

## **LIFE SATISFACTION OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR TEACHER EFFECTIVENESS**

**Prof Vipul Kumar Narang**

Professor

Kenway College of Education, Abohar

### **ABSTRACT**

The present study entitled “life satisfaction of secondary school teachers in relation to their teacher effectiveness.” was conducted with a view to investigate the relation in life satisfaction and teacher effectiveness of teachers. The sample consisted of 100 secondary school teachers from Abohar tehsil. Scale of life Satisfaction by Alam and srivastava (2011) and Teacher effectiveness scale by Kumar and Mutha (1995) was used.. The statistical techniques like K-S test and Pearson’s product moment correlation were used. The findings underscored a positive and significant relationship between life satisfaction and teacher effectiveness of secondary school teachers.

### **INTRODUCTION**

Education is a systematic process through which an individual acquires knowledge, experience, skill and sound attitude. It makes an individual civilized, refined and cultured. Education means a lot for a civilized and socialized society. Its purpose is to make an individual perfect. Every society gives importance to education because it is a panacea of all social evils. It is the key to solve the various problems of life. This world has been enveloped in intellectual darkness if it had not been illuminated by the light of education. It is right to say that the story of civilization is the story of education. Thus education is an integral part of human life. It is the basic condition for a development of a mankind and vital instrument for accelerating the well being and prosperity by the light of education. Education is the life long process. It is never ending. It starts with the birth of an individual and then it goes on till the last breath of an individual.

### **LIFE SATISFACTION**

Satisfaction is a Latin word that means to make or do enough. Satisfaction with one’s life implies contentment with or acceptance of one’s life circumstances, or the fulfillment of one’s want and needs for one’s life as a whole.

Life satisfaction is the way how an individual perceives his or her life and how it has been. Life satisfaction is measured through the different aspects which the individual has gained in the different spheres of life. It includes the cognitive acquisition, the social interaction, the interpersonal relationships, educational qualification, the experience, economic stability, the place of living etc. all these factors determine the satisfaction of an individual towards the life.

### **TEACHER EFFECTIVENESS**

A lamp has the unique quality of being able to light another lamp without losing any of its own brilliance.— Buddha.

The concept of Teacher Effectiveness is multi-dimensional in nature. Everyone has some preconceived idea of 'Good Teacher'. One person believes in the 'inherent capability' of teaching. Other believes good teaching is the result of training acquired through formal education. Some feel that effectiveness in teaching is primarily due to the dynamic personality of the teacher. The dictionary of education defines teacher efficiency as 'The degree of success of teacher in performing instructional and other duties specified in his contract as demanded by the nature of his position'. Generally, an effective teacher is one who favorably affects his students and who helps them to develop the necessary skills, understanding work habits along with desirable and positive attitude towards life.

## FACTORS OF TEACHER EFFECTIVENESS

1. **Mastery of the content:** A deep thorough knowledge of the concerned subject and mastery of the content is a must for an effective teacher. Teachers who do not have a thorough knowledge of the subject matter create confusion among the learners which ultimately hampers their learning progress. Hence, mastery of the content knowledge and method of teaching are important factors affecting teacher effectiveness.
2. **Teaching skills:** teaching skills have a great influence on teaching learning situation. Teachers at all levels need to be trained in order to acquire teaching skills which act as pre-requisite of effective teaching. Hence, effective teachers are generally linked with proper utilisation of teaching skills in the classroom.
3. **Academic Achievement:** Knowledge is unlimited and teachers need to update their knowledge and information with the changing time, hence, qualification and academic achievement is very important. Teachers with high academic achievement generally achieve the objectives since they are able to share their in depth knowledge of the subject matter and experiences more effectively and thus, producing quality human resources.
4. **Teacher Education:** Education of teachers is another factor which intends to prepare them to become more effective in their profession. Through this, the teacher can equip all psychological knowledge and teaching skills which are the important criteria of an effective teaching.
5. **Personality Factors:** Personality characteristics i.e., self concept, social and emotional adjustment, confidence and teacher-pupil relationship, etc., have also been found significantly related to teacher effectiveness by various researchers.
6. **Adjustment:** Effective teachers can generally adjust to the surroundings and can easily cope up with any situations. They are familiar with human psychological knowledge and may get along with their pupils and colleagues.
7. **Interest:** Effective teachers generally show interest in all-round development of the pupil and performance of the entire institutions. If teachers are not interested in their jobs, subjects, students, etc., they would not be able to do justice to the teaching learning process. Hence, interests, plays an important role for effective teaching.

**Work motivation and Teacher Effectiveness:** Work motivation is a set of energetic force that originates both within as well as beyond the individuals. Motivated teachers are satisfied with the teaching profession and typically work harder which ultimately leads to effectiveness in teaching-learning process.

## REVIEW OF RELATED LITERATURE

Rani And Phor (2011) in their research "Teacher Effectiveness in relation to self confidence and mental health among teachers" concluded that there was a difference between effective and ineffective college

teachers in relation to their self confidence and mental health. Rani and Devi (2015) studied the effect of gender, type of school and teaching experience on teacher effectiveness. The sample of the present study consisted of 150 teachers selected randomly from Sonapat district of Haryana. Teacher Effectiveness was measured by Teacher Effectiveness scale by Puri and Gakhar (2010). The findings indicate that there exists no significant difference between the male and female school teachers on teacher effectiveness. Significant difference exists between teachers teaching in government and private schools on teacher effectiveness. Also there exists significant difference between teachers have teaching experience below and above 10 years. Bahera and Rangaiah (2017) did a study to find the relationship between emotional maturity, self-esteem and life satisfaction. The findings reveal that there is a significant positive correlation between emotional maturity and life satisfaction. Further, the study indicates that emotional intelligence also affects like satisfaction through self-esteem. Geeta (2018) explored the relationship between emotional maturity, emotional intelligence and life satisfaction. It was hypothesized that there is a positive correlation between emotional maturity, emotional intelligence and life satisfaction. To verify the hypotheses, 60 girls were selected from a women college, Bhiwani. Emotional maturity scale, emotional intelligence scale and life satisfaction scale were administered on participants to collect the data. The collected data were analysed by applying Pearson's correlation in SPSS software. The findings reveal that there is a positive correlation between emotional maturity and life satisfaction while no any significant correlation is found emotional intelligence and life satisfaction, emotional intelligence and emotional maturity.

## SIGNIFANCE OF THE STUDY

The concepts of life satisfaction and teacher effectiveness are equally important for future generation because these lead them to be good citizens. The future of nation depends upon the quality of its citizens; it possesses. The teachers are the nation builders. Those who are satisfied from their lives as well as their jobs can play an effective role in the effective functioning of educational system, which leads to the prosperity and progress of a nation. If teacher is satisfied from his/her life can face any challenge of the life and can fulfill the desires and demands of the nation to make it developed-from developing.

So there is dire need to Study the relationship of both the variables Thus in the present Study, the investigator makes an attempt to find out the relationship between life satisfaction and teacher effectiveness among teacher educators.

## STATEMENT OF THE PROBLEM

Life satisfaction of secondary school teachers in relation to their teacher effectiveness

## OPERATIONAL DEFINITIONS

**Teacher effectiveness:** It is operationally defined in terms of teachers who have attained the needed competence in their roles of functions, such as the preparation and planning for teaching, classroom management and knowledge of subject matter, teacher characteristics and their interpersonal relations also these teachers excel in their other personality characteristics.

**Life Satisfaction:** It refers to a person's general happiness, freedom from tension, interest in life etc. as "current" life satisfaction. It has been defined as the function of the physical psychological and social well-being.

## OBJECTIVES OF THE STUDY

1. To compare the relationship between life satisfaction and teacher effectiveness of secondary school teachers.
2. To compare the relationship between life satisfaction and teacher effectiveness among male secondary school teachers.
3. To compare the relationship between life satisfaction and teacher effectiveness among secondary school teachers.

## HYPOTHESES OF THE STUDY

1. There is positive and significant correlation between life satisfaction and teacher effectiveness among secondary school teachers.
2. There is positive and significant correlation between life satisfaction and teacher effectiveness among male secondary school teachers.
3. There is positive and significant correlation between life satisfaction and teacher effectiveness among female secondary school teachers.

## DELIMITATION OF THE STUDY

The study was delimited to 100 secondary school teachers of Tehsil Abohar.

## METHOD AND PROCEDURE

### SAMPLE

The sample comprised of 100 Secondary school teachers of Tehsil Abohar.

### TOOLS USED

1. Life satisfaction scale by Alam and Srivastava.
2. Teacher effectiveness scale by Kumar and Mutha.

## RESULTS

**Table 1.1**  
The value of Co—efficient of Correlation between Life Satisfaction and Teacher Effectiveness among Secondary School Teachers

Sr. No	Variables	N	r	Level of significance
1.	Life Satisfaction	100	0.65	Significant at 0.05 and 0.01 level
2.	Teacher Effectiveness			

Table 1.1 shows that correlation between life satisfaction and teacher effectiveness of secondary school teachers is 0.65. The  $r$  in order to be significant at 0.05 and 0.01 level should be 0.195 and 0.254 respectively. Since obtained  $r$  is greater than the tabulated value at 0.05 level and 0.01 level, which is significant at 0.05 and 0.01 level of significance.

Hence, the hypothesis that “There is positive and significant correlation between life satisfaction and teacher effectiveness among secondary school teachers” is accepted.

**Table 2**  
**The value of Co-efficient of Correlation between Life Satisfaction and Teacher Effectiveness among Male Secondary School Teachers**

Sr. No	Variables	N	R	Level of significance
1.	Life Satisfaction	100	0.56	Significant at 0.05 and 0.01 level
2.	Teacher Effectiveness			

Table 2 shows that correlation life satisfaction and teacher effectiveness among male secondary school teachers is 0.56. The  $r$  in order to be significant at 0.05 and 0.01 level should be 0.195 and 0.254 respectively. Since obtained  $r$  is greater than the tabulated value at 0.05 level and 0.01 level, which is significant at 0.05 and 0.01 level of significance.

Hence, the hypothesis that “There is positive and significant correlation between life satisfaction and teacher effectiveness among male secondary school teachers” is accepted

**Table 3**  
**The value of Co-Efficient of Correlation between Life Satisfaction and Teacher Effectiveness among Female Secondary School Teachers**

Sr. No	Variables	N	r	Level of Significance
1.	Life Satisfaction	100	0.72	Significant at 0.05 and 0.01 level
2.	Teacher Effectiveness			

Table 3 shows that correlation life satisfaction and teacher effectiveness among female secondary school teachers is 0.72. The  $r$  in order to be significant at 0.05 and 0.01 level should be 0.195 and 0.254

respectively. Since obtained  $r$  is greater than the tabulated value at 0.05 level and 0.01 level, which is significant at 0.05 and 0.01 level of significance.

Hence, the hypothesis that “There is positive and significant correlation between life satisfaction and teacher effectiveness among female secondary school teachers” is accepted.

## MAJOR FINDINGS

The investigator has found some major findings which are given below:

1. There is positive and significant correlation between life satisfaction and teacher effectiveness of secondary school teachers.
2. There is positive and significant correlation between life satisfaction and teacher effectiveness among male secondary school teachers.
3. There is positive and significant correlation between life satisfaction and teacher effectiveness among female secondary school teachers.

## EDUCATIONAL IMPLICATIONS

The results of this study can help us to relate the level of life satisfaction with the effectiveness of teachers of teachers because if a teacher is not satisfied with life, then his teaching can never become effective because satisfaction with life is the pre-requisites for a good and effective teacher. In the secondary schools, the students are passing through the age of adolescence and it is the teacher, who can guide them in this critical period of life because they are facing a lot of problems regarding various aspects of their personality. So only a satisfied teacher and effective teacher can guide his students better than the others. So the importance of these kind of teachers can be judged in the process of education.

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