



TEACHER EFFECTIVENESS OF TRAINED GRADUATE TEACHERS IN RELATION TO THEIR LEVEL OF JOB SATISFACTION AND ATTITUDE TOWARDS TEACHING PROFESSION AND ITS ALLIED ASPECTS

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ABSTRACT

Nations across the world are making painstaking efforts for equipping their children with all such necessary skills, capabilities and potentials that are required for countering all sort of challenges and excel in fierce competition that this global world is going to pose in front of them at every stage in all spheres of life. For this, as well as for ensuring the all round development of children, it was acknowledged by almost all across the globe that 'quality education' is to be provided compulsorily to all children at least during the early years of his development. This compulsory quality elementary education to children can only be imparted through effective teachers. It is universally accepted that there is no substitute to an effective teacher as the progress and success of any educational programme totally depends on the effectiveness of the teachers available to implement it. Identification of effective teachers is a major concern in present educational scenario. Many studies were conducted across the world in order to explore and list those factors and methods that may prove fruitful in enhancing effectiveness of teachers. Two such prominent factors that were reported as vital and most instrumental are 'job satisfaction' of teachers and their 'attitude towards teaching profession and its allied aspects'.

Due to intervention of science as well as information and communication technologies in all spheres of human life and endeavours, tremendous change in social context, learner's context, system of teaching-learning has taken place during the preceding decade. These changes multiplied the demand and expectations of society from the teacher and have put heavier responsibilities on his shoulder and demand that he must be more versatile, skilled, sincere, dedicated, responsible, accountable, energetic, and proficient or in total more effective in the present scenario. Further, in India, with the mushrooming of self-financing teacher education institutions across the country, the quality in teacher education has declined. Moreover the changing complexities at workplace posing new challenges and unending expectations in front of teachers that influence their level of satisfaction in profession and also their attitude towards teaching profession and its allied aspects and that in turn are influencing their effectiveness.

In the present study the researcher, by drawing a true representative sample tried to explore that whether the regular trained graduate teachers (appointed on permanent basis) teaching at high school level in government schools situated in rural areas of District Kurukshetra and residing in rural area possessed adequate level of teacher effectiveness and job satisfaction, or not; and also whether they were having positive favourable attitude towards teaching profession and its allied aspects, or not. Researcher also studied that does there exist any relationship between teacher effectiveness of these regular trained graduate teachers of District Kurukshetra with their job satisfaction and attitude towards teaching profession and its allied aspects, or not.

Keywords: Teacher Effectiveness, Job Satisfaction, Attitude Towards Teaching Profession And Its Allied Aspects, Accountability, Redress Of Grievances, Competitive Global World, Mushrooming Of Self-Financing Teacher Education Institutions (Teis)

Introduction

The statement - "The destiny of India is now being shaped in her classrooms" made by Education Commission (1964-66), itself explicit the place and role of teacher in national reconstruction. That is why - a teacher is acknowledged as 'nation builder'. Teachers on one hand play the roles of transmitters, inspirers and promoters of man's eternal quest for knowledge (National Curriculum Framework for Teacher Education, 2009) and simultaneously on other hand facilitate the desirable change in society.

The utmost aim of education is harmonious and progressive all round development of the child. Although the researches in this context earmarked that there are many factors such as heredity, family, neighbourhood, school etc. that contribute towards students academic and other developments but among these factors 'teacher' is considered and accepted worldwide as most potent, effective and instrumental one. Teacher's job is not an easygoing task; it is a multifaceted task that involves a diverse

set of duties, responsibilities, obligation, and also demand possession of certain capabilities, competencies, specific skills, qualities, attitudes and approaches on part of teachers as professionals. Kumar & Mutha (1982) emphasised that - "A school may have excellent material resources - equipment, building, library and other facilities along with a curricula appropriately adopted to suit the community need, but if the teachers are misfit or indifferent to their responsibilities, the whole programme is likely to be ineffective and wasted". So, the above specified utmost aim of education can only be realised if and only if the right type of teachers i.e. effective teachers are there in the schools.

Teacher is at pivotal position in any teaching learning process. Identification of effective teachers is a major concern in present educational scenario as it is generally agreed and accepted across the world that the progress and success of any educational programme totally depends on the effectiveness of the teachers available to implement it. Due to lack of clear consensus on what an effective teacher is or does; and with the

variation in approach to defining – ‘what effective teacher or effective teaching is’; the process of evaluating teacher effectiveness have changed over time (Goe, Bell & Little, 2008). Dunkin (1997) simply considered that - ‘Teacher effectiveness is a matter of the degree to which a teacher achieves the desired effects upon students’ (as quoted by Dar, 2012). According to Anderson (2004), “Effective teachers are those who achieve the goals which they set for themselves or which they have set for them by others (e.g. ministers of education, legislators, and other government officials, school administrators)”. Studies in past suggested a number of characteristics or traits (possessed by a teacher i.e. internal factors like desired skills, competencies, confidence, commitment, sense of accountability, trustworthiness, positive and favourable attitude towards teaching profession and its allied aspects, etc.) and factors or determinants (influencing a teacher i.e. external factors like availability of proper environment to teachers for exhibition of possessed skills and competencies along with the timely and appropriate appraisal thereon, job satisfaction, organisational climate, nature and terms of appointment, facilities and resources available to teacher, etc.) that influences effectiveness of a teacher. Two such factors, which were selected by the researcher in the present study for studying their influence on teacher effectiveness was – ‘teacher’s level of job satisfaction’ and ‘attitude of teachers towards teaching profession and its allied aspects’.

‘Job satisfaction’ is simply the measure of extent to which an individual found himself content with his job or various aspects of job. Locke (1976) through his famous job satisfaction model – ‘Range of Affect Theory’ premised that job satisfaction is determined as discrepancy between what one wants in a job and what one has in a job. It is the estimation of how much one value a given facet of his work or how satisfied/ dissatisfied one becomes when expectations are/ aren’t met. It is a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences. As quoted by Kumar & Mutha (1982) – ‘Job satisfaction is the result of various attitudes possessed by an employee towards his job (Blum, 1949). These attitudes may be related to job factors such as wage, job security, job environment, nature of work, opportunities for promotion, prompt removal of grievances, opportunities of participation in decision-making and other fringe benefits’. Bullock (1952) defined job satisfaction as an attitude which results from a balancing and summation of many specific likes and dislikes experienced by an employee in the performance of his job. Job satisfaction has emotional, cognitive and behavioural components (Bernstein & Nash, 2008).

Apart from possession of job specific competencies, skills and qualities, one more thing is also desired to be present in the teachers and that is possession of ‘right type of attitude towards teaching profession’. Person’s attitude towards a profession can influence his professional performance positively or negatively. As quoted by Zaidi (2015) – ‘Teacher’s attitude towards his world of work is important for pupil growth (Adval, 1979)’. A favourable positive attitude of teacher towards teaching profession and its allied aspects helps in creating a supporting and positive environment in the classroom, and it not only affects the performance of a teacher i.e. promoting well and effective planning for lessons on part of teacher but

also enhance learner’s interest in learning; and all that in turn at last contribute positively to academic/ learning outcome of the learners (Omolara & Adebukola, 2015).

Review of related literature

Many studies were conducted across the nations to assess the level of teacher effectiveness. Goel (2013) through a study conducted on government teachers of Jalandhar, Bathinda and Muktsar Districts of State Punjab reported that majority of teachers were found highly effective. Ogochi (2014) reported good level of effectiveness among teachers in selected secondary schools in Trans Mara West District, Kenya. Beri (2016) also found that most of BTC and special BTC teachers in Uttar Pradesh possessed good level of teaching effectiveness (54% possessed average and 46% possessed high level of teaching effectiveness). Many researchers tried to compare the level of teacher effectiveness among government, aided and non-aided teachers. Ohri (2013) found that the teacher effectiveness score of aided school teachers was high where as the teacher effectiveness scores of government and non-aided school teacher were moderate. Agarwal, S. (2012) reported that government school teachers were found more endowed with teacher effectiveness than their aided and non-aided counterparts [In Pachaiyappan & Ushalaya Raj, 2014].

Researchers in past also tried to assess teacher’s level of job satisfaction and their attitude towards teaching profession and its allied aspects. Goel (2013) reported that nearly half of the teachers in the sample had having high job satisfaction. Beri (2016) through the study – “Job satisfaction and teaching effectiveness of BTC and special BTC teachers in Uttar Pradesh” conducted in District Bareilly of Uttar Pradesh, reported that most of the teachers were found good satisfied (56% highly and 30% good satisfied) with their job. Mondal (2014) found that secondary school teachers of West Bengal were averagely satisfied with their job. Whereas Ogochi (2014) reported low level of job satisfaction among teachers in selected secondary schools in Trans Mara West District, Kenya. Ohri (2013) while comparing the job satisfaction of government, aided and non-aided teachers found that the job satisfactions score of aided school teachers was high and also reported that the teachers working in non-aided schools were found least satisfied than teachers working in government and aided schools. In context of assessment of attitude towards teaching profession and its allied aspects Khan et. al. (2013) through their study – ‘Professional attitude: A study of secondary teachers’ reported that majority of the teachers of Kashmir Province were found possessing moderate or less favourable attitude towards teaching and its allied aspects. Maheshwari (2016) through a study conducted in Rohilkhand region reported that prospective teachers of self-financing B.Ed. colleges possessed a better attitude towards teaching profession than the government colleges. As quoted by Maheshwari (2016), White & Burke (1992); Wong & Wong (2004) and Zayapragassarazan & Pughazhendi (2007) also reported that pre-service teachers have strong favourable feeling towards their profession.

Researcher came across a very less number of studies wherein the relationship of teacher’s effectiveness with their job satisfaction and attitude towards teaching profession and its allied aspects were studied. Gupta (1995) conducted a study on

a randomly selected sample of 560 secondary school teachers of District Ghaziabad (Uttar Pradesh) to examine the relationship of job satisfaction with teacher effectiveness and found a significant relationship between all dimensions of job satisfaction of teacher viz. salary benefits, community aspect supervision, family life, policies and practices, growth and practices with teacher effectiveness [In Pachaiyappan & Ushalaya Raj, 2014]. Goel (2013) reported that teacher effectiveness of teachers having high job satisfaction was more as compared to teachers having low job satisfaction that implied that teacher effectiveness is positively and significantly correlated with job satisfaction. Kumar & Mutha (1976) [In Ohri, 2013]; Huang et. al. (2013) and Chamundeswari (2013) also reported that teacher job satisfaction had having a significantly positive effect on teaching effectiveness. Ohri (2013) through the study - "A study of teacher effectiveness and job satisfaction of secondary school teachers" conducted in Ludhiana (Punjab) reported that job satisfaction enhances teacher effectiveness as a significant correlation was found between teacher effectiveness of government & non aided school teachers and their job satisfaction although a insignificant correlation was found between teacher effectiveness of aided school teachers and their job satisfaction. Whereas Ogochi (2014) through a study - 'Job satisfaction and teacher effectiveness in selected secondary schools in Trans Mara West District, Kenya' reported that no significant relationship was found between teacher effectiveness and job satisfaction. Beri (2016) also found that teaching effectiveness have no effect on job satisfaction of BTC and special BTC teachers in Uttar Pradesh. In context of relationship of teacher's effectiveness with their attitude towards teaching profession and its allied aspects, Kalhotra (2014) through a study entitled - "A study of teacher effectiveness in relation to attitude towards teaching profession" conducted on secondary school teachers of Jammu, reported a very high significant positive relationship between teacher effectiveness and teacher's attitude towards teaching profession. Kulsum (1985) stated that attitude towards teaching profession and teaching effectiveness were found to be as common predictors of both job satisfaction and job involvement of teacher [In Zaidi (2015)]. Bala & Bashir (2016) through a study conducted on teachers from Kashmir Valley reported that work motivation has no significant relationship with teacher effectiveness.

Rationale of the study

Presence of a fierce competition at every stage in all spheres of life is a inseparable attribute of present era of globalisation; and hence nations across the world are putting their all efforts in making their students fully equipped with all sorts of skills, capabilities and potentials, ensuring their all round development by making them intellectual and academically vibrant, socially and morally conscious, psychologically, emotionally and mentally sound, aware and enlightened at par; so that they not only can counter with all those challenges that competitive global world is going to pose in front of them but also excel over others in this pursuit. These buds if nurture properly will blossom to enrich the society with their fragrance and flourish the nation. For that, the need of quality education at least during the early years of development was acknowledged by almost all nations across the globe and hence was made compulsory. This compulsory quality elementary education to

children can only be imparted through effective teachers.

It is universally accepted that there is no substitute to an effective teacher. Many studies were conducted across the world in order to explore and list those factors and methods that may prove fruitful in enhancing effectiveness of teachers. Two such prominent factors that were reported as vital and most instrumental are job satisfaction of teachers and their attitude towards teaching profession and its allied aspects. Studies in this context reported that to fetch out optimum results out of teachers, their satisfaction is of utmost importance as teacher effectiveness is positively and significantly correlated with job satisfaction (Gupta, 1995 [In Pachaiyappan & Ushalaya Raj, 2014]; Goel, 2013; Kumar & Mutha, 1976 [In Ohri, 2013]; Huang et. al., 2013; and Chamundeswari, 2013). Although some studies in this context reported contradictory results (Ogochi, 2014; and Beri, 2016). If teachers remained unsatisfied, it will affect their performance in class; their behaviour and interaction with pupils and other teachers in school; and their attitude toward teaching profession and its allied aspects etc. This non-satisfaction make them frustrated and they wouldn't pay full attention towards the need of the students; what society is expecting from them; and would unwillingly transmit this frustration in their students.

Teachers deal with the tender and most sensitive group of the population of a country. Shaping the behaviour and channelizing the energy and potential of this group in right and positive direction is a very tedious job. A favourable positive attitude of teachers toward teaching profession and its allied aspects would orient them regarding their duties and responsibilities and also their role in moulding the behaviour of future citizens, social transformation and national development. A significant positive relationship between teacher effectiveness and teacher's attitude towards teaching profession was reported by many researchers (Kulsum, 1985; and Kalhotra, 2014). Contrary to this, some studies in this context even reported contradictory results.

The preceding decade witnessed a tremendous change in social context. Impact of science and technological advancements brought a revolutionary change in all spheres of human life and endeavours. The system of teaching and learning has also totally transformed with change in social settings and social demands, learner's context, learning habits and styles, teaching methods due to interventions of science and technology in classrooms, modified teaching aids with supplement of ICT and other technological and scientific resources, social networking and influence of other sources of learning, and the change in multifaceted factors that make continuous influence on teaching-learning process. These changes further multiplied the demand and expectations of society from the teacher. These heavier responsibilities on the shoulder of a teacher demand that he must be more versatile, skilled, sincere, dedicated, responsible, accountable, energetic, and proficient or in total more effective in the present scenario. Further, in India, the mushrooming of self-financing Teacher Education Institutions (TEIs) across the country has resulted in decline of quality in teacher education. Moreover the changing complexities at workplace posing new challenges and unending expectations in front of teachers that influence their level of satisfaction in profession and also their attitude towards teaching profession

and its allied aspects and that in turn are influencing their effectiveness.

1. Does there exist any relationship between teacher effectiveness and their level of job satisfaction?

If yes, then is the correlation between these two variables positive or negative?

And whether the correlation is significant or not?

2. Does there exist any relationship between teacher effectiveness and their attitude towards teaching profession and its allied aspects?

If yes, then is the correlation between these two variables positive or negative?

And whether the correlation is significant or not?

During review of researches conducted in this context, the researcher didn't found even a single study on 'Teacher effectiveness of trained graduate teachers in relation to their level of job satisfaction and attitude towards teaching profession and its allied aspects' that was conducted in District Kurukshetra, although these variables have been studied in different context and varying settings in past.

3. Does the regular trained graduate teachers (appointed on permanent basis) teaching at high school level in government schools situated in rural areas of District Kurukshetra and residing in rural area possess adequate level of teacher effectiveness?

4. What is the level of job satisfaction among regular trained graduate teachers (appointed on permanent basis) teaching at high school level in government schools situated in rural areas of District Kurukshetra and residing in rural area?

5. What is the attitude of regular trained graduate teachers (appointed on permanent basis) teaching at high school level in government schools situated in rural areas of District Kurukshetra and residing in rural area towards teaching profession and its allied aspects?

6. Does there exist any relationship between teacher effectiveness of regular trained graduate teachers (appointed on permanent basis) teaching at high school level in government schools situated in rural areas of District Kurukshetra and residing in rural area with their job satisfaction and attitude towards teaching profession and its allied aspects?

The above stated questions, contradictory results reported by previous researchers in this regard and the fact that no such study was conducted in this context on regular trained graduate teachers (appointed on permanent basis) teaching at high school level in government schools situated in rural areas of District Kurukshetra and residing in rural area, motivated the researcher to undertake the present study.

Statement of the problem

"Teacher effectiveness of trained graduate teachers in relation to their level of job satisfaction and attitude towards teaching profession and its allied aspects"

Definition of the key terms used

1. **Teacher Effectiveness:** As quoted by Kumar & Mutha

(1982) – 'An effective teacher may be understood as one who helps development of basic skills, understanding, proper work habits, desirable attitudes, value judgement and adequate personal adjustment of the students' (Ryan, 1969).

In the present study, 'Teacher Effectiveness' referred to the score obtained by the respondents on Teacher Effectiveness Scale (TES), developed and standardised by Pramod Kumar and D. N. Mutha (1982) that purports to identify teacher effectiveness/ ineffectiveness as summation of teacher's teaching behaviour in following 11 categories i.e. (i) Information source, (ii) Motivator, (iii) Disciplinarian, (iv) Advisor and guide, (v) Relationship with pupils, fellow-teachers, principals and parents, (vi) Teaching-skills, (vii) Co-curricular activities, (viii) Professional knowledge, (ix) General appearance and habits in relation to class-room, (x) Class-room management, and (xi) Personality characteristics.

2. **Trained Graduate Teachers:** 'Trained Graduate Teachers' referred to the regular teachers (appointed on permanent basis) teaching at high school level in government schools.

3. **Job Satisfaction:** According to Kumar & Mutha (1982) – 'The satisfaction or dissatisfaction with one's job depends upon the positive or negative evaluation of one's own success or failure in the realisation of personal goals and the perceived contribution of the job to it'. This satisfaction is referred as 'Job Satisfaction'.

In the present study 'Job Satisfaction' referred to the score obtained by respondents on Job Satisfaction Questionnaire (JSQ) (For Teachers) developed and standardised by Pramod Kumar and D. N. Mutha (1982) that assess the level of job satisfaction of respondents as summation of this attribute (level) in following four different aspects of job satisfaction in teaching profession, i.e. (i) Satisfaction with work and work conditions, (ii) Satisfaction with salary, security and promotion policies, (iii) Satisfaction with institutional plans and policies, and (iv) Satisfaction with authority, its competence and functioning.

4. **Attitude towards Teaching Profession and its Allied Aspects:** According to Ahluwalia (1978), "How a teacher performs his duty as a teacher is dependent, to a great extent, on his attitudes, values and beliefs. A positive favourable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative unfavourable attitude makes the teaching task harder, more tedious and unpleasant".

In the present study 'Attitude towards Teaching Profession and its Allied Aspects' referred to the score obtained by respondents on Teacher Attitude Inventory (TAI), a multidimensional attitude inventory developed and standardised by Dr. S. P. Ahluwalia (1978) that measure the attitude of teachers towards teaching profession and its allied aspects as summation of this attribute in following six different aspects of teachers towards teaching profession and its allied aspects, i.e. (i) Teaching Profession, (ii) Class-room Teaching, (iii) Child-centred Practices, (iv) Educational Process, (v) Pupils, and (vi) Teachers.

Objectives of the study

The objectives of the present study were:

1. To study the teacher effectiveness of trained graduate

teachers of District Kurukshetra.

2. To study the level of job satisfaction of trained graduate teachers of District Kurukshetra.
3. To study the level of attitude of trained graduate teachers of District Kurukshetra towards teaching profession and its allied aspects.
4. To study the teacher effectiveness of trained graduate teachers of District Kurukshetra in relation to their level of job satisfaction.
5. To study the teacher effectiveness of trained graduate teachers of District Kurukshetra in relation to their attitude towards teaching profession and its allied aspects.

Hypotheses of the study

The hypotheses of the present study were:

1. There exists average teacher effectiveness among trained graduate teachers of District Kurukshetra.
2. There exists average level of job satisfaction among trained graduate teachers of District Kurukshetra.
3. The trained graduate teachers of District Kurukshetra possess a positive favourable attitude towards teaching profession and its allied aspects.
4. There exists a positive correlation among teacher effectiveness of trained graduate teachers of District Kurukshetra and their level of job satisfaction.
5. There exists a positive correlation among teacher effectiveness of trained graduate teachers of District Kurukshetra and their attitude towards teaching profession and its allied aspects.

Plan and procedure

Research methodology: As per the nature of present study, for exploring the teacher effectiveness of secondary school teachers in relation to their level of job satisfaction, the researcher employed Descriptive Survey Method.

Population and sample: The regular trained graduate teachers (appointed on permanent basis) teaching at high school level in government schools situated in rural areas of District Kurukshetra and residing in rural area as well constituted the population for the present study.

Due to certain unavoidable constraints it was not possible for researcher to collect the desired data from the entire population, so the researcher employed random sampling technique and drawn a true representative sample consisting of 81 (45 males and 36 females) regular trained graduate teachers. For that, firstly the researcher randomly selected 33 government high schools situated in rural areas of District Kurukshetra, selecting at least 11 government high schools (situated in rural areas) from each of the three Sub-Divisions of District Kurukshetra. And after that from each of these selected government high school, all those regular trained graduate teachers (appointed on permanent basis) teaching at high school level and residing in rural area; and also were present on the day when the researcher visited those selected schools for data collection and were willing to furnish the required data to the researcher were included as constituting units of the selected sample for present

study.

Research tool: The following research tools are employed in the present study:

(i) Teacher Effectiveness Scale (TES) developed and standardised by Pramod Kumar and D. N. Mutha (1982) for identification of effectiveness/ ineffectiveness of secondary school teachers. The scale is of Likert type consisting of 69 items, all of them are positively worded. The total score varies from 69 to 345, showing lowest teacher effectiveness to highest teacher effectiveness.

(ii) Job Satisfaction Questionnaire (JSQ) (For Teachers) developed and standardised by Pramod Kumar and D. N. Mutha (1982) for assessing the job satisfaction of secondary school teachers. The questionnaire consisting of 29 highly discriminating 'Yes-No' type items, all of them except 6 and 29 are positively worded. The total score varies from 0 to 29, reflecting the levels (lowest job satisfaction to highest job satisfaction) for the respondents.

(iii) Teacher Attitude Inventory (TAI) developed and standardised by Dr. S. P. Ahluwalia (1978) that measure the attitude of teachers towards teaching profession and its allied aspects. It is a Likert summated rating instrument consisting of 90 items (15 items in each of the six sub-scales). Out of these 90 items 56 are in positive declarative form and remaining 34 in negative form, and also out of these 90 items 43 items are meant to assess attitude in favourable direction and 47 in unfavourable direction. The total score varies from 0 to 360 wherein the higher score indicate the more favourable attitude towards teaching profession and its allied aspects, and vice versa.

Data collection: The researcher visited the selected high schools and after taking permission from the concerned Principals/ authorities of those selected schools the researcher met the available (on that day) regular trained graduate teachers (appointed on permanent basis) teaching at high school level. The researcher collected the required data for study only from those teachers who were residing in rural area. In order to ensure that respondents would provide the desired information sincerely and truly the researcher let them be acquainted with the purpose of his visit and the rationale of this undertaken study. Researcher also assured them that the information provided by them will be kept confidential and would be used only for the purpose of research. After that the researcher told briefly the nature and purpose of the research tools given to them for data collection and also gave general instructions regarding the procedure they had to follow for marking their responses.

Researcher got a total of 81 sets of responded research tools [one set of responded research tool consisted of one responded Teacher Effectiveness Scale (TES), one responded Job Satisfaction Questionnaire (JSQ) and one responded Teacher Attitude Inventory (TAD)], as some of the trained graduate teachers were not willing to furnish the required information and some of the responded set of tools were found not responded sincerely or found responded incompletely.

Statistical techniques: As per the objectives of the study mean, S.D. and correlation was computed by the researcher to

extract the main findings out of collected data. Mean and S.D. were computed for description of general characteristic of the selected sample i.e. the level of teacher effectiveness, job satisfaction and attitude towards teaching profession and its allied aspects of the trained graduate teachers of District Kurukshetra. And correlation was computed by the researcher for exploring the relationship of teacher effectiveness of secondary school teachers of District Kurukshetra in relation to their level of job satisfaction and attitude towards teaching profession and its allied aspects.

Delimitations of the study

Due to some or the other unavoidable reasons like paucity of resources, time etc., the present study was delimited as follow:

1. The present study was confined to a sample of only 81 regular trained graduate teachers (appointed on permanent basis) teaching at high school level in government schools situated in rural areas of District Kurukshetra and residing in rural area.
2. The sample was selected only from randomly selected 33 government high schools situated in rural areas of District Kurukshetra.
3. The data was collected only by using Teacher Effectiveness Scale (TES) [developed and standardised by Pramod Kumar and D. N. Mutha (1982)], Job Satisfaction Questionnaire (JSQ) (For Teachers) [developed and standardised by Pramod Kumar and D. N. Mutha (1982)] and Teacher Attitude Inventory (TAI) [developed and standardised by Dr. S. P. Ahluwalia (1978)]; and further the collected data was interpreted by just employing statistical techniques like mean, S.D. and correlation.

Main findings

The main findings of the study were:

1. The selected 81 regular trained graduate teachers teaching at high school level in government schools situated in rural areas of District Kurukshetra and residing in rural area was found possessing ‘more effective’ level i.e. more than average level of teacher effectiveness [as per the norms of Teacher Effectiveness Scale (TES)], as the mean value of scores of selected group on Teacher Effectiveness Scale (TES) was found to be 311.30 and S.D. was 15.86. Similar results were found when the teacher effectiveness of male (Mean 309.76 and S.D. 16.87) and female teachers (Mean 313.22 and S.D. 14.50) was assessed separately. Hence, *the first hypothesis that – ‘There exists average teacher effectiveness among trained graduate teachers of District Kurukshetra’ was accepted.*
2. As per the norms of Job Satisfaction Questionnaire (JSQ) (For Teachers), the selected 81 regular trained graduate teachers teaching at high school level in government schools situated in rural areas of District Kurukshetra and residing in rural area was found possessing ‘good’ level i.e. more than average level of job satisfaction, as the mean value and S.D. of scores of selected group on Satisfaction Questionnaire (JSQ) (For Teachers) was found to be 19.62 and 4.35. Similar results were found when the job satisfaction of male (Mean 19.13 and S.D. 4.84) and female teachers (Mean 20.22 and S.D. 3.63) was assessed separately. Hence, *the second hypothesis that – ‘There exists average level of job satisfaction among trained*

graduate teachers of District Kurukshetra’ was accepted.

3. The mean value and S.D. of scores of selected 81 regular trained graduate teachers teaching at high school level in government schools situated in rural areas of District Kurukshetra and residing in rural area on Teacher Attitude Inventory (TAI) was found to be 257.16 and 61.12 that explicit that the selected group possessed ‘more than average’ positive favourable attitude [as per the norms of Teacher Attitude Inventory (TAI)] towards teaching profession and its allied aspects. Similar results were found when the attitude towards teaching profession and its allied aspects of male (Mean 252.13 and S.D. 60.49) and female teachers (Mean 263.44 and S.D. 62.17) was assessed separately. Hence, *the third hypothesis that – ‘The trained graduate teachers of District Kurukshetra possess a positive favourable attitude towards teaching profession and its allied aspects’ was accepted.*

4. For studying the teacher effectiveness of trained graduate teachers of District Kurukshetra in relation to their level of job satisfaction, the researcher computed Pearson’s coefficient (r) of correlation.

Variable	N	df	Pearson’s coefficient (r) of correlation	Significance
Teacher Effectiveness and Job Satisfaction	81	79	0.829	Significant at 0.01 level

N – Number of trained graduate teachers df – Degree of freedom

The Pearson’s coefficient (r) of correlation for relationship of teacher effectiveness with their level of job satisfaction was found 0.829, which was higher than the critical value of r at 0.01 level of significance (df - 79) i.e. 0.270; so, there exists a positive significant correlation among teacher effectiveness and job satisfaction. Similar results were found when the Pearson’s coefficient (r) of correlation for relationship of male (r 0.844) and female (r 0.799) teacher effectiveness with their level of job satisfaction was assessed separately. Hence, *the fourth hypothesis that – ‘There exists a positive correlation among teacher effectiveness of trained graduate teachers of District Kurukshetra and their level of job satisfaction’ was accepted.*

5. For studying the teacher effectiveness of trained graduate teachers of District Kurukshetra in relation to their attitude towards teaching profession and its allied aspects, the researcher computed Pearson’s coefficient (r) of correlation.

Variable	N	df	Pearson’s coefficient (r) of correlation	Significance

Teacher Effectiveness and Attitude Towards Teaching Profession and its Allied Aspects	81	79	0.887	Significant at 0.01 level
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N – Number of trained graduate teachers df – Degree of freedom

The Pearson's coefficient (r) of correlation for relationship of teacher effectiveness with their attitude towards teaching profession and its allied aspects was found 0.887, which was higher than the critical value of r at 0.01 level of significance (df - 79) i.e. 0.270; so, there exists a positive significant correlation among teacher effectiveness and their attitude towards teaching profession and its allied aspects. Similar results were found when the Pearson's coefficient (r) of correlation for relationship of male (r 0.912) and female (r 0.856) teacher effectiveness with their attitude towards teaching profession and its allied aspects was assessed separately. Hence, *the fifth hypothesis that – 'There exists a positive correlation among teacher effectiveness of trained graduate teachers of District Kurukshetra and their attitude towards teaching profession and its allied aspects' was accepted.*

Conclusion and Discussion

1. The findings of the study revealed that the regular trained graduate teachers teaching at high school level in government schools situated in rural areas of District Kurukshetra and residing in rural area was found possessing 'more effective' level i.e. more than average level of teacher effectiveness. Similar results were reported by Goel (2013); Ogochi (2014) and Beri (2016). Agarwal (2012) also reported same results in respect of government school teachers. Whereas Ohri (2013) found similar results in case of aided school teachers and reported that the teacher effectiveness of government and non-aided school teacher was moderate. Despite possession of more effective level by teachers, the level of academic achievements by students was not found reported satisfactory by many studies and surveys conducted in this context.

2. The findings of the study revealed that the regular trained graduate teachers teaching at high school level in government schools situated in rural areas of District Kurukshetra and residing in rural area was found possessing 'good' level i.e. more than average level of job satisfaction. This good level was may be due to improved conditions and wages in schools. Goel (2013); Mondal (2014) and Beri (2016) also reported the similar findings. Ohri (2013) while comparing the job satisfaction of government, aided and non-aided teachers reported similar findings only in case of aided school teachers. On contrary, Ogochi (2014) reported low level of job satisfaction among teachers in selected secondary schools.

3. The findings of the study revealed that the regular trained graduate teachers teaching at high school level in

government schools situated in rural areas of District Kurukshetra and residing in rural area was found possessing 'more than average' positive favourable attitude towards teaching profession and its allied aspects. Similar findings were reported by White & Burke (1992); Wong & Wong (2004) and Zayapragassarazan & Pughazhendi (2007) [In Maheshwari, 2016] in context of pre-service teachers. Contrary results were reported by Khan et. al. (2013). While comparing the attitude of prospective teachers of government and self-financing B.Ed. colleges, Maheshwari (2016) reported that prospective teachers of self-financing B.Ed. colleges possessed a better attitude towards teaching profession than the government colleges.

4. The findings of the study revealed that there exists a positive significant correlation among effectiveness of regular trained graduate teachers teaching at high school level in government schools situated in rural areas of District Kurukshetra (residing in rural area) and job satisfaction. The findings of the study are in consonance with the findings reported by Gupta (1995) [In Pachaiyappan & Ushalaya Raj, 2014]; Goel (2013); Kumar & Mutha (1976) [In Ohri, 2013]; Huang et. al. (2013) and Chamundeswari (2013). Ohri (2013) reported similar correlation among these two variables in case of government & non-aided school teachers. Whereas, contrary to above findings Ogochi (2014) found no significant relationship between teacher effectiveness and job satisfaction and Beri (2016) also reported similar correlation in case of BTC and special BTC teachers in Uttar Pradesh. Ohri (2013) found a insignificant correlation between teacher effectiveness of aided school teachers and their job satisfaction.

5. The findings of the study revealed that there exists a positive significant correlation among effectiveness of regular trained graduate teachers teaching at high school level in government schools situated in rural areas of District Kurukshetra (residing in rural area) and their attitude towards teaching profession and its allied aspects. The findings of the study go in line with the findings reported by Kalhotra (2014); whereas in case of relationship of teacher effectiveness with their work motivation, no significant relationship among these two variables was reported by Bala & Bashir (2016).

Educational implications

Any research study would be of worth if its findings have ample implications in present context or in future. The findings of the present study pertaining to – 'Teacher effectiveness of trained graduate teachers in relation to their level of job satisfaction and attitude towards teaching profession and its allied aspects' have following implications:

1. The findings of the present study would act as a guiding source for policy makers and administrators to take initiative in this regard so that the necessary steps may be taken through appropriate means for further strengthening the effectiveness of teachers in light of the shortcomings in academic achievements of students as per the findings reported by research reports and surveys conducted in this context.

2. The findings of the present study would act as an eye-opener for school administrators, managements and principals to understand the significant and positive correlation between

teacher effectiveness and job satisfaction, and hence propel them to take immediate measures and make provisions for ensuring and sustaining the satisfaction of employed teachers in their schools or institutions.

3. As the present study reported to found a significant positive correlation between teacher effectiveness and their attitude towards teaching profession and its allied aspects, so it was advocated through this study that authorities may adopt such procedures and ways so that only those applicants would be offered this opportunity to join this noble profession who possess the desired positive and favourable attitude towards teaching profession and its allied aspects. Further, the finding of the present study also necessitate that the concerned authorities may organize appropriate activities or programmes for inculcating and rearing the desired positive and favourable attitude towards teaching profession and its allied aspects among in-service teachers as well.

4. The findings of the present study would also inspire the working teachers to attend or undertake such in-service programmes or activities that may prove beneficial for them in improving their ways of teaching and making them more effective.

Suggestions for further research

The present study was confined to a certain specified area only due to the paucity of time, other resources and certain unavoidable constraints on the part of researcher. However, the researcher suggests the following studies of similar nature that could be undertaken in future:

1. Similar study can be conducted by taking a large sample, i.e. whole of State Haryana or by taking a sample from any other district or state.
2. Similar study can be conducted by taking a sample of teachers teaching at elementary level or senior secondary level or university level.
3. A study of teacher effectiveness of secondary school teachers in relation to some other variables like their emotional intelligence, life satisfaction, adjustment, teaching aptitude, academic achievement, performance, efficacy, mental health, work motivation etc. can be conducted.
4. Relationship of teacher effectiveness with job satisfaction and their attitude towards teaching profession and its allied aspects can be compared in context of government, aided and non-aided school teachers of Haryana; male and female teachers; rural and urban teachers; as well as regular and non-regular teachers.

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