



LIFE SATISFACTION AND EFFECTIVENESS OF SCHOOL TEACHERS: A SAMPLE SURVEY

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Abstract

The present study was undertaken with the purpose of studying effectiveness of school teachers in relation to their life satisfaction. A sample of 100 teachers of government and private secondary schools of Gurdaspur District was taken. Survey method of research was used to collect the data. Teacher effectiveness was determined by Teacher Effectiveness Scale (by Kulsum, 2000) and life satisfaction was determined by using the Life Satisfaction Scale (by Singh & Joseph, 1996). The results indicate a positive and significant relationship between teacher effectiveness and lifesatisfaction of secondary school teachers. Also the type of school to which the teachers belong (government and private) does not affect their effectiveness but does affect their life satisfaction. Educational implications were also discussed.

Teaching profession is regarded as the noblest of all the professions in the world and teacher has a very vital role to play in the social reconstruction and transmission of wisdom, knowledge and experiences from one generation to another. He acts as a key figure in the life of a nation. The member of no other profession is so intimately involved in the lives of almost all the people of the community. Teacher emotions can be positive or negative. Satisfaction is a positive emotion which occurs when one is making progress toward a goal (Sutton & Wheatly, 2003). Teachers' satisfaction mostly comes from children's progress in learning and the excitement associated with students' unpredictable responses in learning (Hargreaves, 1998; Nias, 1989). Teachers who are satisfied with their work and have a strong sense of purpose tend to have programs, which produce successful students. There is substantial evidence indicating that schools make a difference in terms of student achievement, and the significant factor in that difference is attributable to teachers. Specifically, differential teacher effectiveness is a strong



determinant of differences in student's learning(Darling-Hammond, 2000). The effectiveness of the educational system largely depends upon the active, resourceful and competent teachers.

Satisfaction derived from teaching, marital status, and teaching fulfillment is defined as personal intrinsic factors. These factors are rarely considered as important elements affecting a teacher's professional role enactment (Pajak&Blase, 1989). Satisfied teachers concern themselves subject- matter, character development and help children to learn by influencing their life. In this way they draw personal satisfaction when children grow and achieve through interaction. On the other hand, if teacher is not satisfied and well adjusted, he is not only harming himself, but also doing a great harm to the children and he would not be able to concentrate on his work and ultimately results in failure. Researchers have found that the quality of education being delivered is a function of the teacher's level of job satisfaction (Bowen, 1981) and degree of teacher effectiveness (Miller, Kahler&Rheault, 1989).The effectiveness of secondary agricultural education teachers was best explained by the satisfaction that the teachers derived from teaching. As such, agricultural teachers who are satisfied with their positions perceived themselves to be more effective as classroom teachers (Bruening& Hoover). Thus effective teachers are required in the classroom because even the best curriculum and most perfect syllabus remain ineffective in the absence of a good teacher.

SIGNIFICANCE OF THE STUDY

A country's destiny is being shaped in its classroom. Children who are the real wealth of country are exposed to the teacher's influence. According to old belief a child receives second birth at the hand of his teacher. Children adopt the ideals and conduct of teacher unconsciously because teaching is a spiritual process involving the contact of mind. If the teachers are honest and lead a happy and satisfied life it is good for the refinement of whole society. It is clear from recent research that teachers have great potential to affect students' educational outcomes (Anderson, 2004).The teaching effectiveness indirectly or directly depends on teachers emotions. These emotions provide motivation, energy; drive perseverance for one's action and even self evaluation and correlation. Emotional intelligence also affects teachers' behaviour and plays a



important role in making a teacher more competent and effective. Research on teacher effectiveness has yielded a wealth of understanding about effective teacher characteristics (Hughes, Abbott-Campbell & Williamson, 2001) and the effects these characteristics have on student learning. Effective teachers believe that they can make a difference in student learning outcomes and they teach in a way that demonstrates that belief (Gibbs, 2002).

Today, we are living in an era of growing complexities and pressures where human constitution and capacities are being taxed severely. The stress related to job has become predominant feature of modern life, exerting far reaching effects on total behavior of a person and adjustments on as well as off the job. Life satisfaction is need of the hour; without satisfaction man cannot lead a peaceful and prosperous life. It is a multidimensional concept related to psychological and environmental life conditions and refers to an individual's well-being, quality of life and happiness (Noone, 1998). If it is possible to isolate the factors of dissatisfaction, attempts can be made either to change the dissatisfying condition, or to reduce their intensity so as to increase the holding power of the profession. Because the performance of the teachers is important for the success of education, so the factors that influence teachers' effectiveness and satisfaction must be identified.

OBJECTIVES OF THE STUDY

1. To study teacher effectiveness of secondary school teachers with respect to type of school.
2. To study life satisfaction of secondary school teachers with respect to type of school.
3. To study the relationship between teacher effectiveness and life satisfaction of secondary school teachers.

HYPOTHESES OF THE STUDY

1. There exists no significant difference in teacher effectiveness of government and private secondary school teachers.



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2. There exists no significant difference in life satisfaction of government and private secondary school teachers.
 3. There exists no relationship between teacher effectiveness and life satisfaction of secondary school teachers.

METHODOLOGY

Research method

To study the teacher effectiveness and life satisfaction of secondary school teachers, survey method of research was used.

Sample

A sample of 100 teachers from government and private secondary schools of Gurdaspur District (through Simple Random Sampling technique) was selected for the purpose of investigation.

Tools used

1. Teacher Effectiveness Scale (Kulsum, 2000)
2. Life Satisfaction Scale (Singh & Joseph, 1996)

Statistical Techniques used:

Statistical measures such as Mean, SD, t-tests and Product moment coefficient of correlation were used to interpret the obtained data.



RESULTS AND DISCUSSION

HYPOTHESIS-I

“There exists no significant difference in teacher effectiveness of government and private secondary school.”

To test this hypothesis Mean, SD, SE_D , t-value were calculated as shown in Table 1 below:

Table 1: Mean scores of teacher effectiveness of government and private secondary school teachers

Type of School	N	Mean	SD	SE_D	t-value
Government	50	545.50	17.86	3.65	0.21
Private	50	546.26	18.66		

Table 1 shows that the mean scores of teacher effectiveness of government secondary school teachers are 545.50 and standard deviation is 17.86 and mean scores of private secondary school teachers are 546.26 and standard deviation 18.66. The t-value is 0.21, which is not significant at both 0.05 and 0.01 levels of confidence. This indicates that there exists no significant difference in mean scores of teacher effectiveness of government and private secondary school teachers. Hence the null Hypothesis 1, “There exists no significant difference in teacher effectiveness of government and private secondary school teachers” is not rejected. It infers that government and private secondary school teachers show same level of teacher effectiveness.



HYPOTHESIS-II

“There exists no significant difference in life satisfaction of government and private secondary school teachers.”

To test this hypothesis Mean, SD, SE_D, t-value were calculated as shown in below 2 below:

Table 2 Showing Mean scores, standard deviation and ‘t’ value of life satisfaction of government and private secondary school teacher

Type of school	N	Mean	SD	SE _D	t-value
Government	50	148.12	8.12	1.53	10.41**
Private	50	132.18	7.23		

** Significant at both 0.01 and 0.05 levels

Table 2 shows that the mean scores of life satisfaction of government secondary school teachers are 148.12 and standard deviation is 8.12 and mean scores of private secondary school teachers are 132.18 and standard deviation 7.23. The t-value is 10.41, which is significant at both 0.05 and 0.01 levels of confidence. This indicates that there exists a significant difference in mean scores of life satisfaction of government and private secondary school teachers. Hence the null Hypothesis 2, “There exists no significant difference in life satisfaction of government and private secondary school teachers” is rejected. It infers that government secondary school teachers have more life satisfaction than private secondary school teachers.



HYPOTHESIS-III

“There exists no significant relationship between teacher effectiveness and life satisfaction of secondary school teachers.”

To test this hypothesis, coefficient of correlation was calculated as shown in Table 3 below:

Table 3: Coefficient of correlation between teacher effectiveness and life satisfaction

Variable	N	Value of ‘r’
Teacher Effectiveness	100	0.66**
Life Satisfaction	100	

**** Significant at 0.05 and 0.01 level**

Table 3 shows the coefficient of correlation between teacher effectiveness and life satisfaction of secondary school teachers comes out to be 0.66, which is significant at 0.05 and 0.01 level of confidence. This indicates that there exists a significant relationship between teacher effectiveness and life satisfaction of secondary school teachers. Hence the null hypothesis 3, “There exists no significant relationship between teacher effectiveness and life satisfaction of secondary school teachers” is rejected.

FINDINGS OF THE STUDY

- There exists no significant difference in teacher effectiveness of government and private secondary school teachers.
- There exists a significant difference in life satisfaction of government and private secondary school teachers.



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- There exists a significant relationship between teacher effectiveness and life satisfaction of secondary school teachers.

EDUCATIONAL IMPLICATIONS

- As the government school teachers were found more satisfied in their life due to congenial and free environment and more job security, the result recommends that administrators of private schools should provide more job security and freedom so that teachers may enjoy a conducive environment leading towards more satisfied life.
- The results of the present study were consistent with expectations that life satisfaction is positively related to teacher effectiveness in turn may lead to improved student achievement, important outcomes, such as student learning. It is recommended to develop pre-service and in-service courses for teachers that focus on the skills associated with life satisfaction.

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