

TEACHING EFFECTIVENESS IN RELATION TO JOB SATISFACTION OF TIBETAN TEACHERS WORKING IN HIMACHAL PRADESH

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Abstract

Amongst an array of factors affecting teaching effectiveness of a teacher, job satisfaction remains a major influencing one. Job satisfaction in turn may be affected by infrastructure, facilities and environment of the school as well as the salaries given to the teachers. Tibetan schools in India are being run by nongovernmental organization called SOS (Save Our Souls). Due to many limitations, of which funds being the major issue, the infrastructures, facilities and salaries of teachers are not up to the level of government run or government aided schools of India. The teachers teaching in these schools are of Tibetan origin. The present study was intended to find out the correlation between teaching effectiveness and job satisfaction of Tibetan teachers. The sample comprised of 100 Tibetan teachers teaching in different Tibetan schools in Himachal Pradesh. Data was collected by using Kulsum teacher effectiveness scale (2000) and Teachers job satisfaction scale (Mudgil, Muhar and Bhatia, 1991). Findings revealed a significant correlation between teaching effectiveness and job satisfaction of Tibetan teachers.

Keywords : Teaching Effectiveness, Job Satisfaction, Tibetan Teachers.

Introduction

Education is a powerful instrument of social, political and economic development of a country and is deeply concerned with its future progress. It is an indisputable universal fact that a teacher plays a pivotal role in education of individuals in diverse teaching learning situations. Even a balanced curriculum remains dead unless quickened into life by an effective teacher. The success or failure of an education system in accomplishing the aims and objectives of education mainly depends upon how effectively the teachers have assumed their roles and duties while infrastructure and facilities have a marginal influence.

Teaching effectiveness is the ability of the teacher to teach his or her students effectively. An effective teacher is required to acquire adequate knowledge, skills, interest and influencing personality. Anderson (1991) stated that an effective teacher is one who quite consistently achieves goals which either directly or indirectly focuses on the learning of their students.

Teacher Effectiveness means "the ability of a teacher to create a meeting and an interaction between physical, intellectual sociological and psychological interest of the students and some given subject

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ability of the teacher to relate the learning activities to the developmental process of the learners and to their current and immediate interest and needs (Dictionary of Education, 2002). Shan (1991) studied determiners of Teacher Effectiveness and found that Teacher Effectiveness was significantly attested by teaching aptitude, job satisfaction, job attitude, job motivation, personality, self concept, intelligence and organizational climate. Usop (2013) mentioned that there are many factors that influence the teacher's job performance such as aptitude, attitude, subject mastery, teaching methodology, personal characteristics, the classroom environment, general mental ability, personality and relations with students. For development of quality teachers one has to understand the factors associated with it. Ayan and Kocacik (2010) observed that teachers are loaded with important responsibilities in educational process. The productivity and effectiveness of them are influenced by promotion, charging, job security, technological level, course load and working schedule which all are determined mostly by their institutions and influenced by non-cognitive characteristics such as age, gender, family structure.

Job satisfaction is the extent to which a person is attracted toward his job and activities associated with it as well as extent to which he is attracted to his employing organization. Blum and Naylor (1968) defined job satisfaction as general attitude which is the result of many specific attitudes in three areas, namely specific job factors, individual characteristics and group relationship, outside the job., 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 (Namdeo, 2011). Huang et.al. (2013) found that teacher job satisfaction has a positively significant effect on teaching quality assurance. Results of a study conducted by Beri (2016) revealed that teaching effectiveness had no effect on job satisfaction of teachers.

The effectiveness in teaching is directly or indirectly influenced by various factors which can be related to teacher's personality, attitude and aptitude etc. It is evident from previous researches that Job satisfaction is one such factor which also has an effect on teaching effectiveness. Job satisfaction and teaching effectiveness of teachers in turn may be affected by infrastructure, facilities and environment of the school as well as the salaries given to the teachers. Tibetan schools in India are affiliated to CBSE and follow NCERT curriculums and are being run by nongovernmental organization called SOS (Save Our Souls) with modest infrastructures, and facilities. Salaries given to the teachers are very low as compared to Government and Government aided schools of India. The low salaries, scanty facilities and their status of displaced foreign refugees may be influencing their teaching effectiveness. Though many studies have been carried out on job satisfaction of teachers in relation to teaching effectiveness in general, no such studies have been reported particularly on Tibetan

teachers. This reason motivated the investigator to study whether there is any correlation of teaching effectiveness with job satisfaction of Tibetan teachers working in Himachal Pradesh.

Objectives

- To study the teaching effectiveness of Tibetan teachers.
- To study the job satisfaction level of Tibetan teachers.
- To study the correlation between teaching effectiveness and job satisfaction of Tibetan teachers.

Hypothesis

There is no significant relationship between teaching effectiveness and job satisfaction of Tibetan teachers.

Delimitation of the Study

Sample comprised of hundred Tibetan teachers working in various Tibetan schools located in Himachal Pradesh.

Methodology

Research Method

Descriptive survey method was used in the present study.

Tools Used

- (1) Kulsum teacher effectiveness scale by Dr. Umme Kulsum (2000)
- (2) Teachers job satisfaction scale by Yudhvirendra Mudgil, R.S. Muhar and P.Bhatia. (1991)

Sample

For the present study, the sample of 100 Tibetan teachers was selected randomly from Tibetan schools in Himachal Pradesh

Collection of Data

Both the test were administered on 100 Tibetan teachers of 4 different Tibetan schools for measuring their teaching effectiveness and job satisfaction after seeking permission from the principals. The data for the present research was personally collected by the investigator.

List of schools from where data was collected

S.No	NAME OF THE SCHOOL	SAMPLE
1	T.C.V. Upper, Dharamsala cantt, Distt. Kangra Himachal Pradesh	35
2	T.C.V. Gopalpur, Village Darati, P.O. Chachian, Distt. Kangra, Himachal Pradesh	25
3	T.C.V. Suja, P.O. Matroo, Distt. Mandi, Himachal Pradesh	20

4	T.C.V. Chauntra, Teh. Jogindernagar, Distt. Mandi, Himachal Pradesh	20
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Statistical Techniques Used

Data was analysed by employing descriptive statistics such as Mean, Median and Standard Deviation, Skewness, Kurtosis. Pearson's Product Moment Correlation was computed to determine the correlation between teaching effectiveness and job satisfaction of Tibetan teachers.

Results & Discussion

Discussion on the basis of Descriptive Statistics

Table 1: Mean, Median, Standard Deviation, Skewness and Kurtosis of Teaching Effectiveness scores.

N	Mean	Median	Standard Deviation	Skewness	Kurtosis
100	483.430	480.00	45.396	.269	-.586

Table 1 shows the values of mean, median, standard deviation, Skewness and Kurtosis of scores of Teaching Effectiveness of total sample. The calculated values of mean 483.430 and median 480.00 are very close to each other, thus inferring normal distribution of scores.

Table 2: Mean, Median, Standard Deviation, Skewness and Kurtosis of Job Satisfaction scores.

N	Mean	Median	Standard Deviation	Skewness	Kurtosis
100	251.300	253.00	10.479	-.402	.336

Table 2 shows the values of Mean, Median, Standard Deviation, Skewness and Kurtosis of scores of Job Satisfaction of total sample. The calculated values of mean 251.300 and median

253.00 are very close to each other, thus inferring normal distribution of scores.

Discussion on the basis of Inferential Statistics

Table 3: Coefficient of correlation between Teaching Effectiveness and Job Satisfaction and of the total sample

Variables	Coefficient of Correlation (r)	Significance
Teaching Effectiveness	.274*	

Job satisfaction		Significant at 0.01 level
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Table 3 shows that the value of coefficient of correlation is .274* which is significant at 0.01 level, inferring that the correlation between the teaching effectiveness and job satisfaction of Tibetan teachers is highly significant. Hence, the hypothesis that "there is no significant correlation between job satisfaction and teaching effectiveness" is not retained. This finding is in consonance with the findings of some previous researches (Friedman and Rosenman, 1974; Selvam, 2012; Roshan and Sarabjit, 2012 and Huang et.al. 2013). Contrary finding by Beri (2016) indicated no significant correlation between teaching effectiveness and job satisfaction of teachers.

Conclusion

On the basis of the above finding, we may conclude that there exists significant correlation between teaching effectiveness and job satisfaction of Tibetan teachers working in Himachal Pradesh.

EDUCATIONAL IMPLICATIONS

The present study depicts that there is significant positive correlation between teaching effectiveness and job satisfaction of Tibetan teachers. This implies that to bring about effectiveness in teaching, it is imperative to create facilitative and supporting environment for teachers which in turn will lead to their job satisfaction. Tibetan teachers who are serving in comparatively tougher climatic conditions of Himachal Pradesh with meager salaries and modest facilities need to be given better facilities and good salaries to enhance their job performance. While this study is no panacea, it has certainly a wide scope to sensitize educational leaders to create job satisfaction that allows teachers to be more successful in their profession which will surely lead to create an educational environment conducive to accomplishing the real aim of education.

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