of teacher effectiveness) of secondary school teachers (male & female) of Lucknow.

Table 1.6: Correlation between Teacher Effectiveness and Personality for Male and Female Teachers

Correlation between	Groups	Number	Correlation
Teacher Effectiveness and Personality	Male	92	.942**
	Female	103	.919**

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

A glance at the above table indicates that the value of coefficient of correlation between teacher effectiveness and Personality area/dimension (one of the areas/dimensions of teacher effectiveness) of secondary school teachers (male & female) of Lucknow are ($r = .942$, $p < .01$ & $r = .919$, $p < .01$) and it is statistically significant at 0.01 level of significance. So it can be said that there is positive and significant relationship between teacher effectiveness and 'Personality area/dimension' (one of the areas/dimensions of teacher effectiveness) of secondary school teachers (male & female) of Lucknow.

This reflects that **Academic** (Information sources), **Professional** (Motivator, Teaching skills, Co-curricular activities, Professional knowledge, Class-room management), **Social** (Relationship with pupils, fellow teachers, principals and parents), **Emotional** (Advisor and guide), **Moral** (Disciplinarian), **Personality** (Personality traits) areas/dimensions are positively correlated to teacher effectiveness where gender (male & female) is concerned. Therefore the null hypothesis is rejected.

Objective 2: Teacher Effectiveness and different factors of Job Satisfaction are positively correlated in male and female Secondary School Teachers.

Hypothesis 2: Teacher Effectiveness and different factors of Job Satisfaction are not correlated in male and female Secondary School Teachers.

Table 2.1: Correlation between Teacher Effectiveness and Intrinsic Aspect of the Job for Male and Female Teachers

Correlation between	Groups	Number	Correlation
Teacher Effectiveness and Intrinsic Aspect of the Job	Male	92	.446**
	Female	103	0.163

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

While looking into the different job factors and their relation with teacher effectiveness of male and female secondary school teachers of Lucknow, the observation of the above table showed a positive and significant relationship, between teacher effectiveness and intrinsic aspect of job (one of the job factors related to job satisfaction) with regard to male and female teachers. The coefficient of correlation between teacher effectiveness and Intrinsic aspect of the job in male and female teachers are ($r = .446$, $p < .01$ & $r = .163$), and it is statistically significant at 0.01 level of significance. So it can be concluded that teacher effectiveness and intrinsic aspect of job are positively and significantly related where male and female teachers are concerned.

Table 2.2: Correlation between Teacher Effectiveness and Salary, Promotional avenues and service conditions for Male and Female Teachers

Correlation between	Groups	Number	Correlation
Teacher Effectiveness and Salary, Promotional avenues and service conditions	Male	92	.338**
	Female	103	0.146

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

Observation of the above table indicates that the value of coefficient of correlation between teacher effectiveness and Salary, Promotional avenues and service conditions (one of the job factors related to job satisfaction) of secondary school teachers (male & female) of Lucknow are ($r = .338$, $p < .01$ & $r = .146$) and it is statistically significant at 0.01 level of significance. This shows that there is positive and significant relationship between teacher effectiveness and Salary, Promotional avenues and service conditions of secondary school teachers (male & female) of Lucknow.

Table 2.3: Correlation between Teacher Effectiveness and Physical facilities for Male and Female Teachers

Correlation between	Groups	Number	Correlation
Teacher Effectiveness and Physical facilities	Male	92	.222*
	Female	103	.246*

*. Correlation is significant at the 0.05 level (2-tailed).

A careful glance at the above table shows that the value of coefficient of correlation between teacher effectiveness and Physical facilities (one of the job factors of job satisfaction) of secondary school teachers (male & female) of Lucknow are ($r = .222$, $p < .05$ & $r = .246$, $p < .05$) and it is statistically significant at 0.05 level of significance. So it can be said that there is positive and significant relationship between Teacher effectiveness and Physical facilities, (one of the job factors of job satisfaction) of secondary school teachers (male & female) of Lucknow.

Table 2.4: Correlation between Teacher Effectiveness and Institutional Plans and Policies for Male and Female Teachers

Correlation between	Groups	Number	Correlation
Teacher Effectiveness and Institutional Plans and Policies	Male	92	.253*
	Female	103	0.178

*. Correlation is significant at the 0.05 level (2-tailed).

A quick glance at the above table indicates that coefficient of correlation between teacher effectiveness and Institutional plans and policies (one of the job factors related to job satisfaction) of secondary school teachers (male & female) of Lucknow are ($r = .253$, $p < .05$ & $r = .178$) and it is statistically significant at 0.05 level of significance. So it can be said that there is positive and significant relationship between teacher effectiveness and 'Institutional plans and policies', (one of the job factors related to job satisfaction) of secondary school teachers (male & female) of Lucknow.

Table 2.5: Correlation between Teacher Effectiveness and Satisfaction with authorities for Male and Female Teachers

Correlation between	Groups	Number	Correlation
Teacher Effectiveness and Satisfaction with authorities	Male	92	.336**
	Female	103	0.189

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

A careful look at the above table indicates that the value of coefficient of correlation between teacher effectiveness and Satisfaction with authorities (one of the job factors related to job satisfaction) of secondary school teachers (male & female) of Lucknow are ($r = .336$, $p < .01$ & $r = .189$) and it is statistically significant at 0.01 level of significance. So we can say that there is positive and significant relationship between teacher effectiveness and 'Satisfaction with authorities' (one of the job factors of job satisfaction) of secondary school teachers (male & female) of Lucknow.

Table 2.6: Correlation between Teacher Effectiveness and Satisfaction with social status and family welfare for Male and Female Teachers

Correlation between	Groups	Number	Correlation
Teacher Effectiveness and Satisfaction with social status and family welfare	Male	92	.488**
	Female	103	.305**

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

Careful observation of the above table indicates that the value of coefficient of correlation between teacher effectiveness and Satisfaction with social status and family welfare (one of the job factors related to job satisfaction) of secondary school teachers (male & female) of Lucknow are ($r = .488$, $p < .01$ & $r = .305$, $p < .01$) and it is statistically significant at 0.01 level of significance. So we can say that there is positive and significant relationship between teacher effectiveness and 'Satisfaction with social status and family welfare' (one of the job factors of job satisfaction) of secondary school teachers (male & female) of Lucknow.

Table 2.7: Correlation between Teacher Effectiveness and Rapport with students for Male and Female Teachers

Correlation between	Groups	Number	Correlation
Teacher Effectiveness and Rapport with students	Male	92	.454**
	Female	103	.376**

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

Perusal of the above table indicates that the value of coefficient of correlation between teacher effectiveness and Rapport with students (one of the job factors related to job satisfaction) of secondary school teachers (male & female) of Lucknow are ($r = .454, p < .01$ & $r = .376, p < .01$) and it is statistically significant at 0.01 level of significance. So it can be said that there is positive and significant relationship between teacher effectiveness and 'Rapport with students' (one of the job factors related to job satisfaction) of secondary school teachers (male & female) of Lucknow.

Table 2.8: Correlation between Teacher Effectiveness and Relationship with Co-workers for Male and Female Teachers

Correlation between	Groups	Number	Correlation
Teacher Effectiveness and Relationship with Co-workers	Male	92	.411**
	Female	103	.269**

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

A careful look at the above table indicates that the value of coefficient of correlation between teacher effectiveness and Relationship with co-workers (one of the job factors related to job satisfaction) of secondary school teachers (male & female) of Lucknow are ($r = .411, p < .01$ & $r = .269, p < .01$) and it is statistically significant at 0.01 level of significance. So we can say that there is positive and significant relationship between teacher effectiveness and 'Relationship with co-workers' (one of the job factors of job satisfaction) of secondary school teachers (male & female) of Lucknow.

It can be concluded that Teacher Effectiveness and different factors of job (related to job satisfaction) are positively correlated where male and female secondary school teachers are concerned. So the null hypothesis stands rejected.

Objective 3: Teacher Effectiveness and Job Satisfaction are positively correlated in male and female Secondary School Teachers.

Hypothesis 3: Teacher Effectiveness and Job Satisfaction are not correlated in male and female Secondary School Teachers.

Table 3: Correlation between Teacher Effectiveness and Job Satisfaction for Male and Female Teachers

Correlation between	Groups	Number	Correlation
Teacher Effectiveness and Job Satisfaction	Male	92	.459**
	Female	103	.271**

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

Observation of the above table indicates that coefficient of correlation between Teacher effectiveness and Job satisfaction of secondary school teachers (male & female) of Lucknow are ($r = .459, p < .01$ & $r = .271, p < .01$) and it is statistically significant at .01 level of significance. This shows that there is positive and significant relationship between teacher effectiveness and job satisfaction of secondary school teachers (male & female) of Lucknow.

So the null hypothesis that teacher effectiveness and job satisfaction are not correlated in male and female secondary school teachers stands rejected.

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