

RESEARCH ARTICLE



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A STUDY ON THE EFFECTIVENESS IN RELATION TO THEIR JOB –SATIFICATION AMONG THE TEACHERS WORKING IN TAMILNDU.

A.AYYASAMY¹, O.SENTHILKUMAR²

¹Assistant Professor, A.K.T Memorial College of Education, Nelamangalam, Kallakurichi, Tamilnadu

²Assistant Professor, A.K.T Memorial College of Education, Nelamangalam, Kallakurichi.



A.AYYASAMY

ABSTRACT

The present study reveals that the mean score of total sample (300) on overall teacher effectiveness scale was found to be 308.95 and standard deviation was found to be 22.75. The mid-point of teacher effectiveness is the 172.5. The obtained mean score is above the mid-point value. Therefore it is concluded that the school teachers are showing highest teacher effectiveness. There exist significant difference among teachers with varying level of educational qualifications (Diploma Elementary Education, U.G and P.G) in their level of teacher effectiveness. There is no conclusion evidence in the study to show that the teacher effectiveness and job-satisfaction are influenced by gender, teaching experience, age, subject area. However, the study reveals that the teachers have highest level of job-satisfaction.

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1. OBJECTIVES

The study has following objectives.

1. To find out the level of teachers effectiveness
2. To find out if there is any significant difference between men and women teachers in their teaching effectiveness.
3. To find out if there is any significant difference among the teachers with varying years of teaching experience in their teaching effectiveness.
 - upto 10 years and 11 years to 20 years
 - upto 10 years and 21 to 30 years
 - upto 10 years and above 31 years
 - 11 years to 20 years and 21 to 30 years
 - 11 years to 20 years and above 31 years
 - 21 to 30 years and above 31 years.
4. To find out if there is any significant difference among teachers belonging to three age groups in their teaching effectiveness.
 - Upto 35 years and 36 to 50 years



- Upto 35 years and Above 50 years.
 - 36 to 50 years and Above 50 years.
5. To find out if there is any significant difference among teachers with varying level of educational qualifications in their teaching effectiveness.
 - Diploma Elementary Education and Undergraduate
 - Diploma Elementary Education and Post graduate
 - Under graduate and post graduate
 6. To find out if there is any significant difference between arts and science subject teachers in their teaching effectiveness.
 7. To find out if there is any significant difference between men and women teachers in their job satisfaction.
 8. To find out if there is any significant difference among the teachers with varying years of teaching experience in their job-satisfaction.
 - Up to 10 years and 11 years to 20 years
 - Up to 10 years and 21 to 30 years
 - Up to 10 years and above 31 years
 - 11 years to 20 years and 21 to 30 years
 - 11 years to 20 years and above 31 years
 - 21 to 30 years and above 31 years
 9. To find out if there is any significant difference among teachers belonging to three age groups in their job satisfaction
 - Up to 35 years and 36 to 50 years
 - Up to 35 years and Above 50 years.
 - 36 to 50 years and Above 50 years.
 10. To find out if there is any significant difference among teachers with varying level of educational qualification in their job satisfaction.
 - Diploma Elementary Education and Undergraduate
 - Diploma Elementary Education and Post graduate
 - Under graduate and post graduate
 11. To find out if there is any significant difference between arts and science teachers in their job satisfaction.
 12. To find out if there is any significant relationship between teacher effectiveness and job-satisfaction.

2. HYPOTHESES

The following hypotheses are formulated for the present study.

1. The teachers have highest level of teaching effectiveness.
2. There is significant difference between men and women teachers in their teaching effectiveness.
3. There is a significant difference among the teachers with varying years of teaching experience in their teaching effectiveness.
 - Up to 10 years and 11 years to 20 years
 - Up to 10 years and 21 to 30 years
 - Up to 10 years and above 31 years
 - 11 years to 20 years and 21 to 30 years
 - 11 years to 20 years and above 31 years
4. There is significant difference among teachers belonging to three age groups in their teaching effectiveness.
 - Up to 35 years and 36 to 50 years

- Up to 35 years and Above 50 years.
 - 36 to 50 years and Above 50 years.
5. There is significant difference among teachers with varying level of educational qualifications in their teaching effectiveness.
 - Diploma Elementary Education and Undergraduate
 - Diploma Elementary Education and Post graduate
 - Under graduate and post graduate
 6. There is significant difference between arts and science subject teachers in their teaching effectiveness.
 7. There is significant difference between men and women teachers in their job satisfaction.
 8. There is a significant difference among the teachers with varying years of experience in their job-satisfaction.
 - Up to 10 years and 11 years to 20 years
 - Up to 10 years and 21 to 30 years
 - Up to 10 years and above 31 years
 - 11 years to 20 years and 21 to 30 years
 - 11 years to 20 years and above 31 years
 - 21 to 30 years and above 31 years
 9. There is significant difference among teachers belonging to three age group in their job satisfaction
 - Up to 35 years and 36 to 50 years
 - Up to 35 years and Above 50 years.
 - 36 to 50 years and Above 50 years.
 10. There is significant difference among teachers with varying level of educational qualification in their job satisfaction.
 - Diploma Elementary Education and Undergraduate
 - Diploma Elementary Education and Post graduate
 - Under graduate and post graduate
 11. There is significant difference between arts and science subject teachers in their job satisfaction.
 12. There is significant relationship between teacher effectiveness and job-satisfaction.

3.METHOD AND TOOLS

The investigator has employed normative research method in the present investigation seeks to measure teaching effectiveness and job satisfaction of teachers. The normative survey method is used for the collection of data. The following tools have been used for collecting the data.

1. Teacher effectiveness scale constructed and standardized by *Pramod Kumar and D.N. Mutha*.
2. Job satisfaction scale constructed and standardized by *Jayalakshmi Indiresan*.

4.SAMPLES

A random sample of 300 teachers working in school constitute the sample.

5.RESULTS

a) Teacher Effectiveness for Total Sample

From the table 1 the calculate mean and standard deviation scores of Teacher Effectiveness of the teachers is found to be 308.95 and 22.75 respectively, which indicates that the mean score of the total sample is above the midpoint level (60.00). The obtained mean score is above the mid-point value. Hence, it is included that the teacher's level of Teacher Effectiveness is very high. Hence, the hypothesis is accepted.

TABLE – 1 Mean and Standard Deviation of Teacher Effectiveness for Sub-Samples

S. No	Sample	N	Mean	S.D
1	Total Sample	300	308.95	22.75
2	Gender			
	Men	170	307.99	21.28
	Women	130	309.92	24.20
	Upto 10 Years	110	309.84	21.16
3	Teaching Experience			
	Between 11 Years to 20 Years	50	306.22	28.18
	21 Years to 30 Years	61	306.31	23.30
	Above 31 Years	80	312.75	18.83
	35 Years	159	310.35	20.26
	36 Years to 50 Years	90	306.80	27.17
4	Age			
	Above 50 Years	51	305.68	25.17
5	Educational Qualification			
	Secondary Grade Teacher Training	95	303.52	21.37
	UG	75	313.07	22.69
	PG	130	309.50	23.18
	Arts	175	311.06	22.09
6	Subject Area			
	Science	125	305.78	23.47

b). Job-satisfaction for Total Sample

From the table 2 the calculate mean and standard deviation scores of job satisfaction of the teachers is found to be 99.53 and 13.005 respectively, which indicates that the mean score of the total sample is above the midpoint level (60.00). The obtained mean score is above the mid-point value. Hence, it is included that the teacher's level of job-satisfaction is very high. Hence, the hypothesis is accepted.

TABLE – 2 Mean and Standard Deviation of job-Satisfaction for Total Sample

S. No	Sample	N	Mean	S.D
1	Total Sample	300	99.53	13.005
2	Gender			
	Men	170	99.92	11.86
	Women	130	99.13	14.10
	Upto 10 Years	110	99.15	12.55
3	Teaching Experience			
	Between 11 Years to 20 Years	50	100.82	14.56
	21 Years to 30 Years	61	98.90	13.26
	Above 31 Years	80	100.58	13.11
	35 Years	159	100.72	11.83
	36 Years to 50 Years	90	97.40	14.92
4	Age			
	Above 50 Years	51	97.56	14.26
5	Educational Qualification			
	Secondary Grade Teacher Training	95	97.52	12.60
	UG	75	102.06	12.27
	PG	130	99.00	13.60
	Arts	175	100.02	13.27
6	Subject Area			
	Science	125	98.81	12.61

(A)Teacher Effectiveness

1. Teacher Effectiveness and Teaching Experience

It may be remembered that one of the objectives of the present study is to find if there is any significant difference among the teachers with varying years of teaching experience in their teaching



Effectiveness. It has been decided to do ANOVA (F ratio) to find out the significant difference among the three sub-groups.

Table – 3 ANOVA for Teacher Effectiveness scores among the teachers with varying years of teaching experience:

Dependent Variable	Source	Sum of Square	df	Mean Square	F Ratio	Level of Significance
Teacher Effectiveness Scores	Between Groups	832.586	3	277.52	0.75	Not Significant
	Within Groups	128130.84	246	520.85		
	Total	128963.42	249			

The table 3 indicates that the 'F' ratio (0.75) for teacher effectiveness is not significant. Hence, the hypothesis is rejected.

TABLE -4 ANOVA for Teacher Effectiveness among the teachers belonging to different Age groups:

Dependent Variable	Source	Sum of Square	df	Mean Square	F Ratio	Level of Significance
Teacher Effectiveness Scores	Between Groups	886.979	2	443.48	0.95	Not Significant
	Within Groups	128076.45	297	518.52		
	Total	128963.42	299			

The table 4 indicates that the 'F' ratio (0.95) for teacher effectiveness is not significant. Hence, the research hypothesis rejected.

TABLE – 5 ANOVA for Teacher Effectiveness among the teachers with different educational qualification

Dependent Variable	Source	Sum of Square	Df	Mean Square	F Ratio	Level of Significance
Teacher Effectiveness Scores	Between Groups	3376.674	2	1688.33	3.35	Significant at the 0.05 level
	Within Groups	125586.75	292	508.44		
	Total	128963.42	299			

The Table 5 indicates that 'F' ratio (3.35) for teacher effectiveness is significant at the 0.05 level. Hence, the hypothesis is accepted.

TABLE –5(i) Significance of difference between secondary grade teachers and B.T teachers in their teaching effectiveness

Dependent Variable	Secondary Grade Training N=95		Under Graduate N=75		't' Value	Level of Significance
	Mean	S.D	Mean	S.D		
Teacher Effectiveness Scores	303.52	21.37	313.07	22.69	2.71	Significant at 0.01 level



The above table reveals that the 't' value for teacher is found to be (2.71). It is significant at 0.01 level. Hence, the hypothesis is rejected.

TABLE – 5(ii) Significance of difference between Secondary Grade Teacher and Post Graduate in their teaching effectiveness

Dependent Variable	Secondary Grade N=95		Post Graduate N=130		't' Value	Level of Significances
	Mean	S.D	Mean	S.D		
Teacher Effectiveness Scores	303.52	21.37	309.50	23.18	1.70	Not Significant

The above table reveals that the 't' value of secondary grade and post graduate teachers in teaching effectiveness is found to be (1.70) and it is lower than the table value. It reveals that there is no significant difference between the secondary graduate and post graduate teachers in their teaching effectiveness. Hence, the research is rejected.

TABLE – 5(iii) Significance of difference between under graduate and post graduate teachers in their Teacher Effectiveness

Dependent Variable	Under Graduate N=75		Post Graduate N=130		't' Value	Level of Significance
	Mean	S.D	Mean	S.D		
Teacher Effectiveness	313.07	22.69	309.50	23.18	1.00	Not Significant

The above table reveals that the 't' value of Teacher Effectiveness is found to be 1.00 and it is lower than the table value. It is noted that there is no significant difference between the under graduate and post graduate teachers in their Teacher Effectiveness. Hence, the hypothesis is rejected.

TABLE – 6 Significance of difference between Arts and Science teachers in their Teacher Effectiveness

Dependent Variable	Arts N=175		Science N=125		't' Value	Level of Significances
	Mean	S.D	Mean	S.D		
Teacher Effectiveness Scores	311.06	22.09	305.78	23.47	1.70	Not Significant

The above table reveals that the 't' value of Teacher Effectiveness is found to be 1.70 and it is lower than the table value. It is noted that there is no significant difference between Arts and Science teachers in their Teacher Effectiveness. Hence, the research is rejected.

(B) Job-satisfaction

TABLE -7 Significance of difference between Men and Women teachers in their job-satisfaction scores

Dependent Variable	Men N= 170		Women N= 130		't' Value	Level of Significances
	Mean	S.D	Mean	S.D		
Job Satisfaction Scores	99.92	11.86	99.13	14.10	0.51	Not Significant



The above table reveals that the 't' value for job-satisfaction is lower than the standardized table values (0.51), therefore the hypothesis 7 is rejected. There is a conclusive evidence in the study that male and female teachers do not differ significantly in their level of job-satisfaction.

TABLE – 8 ANOVA for job-satisfaction scores among the teacher with different years of teaching experience

Dependent Variable	Source	Sum of Square	df	Mean Square	F Ratio	Level of Significance
Job Satisfaction Scores	Between Groups	128.133	3	42.71	0.30	Not Significant
	Within Groups	41986.043	296	170.67		
	Total	42114.176	299			

From the above table it is observed that calculated value of 'F' ratio (0.30) for job-satisfaction of the teachers having different years of experience have no significant difference among themselves and between each other. Thus, the hypothesis 8 is rejected.

TABLE –9 ANOVA for job-satisfaction scores among the teacher belonging to different age groups

Dependent Variable	Source	Sum of Square	df	Mean Square	F Ratio	Level of Significance
Job Satisfaction Scores	Between Groups	622.690	2	311.34	1.90	Not Significant
	Within Groups	41491.486	297	167.98		
	Total	42114.176	299			

From the above table calculated value of 'F' ratio (1.90) reveals that job-satisfaction scores for the teachers belonging to different age groups is not significant. Thus, the hypothesis 9 is rejected.

TABLE -10 ANOVA for job-satisfaction scores among the teachers with different educational qualification

Dependent Variable	Source	Sum of Square	df	Mean Square	F Ratio	Level of Significance
Job Satisfaction Scores	Between Groups	802.283	2	401.14	2.40	Not Significant
	Within Groups	41311.893	297	167.25		
	Total	42114.176	299			

From the above table calculated value of 'F' ratio (2.40) reveals that job-satisfaction of the teachers having different educational qualification do not differ among themselves and between each other. Thus, the hypothesis 10 is rejected.

TABLE – 11 Significance of difference between Arts and Science teachers in their job-satisfaction scores

Dependent Variable	Arts N=175		Science N=125		't' Value	Level of Significance
	Mean	S.D	Mean	S.D		
Job Satisfaction Scores	100.02	13.27	98.81	12.61	0.80	Not Significant

The above table reveals that the 't' value (0.80) of job-satisfaction is lower than the standardized table values, therefore the hypothesis 11is rejected. There is a conclusive evidence in the study that Arts and Science disciplined teacher do not differ significantly in their job-satisfaction.

6. FINDINGS

The overall result reveals that the teacher effectiveness and job-satisfaction are not influenced by gender, teaching experience, age, subject area. It is noted that the educational qualification of teachers has significant bearing on the teacher effectiveness. It is observed that the teacher effectiveness of post graduate teachers is the highest as compared to their counterparts who served as secondary grade teachers and B.T. Assistants.

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