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## A study of teacher effectiveness among elementary school teachers in relation to their life satisfaction

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### **Abstract**

The present investigation proposes to find out the relationship between teacher effectiveness and life satisfaction of elementary school teachers. The results reveal that there is no significant relationship between teacher effectiveness and life satisfaction of elementary school teachers in relation to their gender and teaching experience. In the present study basically two types of experiences were considered for research i.e. below five years and above five years teaching experience. Further investigator checked the gender's impact on teacher effectiveness and life satisfaction of elementary school teachers. But researcher found that there is no impact of gender on elementary school teachers in relation to their teacher effectiveness and life satisfaction. In this study total samples consisted of 120 elementary school teachers selected by random sampling techniques from Private Schools of Yamuna Nagar (Haryana). In the present study the research tools 'Kulsum Teacher Effectiveness Scale (KTES) developed and standardized by Dr. Umme Kulsum (2000) published by Department of Psycho-Educational Testing Centre, New Delhi' & 'Life-Satisfaction Scale (L-S Scale) developed and standardized by Dr. Promilla Singh and George Joseph (1996) and published by National Psychology Corporation, Agra' were used. The product moment method of correlation was used for determining the relationship between teacher effectiveness and life satisfaction of elementary school teachers. T-test is also used to know the significant differences of teacher effectiveness and life satisfaction among the elementary school teachers in relation to their gender and experience.

**Keywords:** Teacher effectiveness, life satisfaction & elementary school teachers

### **Introduction**

The teacher holds the position in the educational system. He is just like a main wheel on whose shoulders rest the success of educational program. The growth and development of child's personality depends considerably on the type of teachers under whose care the child is left for studies. He is showered by such like esteem as the builder and architect of nation. Professor Humayun Kabir (1950) states without good teachers even the best system is bound to fail with good teachers even the worst of system can largely overcome. Teacher effectiveness plays a vital role in teaching learning process. It being the hub of programme needs close observation and critical analysis as the enrichment in effectiveness may have direct bearing on the learning outcomes of the pupils. Only effective teachers are able to realize the goal of education to their students. The Indian Education commission (1964-66) observed of all the different factors which influence the quality of education and its contribution in national development-the quality, competency and character of teachers is undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high-quality result to the teaching profession, providing them with the best possible professional preparation and creating satisfactory condition of work facilities, especially in view of urgent need to raise standards of the highest level. Sawhney and Kaur (2011) <sup>[15]</sup> examined teacher effectiveness in relation to self- concept of elementary school teachers. Results of the study revealed that there was no significant difference found in the teacher effectiveness of male and female teachers. A significant difference was found between self-concept of male and female elementary school teachers. There was significant relationship between teacher effectiveness and self-concept of male and female elementary school teachers. Jindal (2008) <sup>[11]</sup> in her study of constructive thinking in relation to life satisfaction among university teacher and students and students found significant positive relations among various factors of constructive thinking and life satisfaction. Sharma, R. (2000) <sup>[12]</sup> investigated teacher effectiveness as related to life satisfaction and attitude

towards teaching profession of secondary school teachers and concluded that life satisfaction and attitude towards teaching profession of secondary school teachers were related significantly with higher level of teacher effectiveness.

### **Teacher effectiveness**

Effective teachers are those who achieve the goals which they set for themselves or which they have set for them by others such as ministries of education, legislators and other government officials, school / college administrators. Effective teachers must possess the knowledge and skills needed to attain the goals, and must be able to use that knowledge and those skills appropriately if these goals are to be achieved. Effective teachers have always promoted understanding and tolerance by adopting new responsibilities and cope up with the hanging career expectations. Effective teachers are crucial to any nation's progress and success of a system of education depends upon teacher's involvement. Hence the identification of effective and competent teaching personnel constitutes one of the most important aspects of all the educational system. Teaching effectiveness is important because effective teaching helps student learning. It has become even more important as the emphasis on quality in higher education has increased. Effective teaching does not occur by chance. Effective teachers have become good at what they do because they evaluate their practice. An effective teacher is indispensable even in the most equipped system of education. He who teaches effectively may have the way for progressive and productive society. Teacher effectiveness refers to the effect that the teacher's performance has on pupils. Like teacher performance, teacher effectiveness depends in large on the context in which the teacher performs.

Teacher effectiveness is a relationship between teachers, pupils, and other persons concerned with the educational understanding by limiting and facilitating aspects of immediate situation. The success of educational process depends, to a great extent, on the personality characteristics of the teacher who is the corner stone of the arch of education.

### **Life satisfaction**

Life satisfaction is a complex term and is sometimes used interchangeably with the emotion of happiness, but they are indeed two separate concepts. Life satisfaction is defined as one's evaluation of life as a whole, rather than the feelings and emotions that are experienced in the moment. Life satisfaction can reflect experiences that have influenced a person in a positive way. These experiences have the ability to motivate people to pursue and reach their goals. There are two kinds of emotions that may influence how people perceive their lives. Hope and optimism both consist of cognitive processes that are usually oriented towards the reaching of goals and the perception of those goals. Human life is meaningful and worth considering only when satisfaction is a part and parcel of day-to-day activities. As satisfaction is the fulfilment of a need or desire, it wholly depends upon the individual environment, calibre, behaviour and proper understanding of man and nature. It is mainly concerned with mind than material things.

In Indian philosophy, satisfaction with life is thought to be a

state of mind. However, certain tangible and intangible factors contribute to this 'state of mind' which makes individual feel satisfied and dissatisfied in life. An individual can feel satisfied if he has been able to perform his 'karmas' in a manner that give him a feeling of having fulfilled the various duties that were expected of him by the society reasonably well. Life-satisfaction or personal adjustment is considered an important factor which affects the younger, mature as well as aged people. Life satisfaction means fulfilment of desire, feelings, happiness and optimism. It has two aspects, both positive and negative. On one side it is necessary for man's life progress but on the other side, it prevents a man to make a healthy progress. If a person becomes much in his life, he remains where he is. He has no thirst for attaining other new things. In reality, life satisfaction means we don't this for everything but we enjoy what we have.

Life satisfaction is an assessment of the overall conditions of existence as derived from a comparison of one's aspiration to one's actual achievements (George and Bearson, 1980) <sup>[13]</sup>.

### **Justification of the study**

For a good educational system, it is more important to have effective teacher. The teacher effectiveness will be more when the teacher will be satisfied to their life. In the field of teacher effectiveness, from the research point of view, there have been conducted many studies by educational experts, teachers and researchers. However, all these studies point to significant findings regarding cognitive and non-cognitive factors of teacher behaviour which do not yield consistent results and are contradictory in nature. This may be due to the subject variations and the variety of measurement techniques used. However, majority of the studies on relationship of the teacher effectiveness with life satisfaction are conducted on secondary school teachers, but in the field of elementary school teachers, these are negligible in the forgoing sections. The present study is quite different as it attempts to study the relationship of teacher effectiveness and life satisfaction of elementary school teachers of Yamuna Nagar (Haryana). As so far, no such study has been undertaken on this subject, there is a paramount need of research in the field of teacher effectiveness and life satisfaction with regards to elementary school teachers. Despite the importance which psychologists have attached to the teacher effectiveness and its correlates, no such comprehensive, serious and systematic studies are available relating to the life satisfaction. Hence, the investigator is motivated to take up the present research aimed at surveying the relationship of teacher effectiveness with life-satisfaction.

### **Objectives of the study**

1. To study the teacher effectiveness and life satisfaction of elementary school teachers.
2. To study the teacher effectiveness of male and female elementary school teachers.
3. To study the life satisfaction of male and female elementary school teachers.
4. To study the teacher effectiveness of experienced and inexperienced elementary school teachers.
5. To study the life satisfaction of experienced and inexperienced elementary school teachers.

**Hypotheses of the study**

1. There is no significant relationship between teacher effectiveness and life satisfaction of elementary school teachers.
2. There is no significant difference in the teacher effectiveness of elementary school teachers in relation to their gender.
3. There is no significant difference in the life satisfaction of elementary school teachers in relation to their gender.
4. There is no significant difference in the teacher effectiveness of elementary school teachers in relation to their experiences.
5. There is no significant difference in the life satisfaction of elementary school teachers in relation to their experiences.

**Methods used**

Descriptive survey method has used in the present study.

**Population and sample**

A sample of 120 elementary school teachers was selected by random sampling technique from the Private Schools of Yamuna Nagar (Haryana). These elementary school teachers (56 Male and 64 Female) further divided into two groups less than 5 years of teaching experience and more than 5 years of teaching experience for the present study.

**Tools used**

Following tools were used to collect data in the present study:

1. Kulsum Teacher Effectiveness Scale (KTES) developed and standardized by Dr. Umme Kulsum (2000) <sup>[14]</sup> published by Department of Psycho- Educational Testing Centre, New Delhi.
2. Life-Satisfaction Scale (L-S Scale) developed and standardized by Dr. Promilla Singh and George Joseph (1996) <sup>[15]</sup> and published by National Psychology Corporation, Agra.

**Procedure adopted for data collection**

After finalizing the sample, tools and techniques for data collection the investigator contacted the heads of colleges. He discussed in detail the purpose of investigation with the heads of respective colleges and sought permission to collect data from the students.

Authorities were kind and cooperative enough to provide suitable space where in the tools could be administered to the subjects.

**Statistical techniques used**

1. Descriptive statistics
2. Coefficient of correlation
3. t-test

**Results and Discussion**

The main objective of the present study was to investigate the teacher effectiveness among elementary school teachers in relation to their life satisfaction. In order to determine the correlation between the teacher effectiveness and life satisfaction of elementary school teachers, the product moment co-efficient of correlation (r) was applied. The detail analysis and interpretation have been given in the following table:

**Table 1:** Indicates that the obtained value teacher effectiveness is not related with life satisfaction of elementary school teachers

Variables	Coefficient of Correlation
Teacher effectiveness & Life satisfaction	0.171

Not significant at 0.05 level of significance with df/118

Above table indicates that the obtained value (0.171) of 'r' of teacher effectiveness is not related with life satisfaction of elementary school teachers. So that there is no significant relationship between teacher effectiveness and life satisfaction of elementary school teachers.

Hence the hypothesis-1 which is stated earlier that there is no significant relationship between teacher effectiveness and life satisfaction of elementary school teachers is accepted.

In order to find out the significance difference between the mean scores of teacher effectiveness and life satisfaction in relation to their gender and experience of elementary school teachers, t-test was applied. The detail analysis and interpretation have been given below:

**Table 2:** Reveals that the mean scores of teacher effectiveness of male and female elementary teachers

Gender	N	Mean	S.D.	t-Ratio	Significant level
Male	56	420.89	35.01	0.235	p<0.05
Female	64	429.57	43.53		

Not significant at 0.05 level of significance with df/118

Above table reveals that the mean scores of teacher effectiveness of male and female elementary teachers are 420.89 & 429.57 and S.D. scores are 35.01 & 43.53 respectively. The calculated t-ratio of male and female elementary teachers is 0.235. The table value at 0.05 level is 1.98 with df/118. It shows that the calculated value of t-test is less than the table value and there is no significant difference between the mean scores of teacher effectiveness of male and female elementary teachers.

So, the hypothesis 2 which is stated earlier that there is no significant difference in the teacher effectiveness of elementary school teachers in relation to their gender is accepted.

**Table 3:** Shows the Gender Male and Female

Gender	N	Mean	S.D.	t-Ratio	Significant level
Male	56	126.85	6.997	0.078	p<0.05
Female	64	129.5	9.007		

Not significant at 0.05 level of significance with df/118

Above table indicates that the mean scores of life satisfaction of male and female elementary teachers are 126.85 & 129.5 and S.D. scores are 6.997 & 9.007 respectively. The calculated t-ratio of male and female elementary teachers is 0.078. The table value at 0.05 level is 1.98 with df/118. It shows that the calculated value of t-test is less than the table value and there is no significant difference between the mean scores of life satisfaction of male and female elementary school teachers.

So, the hypothesis 3 which is stated earlier that there is no significant difference in the life satisfaction of elementary school teachers in relation to their gender is accepted.

**Table 4:** Reveals that the mean scores of teacher effectiveness of below 5 years and more than 5 years experiences of teaching

Experience	N	Mean	S.D.	t-Ratio	Significant level
Below 5 years exp.	62	428.38	41.51	0.418	$p < 0.05$
Above 5 years exp.	58	422.46	38.14		

Not significant at 0.05 level of significance with df/118.

Above table reveals that the mean scores of teacher effectiveness of below 5 years and more than 5 years experiences of teaching are 428.38 & 422.46 and S.D scores are 41.51 & 38.14 respectively. The calculated t-ratio of elementary school teachers in relation to their teaching experience is 0.418. The table value at 0.05 level is 1.98 with df/118. It shows that the calculated value of t-test is less than the table value and there is no significant difference between the mean scores of teacher effectiveness of elementary school teachers in relation to their teaching experience.

So, the hypothesis<sup>4</sup> which is stated earlier that there is no significant difference in the teacher effectiveness of elementary school teachers in relation to their experiences is accepted.

**Table 5:** Indicates that the mean scores of life satisfaction of below 5 years and more than 5 years experiences of elementary school teachers

Exp.	N	Mean	S.D.	t-Ratio	Significant level
Below 5 years	62	128.53	9.25	0.73	$p < 0.05$
Above 5 years	58	128.01	7.15		

Not significant at 0.05 level of significance with df/118.

Above table indicates that the mean scores of life satisfaction of below 5 years and more than 5 years experiences of elementary school teachers are 128.53 & 128.01 and S.D. scores are 9.25 & 7.15 respectively. The calculated t-ratio of elementary school teachers in relation to their teaching experience is 0.73. The table value at 0.05 level is 1.98 with df/118. It shows that the calculated value of t-test is less than the table value and there is no significant difference between the mean scores of life satisfaction of elementary school teachers in relation to their teaching experience.

So, the hypothesis<sup>5</sup> which is stated earlier that there is no significant difference in the life satisfaction of elementary school teachers in relation to their experiences is accepted.

**Main findings**

The present study is aimed to study the teacher effectiveness and life satisfaction among the elementary school teachers in relation to their experience and gender. The main findings are as follows:

- There is no significant relationship between teacher effectiveness and life satisfaction among the elementary school teacher. Hence, the teacher effectiveness of elementary school teachers doesn't affect the life satisfaction of elementary school teachers.
- There is no significant difference in the teacher effectiveness of elementary school teachers in relation to their gender. Hence, the gender doesn't influence the teacher effectiveness of elementary school teachers.
- There is no significant difference in the life satisfaction of elementary school teachers in relation to their gender. Hence, the gender doesn't influence the life satisfaction of elementary school teachers.

- There is no significant difference in the teacher effectiveness of elementary school teachers in relation to their experiences is accepted. Hence, the experience of elementary school teachers doesn't influence to their teacher effectiveness.
- There is no significant difference in the life satisfaction of elementary school teachers in relation to their experiences. Hence, the experience of elementary school teachers doesn't influence to their life satisfaction.

**Educational Implications**

Educators all over the nations have explicitly expressed the role of effective teachers and their teaching strategies for the proper growth of future generations. There is a pressing need that the work of the teachers should be objectively assessed. Basically, some adequate criteria must be specified.

Among other programmes to shape out quality teachers and their teaching procedures, the first and foremost need is to identify factors that enhance teaching effectiveness by administering teacher effectiveness scale. If definite predictors of teaching effectiveness are known precisely, it may be possible to help school administrators in their work. Prediction has been basic to education at all times and poses a problem to all those who are concerned with the selection, placement and follow up of teachers. Sufficient prediction depends on the discovery of valid and reliable factors of teacher effectiveness.

The study of teacher effectiveness gives valuable information for recruiting teachers for employment, administration and management of schools and arranging and organizing programmers for professional growth of teachers.

**Suggestions for Further Studies**

**Some of the suggestions for further research are given below**

1. In the present investigation, conclusions are based on the sample of only 120 elementary school teachers of Yamuna Nagar District of Haryana. So, there is a need for taking wider sample from different parts of the state.
2. In the present investigation, variables like age, teaching subjects etc. have not been controlled. There is a need to plan the study after controlling the influence of all such variables.
3. Studies need to be planned to investigate teacher effectiveness in relation to variables like creativity, intelligence, mental health, achievement, motivation and socio-economic status etc.
4. A comparative study of elementary school teachers from Haryana and any other state can be done on a wider sample.
5. The study may be conducted on different levels of teachers as higher secondary school teachers, college and university teachers.

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