

## Teacher Effectiveness of Elementary School Teachers in Relation to Gender and Job Satisfaction

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### Abstract

*Teacher Effectiveness is an amalgamation of both cognitive and non-cognitive attributes like academic qualification and distinctions, clarity of thought and expression, fluency, teaching strategy, charisma, and experience, and socio-personal interaction. The major objective of the present investigation was to study the teacher effectiveness of elementary school teachers in relation to their gender and level of job satisfaction. A sample of 400 elementary school teachers working in government schools was taken from four districts of Himachal Pradesh. Mean, S.D., Analysis of variance and t- test was used for analyzing the data. The findings of the study revealed that male and female elementary school teachers differ significantly in their teacher effectiveness. There exists no significant difference in teacher effectiveness of elementary school teachers with respect to their level of job satisfaction. There is no significant interactional effect of gender and level of work motivation on teacher effectiveness of elementary school teachers.*

**Key Words:** *Teacher Effectiveness, Job Satisfaction, Gender, Elementary School Teachers*

### Introduction

The effectiveness of the teachers is par excellence attribute of the excellence in teaching. In the present scenario, the effectiveness of teachers becomes vital to face the emerging challenges of globalization and liberalization on the one side and mushrooming of the educational institutions on the other side. Teacher's effectiveness is the ability and the interaction between the physical, intellectual, and psychological interest of the students, content matters, ability of the teachers and the evaluative procedures. Teacher's effectiveness can be defined as on "act of faith". The most accepted criteria for measuring good teaching is the amount of student learning that occurs. A teacher's effectiveness is about student learning. Teachers can present content and skills that will enhance the opportunities for students to learn.

Satisfaction is a psychological phenomenon and its concept is highly intricate and subjective. Job satisfaction describes how content an individual with his or her job. While working in an organization, people develop a set of attitudes about work, supervision, co-workers, and working conditions. This set of attitudes is referred to as job satisfaction. Job satisfaction among school teachers has been considered as a vital factor for the improvement of the education system and thus has got an unshakeable place in educational researches. Gupta (1995) conducted a correlational study and found that the

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coefficient of correlation between overall dimensions of job satisfaction of teachers were significantly related to the teacher effectiveness while on some dimensions, viz. Salary and other benefits, community aspects, supervision, family life, policies and practices, and growth and practices were found to be non-significant. Kothawale (2014) undertook a correlative study of teaching effectiveness and job satisfaction of higher secondary school teachers. Strong positive relationship was found in the teaching effectiveness and job satisfaction of higher secondary teachers. No significant difference was found in the teaching effectiveness of teachers of arts and science faculty

### **Objectives**

- 1) To study and compare Teacher Effectiveness of Elementary School Teachers with respect to
  - a) Gender
  - b) Job Satisfaction
- 2) To study the interaction effect of Gender and Job Satisfaction on Teacher Effectiveness of Elementary School Teachers.

### **Hypotheses**

- 1) There will be no significant difference in Teacher Effectiveness of Elementary School Teachers with respect to
  - a) Gender
  - b) Job Satisfaction
- 2) There will be no significant interaction effect of Gender and Job Satisfaction on Teacher Effectiveness of Elementary School Teachers.

### **Method**

For conducting the present investigation, 'Survey technique under Descriptive Method of Research' was used.

### **Sample**

In the present study, the investigator selected a total sample of 400 elementary school teachers from four districts of Himachal Pradesh, i.e., Bilaspur, Kangra, Solan, and Una.

### **Tools Employed**

1. Teacher effectiveness scale by Dr. Umme Kulsum (2000) was used.
2. \*Teacher Job Satisfaction Scale by T.R. Sharma and Amar Singh (1994) was used.

### Statistical Techniques Used

The statistical techniques employed to concise picture of the whole data, so that it can be easily comprehended. It is employed to test the hypotheses in the study. Mean, standard deviation, analysis of variance, and t-ratio are calculated in the present study.

### Result Analysis and Findings

#### Effects of Gender and Job Satisfaction on Teacher Effectiveness of Elementary School Teachers

In order to study the main effects of gender and job satisfaction and their interaction effect on teacher effectiveness scores of elementary school teachers, Analysis of Variance (2×3 factorial design involving two levels of gender i.e., male and female, three levels of job satisfaction i.e., highly job satisfied, average job satisfied and low job satisfied) was applied. The category wise means and standard deviations of teacher effectiveness of elementary school teachers have been given in Table 1 as follows:

**Table 1. Means and Standard Deviations of Teacher Effectiveness of Elementary School Teachers W.R.T. Their Gender and Job Satisfaction**

LEVELS OF JOB SATISFACTION \ GENDER		MALE	FEMALE	TOTAL
HIGHLY JOB SATISFIED	MEAN	491.18	493.28	492.23
	S.D.	57.59	50.27	
AVERAGE JOB SATISFIED	MEAN	482.37	493.55	487.96
	S.D.	58.07	49.39	
LOW JOB SATISFIED	MEAN	476.13	502.87	489.50
	S.D.	71.25	58.54	
<b>TOTAL</b>		MEAN	483.23	497.57

The summary of the 2×3 analysis of variance is given in Table 2 as under:

**Table 2. Summary of Analysis of Variance of Teacher Effectiveness Scores of Elementary School Teachers W.R.T Their Gender and Job Satisfaction**

Source of Variation	Sum of Squares	Df	Mean Square (V)	'F'
Gender (A)	18693.34	1	18693.34	5.56*
Job Satisfaction (C)	1310.76	2	655.38	0.19
Gender× Job Satisfaction(A×C)	10871.53	2	5435.76	1.62
Error Variance	1391204.17	414	3360.39	
Total Sum of Squares	1422079.80	419		

\* Significant at 0.05 level of confidence

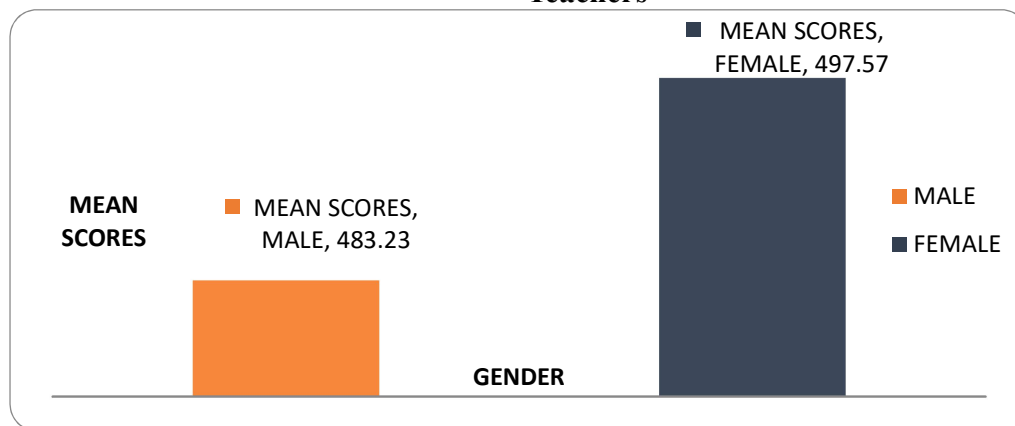
## Main Effects

### (a) Gender (A):

Table 2 shows that the obtained value of 'F' ratio for the main effect of gender on teacher effectiveness scores of elementary school teachers has come out to be 5.56, which is significant at 0.05 level of significance for 1/414 df. In the light of the above analysis hypothesis-1(a) stated as, "There will be no significant difference in teacher effectiveness of elementary school teachers with respect to gender" was rejected. From the above analysis, it is interpreted that there exists a significant difference in the teacher effectiveness of male and female elementary school teachers. The fact that the A mean square (18693.34) is significant, leads to conclude that these two means differ significantly.

From Table 1, it can be seen that the mean score for male and female elementary school teachers on teacher effectiveness is 483.23 and 497.57, respectively. The higher mean scores for female elementary school teachers shows that female teachers have better teacher effectiveness as compared to male elementary school teachers. This can also be seen from Figure 1 as follows:

**Figure 1**  
**Mean Scores on Teacher Effectiveness of Male and Female Elementary School Teachers**



### 4.3.2 (b) Job Satisfaction

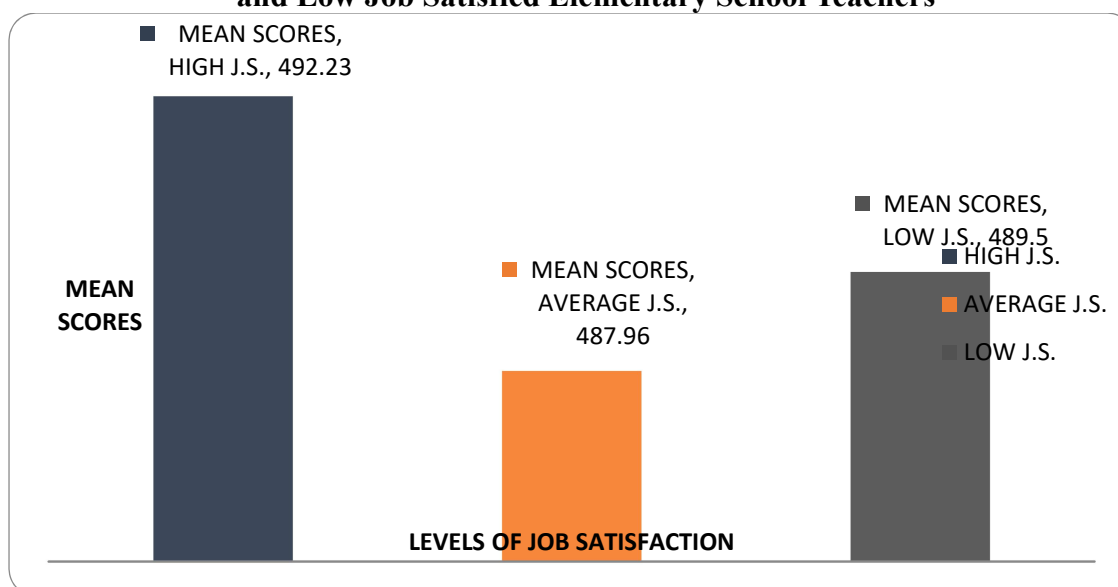
It is evident from Table 2 that the computed value of 'F' for the main effect of job satisfaction on teacher effectiveness of elementary school teachers has come out to be 0.19, which is insignificant at 0.05 level of significance for 1/414 df. Hence, hypothesis-1(b) stated as "There will be no significant difference in teacher effectiveness of elementary school teachers with respect to job satisfaction." was retained. This is

indicative of the fact that there is no significant difference in teacher effectiveness of elementary school teachers with high, average, and low job satisfaction.

Further, it may be seen from Table 1, the mean values of teacher effectiveness scores obtained by the high, average, and low job satisfied teachers have been found 492.23, 487.96, and 489.50 respectively. Although there is no statistical difference, yet, the trend of the means shows that high job satisfied elementary school teachers are more effective in their teaching than average and low job satisfied elementary school teachers. The higher mean score of low job satisfied teachers shows that elementary school teachers with low job satisfaction are better on teacher effectiveness than average job satisfied elementary school teachers.

Figure 2 also shows the difference in mean scores of high, average, and low job satisfied teachers on teacher effectiveness as under:

**Figure 2**  
**Mean Scores on Teacher Effectiveness of High Job Satisfied, Average Job Satisfied, and Low Job Satisfied Elementary School Teachers**



**.Interaction Effect of Gender and Job Satisfaction (AxC):**

Table 2 indicates that the calculated value of ‘F’ ratio for the interaction effect of gender and job satisfaction on teacher effectiveness of elementary school teachers has come out to be 1.62, which is insignificant at 0.05 level of significance for 1/414 df. In the light of this, hypothesis-2 stated as “There will be no significant interaction effect of gender and job satisfaction on teacher effectiveness of elementary school teachers” was

retained.

From the above analysis, it can be said that gender and job satisfaction taken together have no significant interactional effect on the teacher effectiveness of elementary school teachers.

### **Conclusions**

- I.** There exists a significant difference in teacher effectiveness of male and female elementary school teachers. Regardless the levels of job satisfaction, female elementary school teachers have significantly higher means on teacher effectiveness scores than male teachers.
- II.** There exists no significant difference in teacher effectiveness of the elementary school teachers with respect to their level of job satisfaction. In other words, it may be concluded that high, average, and low job satisfied elementary school teachers do not differ significantly in their teacher effectiveness.
- III.** There is no interactional effect of gender and level of job satisfaction on teacher effectiveness of elementary school teachers. It may imply that the difference between the mean scores of male and female elementary school teachers of high, average, and low level of job satisfaction is not significant.

### **Educational Implications**

The present study has revealed that teachers with high level of job satisfaction showed higher teacher effectiveness than those with low level of job satisfaction. Unless the teacher is satisfied with his job, he cannot deliver his best and he will be a loss not to himself only but also to the whole education system. For improving the level of job satisfaction in teachers; principals, school management, and the head of institutions should provide them with a creative and meaningful task because repetitive routine work often leads to dissatisfaction with the job. Highly qualified teachers at low grade posts feel job dissatisfaction, so promotion avenues should be opened for the teachers. There should be regular exchange of teachers working in rural and urban schools. The teacher should be provided an opportunity to self-pace themselves and the supervision should be done inconspicuously. The frequent and non-critical feedback of the teacher can improve their level of job satisfaction. Social experiences, fringe benefits, and special allowances should be provided. Social events help to build a sense of belonging and boost the overall morale of the teachers. Activities such as celebration of Teacher's day, cultural events, and teacher's wellness program, and so on can enhance their level of job satisfaction, which ultimately affects their teacher effectiveness significantly.

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