

## **A STUDY OF TEACHER EDUCATORS' EFFECTIVENESS IN RELATION TO JOB SATISFACTION AND WELL BEING**

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### **Abstract**

*The present study was aimed to find out relationship between teacher educators' effectiveness with job satisfaction and well being. Descriptive survey method of research was used in the present study. A sample of 350 teacher educators working in the colleges of education affiliated to Himachal Pradesh University was used for the purpose of the study. Analysis of variance and correlation were used to analyze the data. The results of the study revealed that teacher educators with high level of job satisfaction and well being have shown significantly higher level of teacher effectiveness as compared to their low level counterparts. Further it was also found that job satisfaction and well being are positively and significantly related to the teacher educators' effectiveness.*

**Keywords:** Teacher Educators, Effectiveness, Job Satisfaction and Wellbeing.

### **Introduction**

Effective school education anticipates effective teacher education. In making teacher education truly effective and functional, the role of teacher educators is most crucial. It is universally recognized that the onus of the quality of education of teachers rests squarely on the teacher educators. Highlighting the importance of teacher educators NCFTE (2009) has pointed out, "It is obvious that the education and training of a prospective teacher will be effective to the extent that it has been delivered by teacher educators who are competent and professionally equipped for the job. The quality of pedagogical input in teacher education program and manner in which they are transacted to realize their intended objectives depend largely on the professional competence of teacher educators. The need and importance of professionally trained

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teacher educators has been underscored in statements on educational policy time and again.”

The quality of teacher educators is very important for bringing about foundational improvement in teacher education institutions and consequently in school education. Teacher educators must possess the knowledge, skills and attitudes which will enable them to work with confidence. Today’s complex and fast moving society, requires competent teacher educators who facilitate understanding of today’s child to teacher trainees, so that teacher can help young generation of children and adolescents to become responsible citizens, keen learners, honest workers and men of fine character.

Teacher effectiveness means perfection on the optimum level of efficiency and productivity on the part of teacher. Palmer (1998) said that good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher. Reduce teaching to intellect and it becomes a cold abstraction; reduce it to emotions, and it becomes narcissistic; reduce it to the spiritual, and it loses its anchor to the world. Afe (2003) defined teacher effectiveness as the type of teaching characterized by the exhibition of intellectual, social and emotional stability, love for children and positive disposition towards the teaching profession and ability to inspire good qualities in students. Rubio (2009) remarked that to be an effective teacher is not an easy task. Effective teacher needs to have certain professional and personal skills. Professionally effective teacher must have good content knowledge, together with good planning, clear goals and communication, good classroom management and organization, and consistently high and realistic expectations from the students. Besides, this they need to combine professionalism with care, understanding, passion, enthusiasm, fairness, kindness and motivation about teaching and learning.

Teacher effectiveness has been studied mainly in terms of personal variables- both cognitive and non-cognitive. These include job satisfaction and well being, which are related to workplace and one’s own self respectively. Job satisfaction has been found to have positive and significant relationship with teacher effectiveness of primary school teachers (Muriana et. al.; 2012). Further among higher secondary teachers, job satisfaction has been reported to have significant positive correlation with teacher effectiveness (Kothawade;2014). In another study job satisfaction had positive effect on teacher performance among high school teachers (Riyadi; 2015). On the other hand, Raj (2000) and Sharma and Tyagi (2010) reported that job satisfaction was not significantly related to teacher effectiveness among secondary school teachers and high school teachers respectively. Well being has positive relationship with teachers’ efficacy among high school teachers (Mehdinezhad; 2012). Teachers well being has been found to have positive and significant effect on teacher effectiveness among elementary school teachers (chi et. al.; 2014).

No doubt, that the concept of teacher effectiveness has been well researched and well reported for school level teachers but we may not make any conclusive statement on the interrelationship of selected variables among teacher educators. Hence, to move in the direction of conclusiveness with regard to the relationship between these variables in the context of teacher educators working in the colleges of education of Himachal Pradesh, the investigator was motivated to undertake the present study.

### **Objective**

To study the teacher educators' effectiveness in relation to job satisfaction and well being.

### **Hypothesis**

Teacher educators' effectiveness will show significant differentials across levels of job satisfaction and well being.

### **Research Method**

The descriptive survey method was used for the present study.

### **Tools Used**

1. Teacher effectiveness scale - Developed by (Puri and Gakhar; 2011)
2. Job Satisfaction Scale- Developed by (Mudgil, Mubar and Bhatia; 2012)
3. Well Being Scale - Developed (Preedasak and Gupta;1997)

### **Sample**

The sample of the study consisted of 350 teacher educators working in 50 colleges of teacher education recognized by NCTE and affiliated to Himachal Pradesh University. These colleges were situated in Himachal Pradesh.

### **Statistical Techniques Used**

Analysis of variance and product moment coefficient of correlation techniques were used to analyse the data.

### **Results and Discussion**

The sample of teacher educators was classified into low, average and high groups on job satisfaction and well being on the basis of  $P_{25}$  and  $P_{75}$  cut points and 20 subjects were assigned randomly to each of nine groups in 3x3 factorial design. The means and SD of teacher educators' effectiveness scores are given in the table 1 and summary of ANOVA is given in table 2.

**Table 1 Means and SD of teacher educators’ effectiveness scores in job satisfaction well being design (N= 180)**

Job satisfaction (A)		Well being (B)			Total (B)
		High (B <sub>1</sub> )	Average (B <sub>2</sub> )	Low (B <sub>3</sub> )	
High (A <sub>1</sub> )	Mean	260.7	219.9	198.2	226.3
	SD	38.84	43.49	61.85	48.06
Average (A <sub>2</sub> )	Mean	216.6	202.0	179.8	199.5
	SD	60.04	38.03	54.82	50.96
Low (A <sub>3</sub> )	Mean	191.9	182.1	166.0	180.0
	SD	60.78	35.19	54.99	50.32
Total (A)	Mean	223.1	201.1	181.3	201.8
	SD	53.22	38.90	57.22	49.78

**Table 2 Summary: Analysis of variance (job satisfaction × well being)**

Source of Variance	Sum of Squares	df	Mean Square	F value
Job Satisfaction	64663	2	32331.5	12.51*
Well being	52324	2	26162	10.13*
Interaction	8560	4	2140	0.82
Within treatments	441599	171	2582.45	
Total	567146	179		

\* Significant at .01 level of significance

Table 2 indicates that there is significant main effect of job satisfaction on teacher educators’ effectiveness (F= 12.51; p<0.01). Hence it may be said that teacher educators having high, average and low levels of job satisfaction differ significantly in their effectiveness.

In order to locate the significance of differences in the total mean scores of teacher educators’ effectiveness across levels of job satisfaction i.e. high, average and low, ‘t’ test was applied. From the total mean scores of teacher educators’ effectiveness at three levels of job satisfaction as given in the table 1, ‘t’ value was calculated. The results are given in Table 3

**Table 3 Matrix of Mean difference along with t-values across levels of job satisfaction**

VARIABLE	LEVELS OF JOB SATISFACTION		
	LOW (180.0)	AVERAGE (199.5)	HIGH (226.3)
LOW (180.0)	-	19.5 (2.90*)	46.3 (6.41*)
AVERAGE (199.5)	-	-	26.3 (4.21*)

\* Significant at .01 level of significance.

The calculated value of 't' for testing the significance of difference between mean effectiveness scores of teacher educators having average job satisfaction and the teacher educators having low job satisfaction came out to be 2.90 which is significant at .01 level of significance. The 't' values testing significance of mean difference in teacher effectiveness scores of teacher educators' with high job satisfaction in comparison to those with average and low levels of job satisfaction came out to be 4.21 and 6.41 respectively. These are significant at .01 level of significance.

Hence it may be concluded that teacher educators are having high job satisfaction have significantly more teacher effectiveness as compared to teacher educators having average or low levels of job satisfaction and teacher educators having average job satisfaction have significantly more effectiveness as compared to teacher educators having low job satisfaction.

Table 2 further indicates that the F value for main effect of well being to be significant (F = 10.13; p<0.01). Thus it may be said that well being has significant effect on teacher educators' effectiveness. Further in order to locate the significance of differences in the total mean scores of teacher educators' effectiveness at high, average and low levels of well being, 't' test was applied. From the total mean scores of teacher educators' effectiveness at three levels of well being as given in the table 1, 't' value was calculated. The results are given in Table 4

**Table 4 Matrix of Mean differences along with t-value across levels of well Being**

VARIABLE	LEVELS OF WELL BEING		
	LOW (181.3)	AVERAGE (201.1)	HIGH (223.1)
LOW (181.3)	-	19.8 (3.05*)	41.8 (5.92*)
AVERAGE (201.1)	-	-	22.0 (3.34*)

\* Significant at .01 level of significance

The calculated value of 't' for testing the significance of difference between mean effectiveness scores of teacher having average well being and teacher educators having low well being came out to be 3.05 which is significant at .01 level of significance. The 't' values testing significance of mean difference in teacher effectiveness scores of teacher educators' with high well being in comparison to those with average and low levels of well being came out to be 3.34 and 5.92 respectively. These are significant at .01 level of significance.

From above analysis it may be concluded that teacher educators having high well being have significantly more teacher effectiveness as compared to teacher educators having average or low levels of well being and teacher educators having average well being have significantly more effectiveness as compared to teacher educators having low well being.

However, the interaction effect of job satisfaction and well being turned out to be non significant ( $F = 0.83$ ;  $p < 0.05$ ). Hence it can be said that job satisfaction and well being are independent of each other to explain their main effect on teacher educators' effectiveness. Hence the hypothesis of the study "Teacher educators' effectiveness will show significant differentials across levels of job satisfaction and well being" is accepted.

**Correlation Analysis**

The values of coefficient of correlation between the dependent variables i.e teacher educators' effectiveness with the independent variable job satisfaction and well being has been presented in Table 5

**Table 5 Correlation matrix: showing the correlation between job satisfaction and well being with teacher educators' effectiveness**

Variable	Teacher educator Effectiveness	Job Satisfaction	Well Being
Teacher educator Effectiveness	1.00	.57*	.62*
Job satisfaction		1.00	.14

\* Significant at .01 level

Table 5 shows that correlation between teacher educators' effectiveness and job satisfaction is + 0.57, which is positive as well as significant. Hence, it can be said that job satisfaction is positively and significantly related to teacher educators' effectiveness. Table 5 further shows that correlation between teacher educators' effectiveness and well being is + 0.62, which is both positive and significant. This means that well being is positively and significantly related with teacher educators' effectiveness.

### Findings of the Study

On the basis of analysis and interpretation of the data, following conclusions can be laid down:

- Teacher educators having high, average and low levels of job satisfaction and well being differ significantly in their teacher effectiveness.
- The interaction effect between job satisfaction and well being came out to be non-significant. Thus it can be concluded that job satisfaction and well being are independent of each other to explain their main effect on teacher educators' effectiveness, with high levels promoting teacher effectiveness.
- There is positive and significant relationship of teacher effectiveness with job satisfaction and well being of teacher educators.

### Conclusions and Educational Implications

On the basis of data analysis and findings of the study, it can be concluded that job satisfaction and well being have significant influence on teacher effectiveness. Significant and positive correlation between job satisfaction and well being with teacher effectiveness means that any increase in job satisfaction and well being will be followed by an increase in the effectiveness of teacher educators.

Teacher educators are the most valuable assets of a teacher education system. Their satisfaction from the job and well being is among the critical factors for the effectiveness of teacher educators and the effective functioning of the teacher training institutions. So steps must be taken by the managements, universities and state governments to improve the levels of job satisfaction and well being among teacher educators. Efforts should be made by the institutions to develop a 'feeling of personal worth' for teacher educators. They should be made to feel that they are making the real difference by helping in the development of quality potential teachers. There by making significant contribution to the progress of the society.

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