

TEACHER EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR WORK MOTIVATION AND JOB SATISFACTION



A

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CERTIFICATE

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**“TEACHER EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS IN
RELATION TO THEIR WORK MOTIVATION AND JOB SATISFACTION”**

Her dissertation is fit for submission, in partial fulfillment of their requirements for the award of the Degree of Master in Education.

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ABSTRACT

Teachers play an important role in shaping and moulding the habits, manners and above all, the character of prospective teachers to become effective teachers. Globally, there is an overwhelming concern over the quality of education. Education being the social system of society plays a key role in reforming and reconstructing the society from time to time. It means prospective teachers must also have some sense of belief that they can make a difference to the lives of children they are teaching and that those children are learning. The study aims to investigate the teacher effectiveness among teachers teaching in secondary schools in relation to their work motivation and job satisfaction. The study was conducted on 100 secondary school teachers working in samba district of Jammu and Kashmir in the spring term 2018-20 school years. Descriptive Survey method has been used for this study. For this study, Teacher Effectiveness Scale by Dr. Umme Kulsum (2010), 'Work Motivation Scale' developed by Poorva Jain & Satish Suryawanshi (2015), Teacher Job Satisfaction Scale by T.R. Sharma and Amar singh (2012). In this study, the investigator employed the statistical techniques are *t* -Test, Mean, Standard Deviation, and Co-relation. The findings of the study revealed that there was significant gender difference in the teacher effectiveness of secondary school teachers. The relationship between Teacher Effectiveness and Work Motivation of secondary school teacher was significant. The relationship between Teacher Effectiveness and Job Satisfaction of secondary school teacher was not significant.

CHAPTER- I

INTRODUCTION

1.1 THEORETICAL FRAMEWORK

India has a long tradition of learning and education has always been valued. Accordingly, education has been assigned high priority in the national development strategy and conscious efforts have been made towards the massive expansion of educational facilities in the country. Education plays the most important role in the development of a country. Education is the backbone of any country and it is the basic need of the entire world. Education is the process of getting knowledge about anything which is required for the people. It changes the behavior, life style, the ways of dressing, sitting and talking also. It plays an important role in economic development of a country.

The teacher plays an important role in developing personality of the child and in shaping the society as they transfer not only education but a set of values that are carried forward by one generation to another. So, it is very important that the teacher should be effective. The teacher's personality is reflected in their students as they are the ideals for their students. Every teacher adopts different methods, strategies, techniques depending upon their personality type which distinguishes a teacher from other teacher and the student described one teacher as effective and other as non effective. Effective teachers are capable of exploring and exposing the potentialities of those who come in their contact. So, efficient teacher in an educational system is more important than all other educational factors taken together. When a teacher teaches, the kind of environment he provides will determine the changes he produces in his students. Whatever he does, it will make a difference in the way they behave. Effective teachers do not rely only on teacher directed instruction rather they provide a substantial amount of coaching in the form of support and feedback to their students and thus are able to foster self-regulation in their students.

Several commissions and committees after examining the functioning of education have expressed concern about the quality, job satisfaction and work motivation of teachers towards an overall improvement of the educational system. The Education Commission (1964- 66) observed, “The destiny of India is being shaped in her classrooms” and that ‘as is the teacher, so is the nation’ to emphasize about the importance of the teachers. The Commission advised the government on the national pattern of education and on the general policies for the development of education at all stages--ranging from the primary to post graduate stage and in all aspects besides examining a host of educational problems in their social and economic context.

The National Policy of Education (1986) recognized the crucial role of teachers and stated that the status of teacher reflects the socio cultural ethos of a society. It further expressed that no people can rise above the level of its teachers and the government and the community should endeavor to create conditions which will help motivate and inspire teachers on constructive and creative lines. In the present scenario of education in India, candidates with relatively superior qualifications and adequate professional degrees are getting entry into the teaching profession; yet the problem of deteriorating education standard qualitatively seems to be assuming alarming dimensions. Therefore, there should be some other important determinants of this phenomenon besides academic and professional qualifications of teachers; such determinants appear to be job satisfaction and work motivation etc.

1.1.2 Teacher Effectiveness

Teacher effectiveness plays an important role in teaching –learning process. An effective teacher does not create image of the students rather help the students to create the image of their own by understanding the problems of the students and helping them, by making any subject interesting, by controlling the class and by being fair with the students while dealing with them. Teacher effectiveness is an area of research which is concerned with relationship between the characteristics of teachers, teaching acts and their effects on education and discriminating between more or less effective teachers. A teacher is said to be effective when the teacher has attained the necessary competence in their roles and functions such as preparation and planning for classroom management, knowledge of subject matter, teacher characteristics and their interpersonal relationship. Maximizing teacher effectiveness is a major goal of education. Teacher effectiveness is the product of a number of variables namely academic, subject mastery, intellectual level, love for children, job satisfaction, teaching experience, professional growth, age of teacher, techniques used in teaching etc. Among all these variables the most important variable is teacher's knowledge, personality and above all his interaction with the students. So, effective teachers are those who can demonstrate the ability to bring about intended learning outcomes that enable them to achieve the desired results for their students. Teacher effectiveness may be essentially a relationship between teachers, pupils and other persons concerned with the education, understanding all affected and facilitating aspects of immediate situation. Teacher effectiveness can only be assessed in terms of learning behavior and learning of students, not behavior of teachers.

1.1.2 Work Motivation

Work motivation refers to the human drive to work in order to gain rewards from that work whether those rewards be physical, emotional, social or monetary. Work motivation varies with age, individual psychology and is often related to ability and environmental factors. For instance, some people work specifically for money (extrinsic motivation), while others work because they love the work, the mission of the company or other intrinsic reasons (intrinsic motivation).

The purpose of work motivation is to boost employee morale by encouraging and influencing them in a positive way. When employee's morale is high, they perform their duties more efficiently. Work motivation gives employees the initiative to want to perform well. It also keeps employees interested in their jobs. Work motivation is a set of energetic forces that originates both within as well as beyond the individuals. Work motivation initiates work related behavior and determine its form direction, intensity, and duration. It is a process used to encourage and inspire workers to perform their jobs thoroughly and well. Work motivation plays a vital role in lives of individuals, groups, communities, establishments, organizations, and nations.

Work motivation enhances the quality of work. A highly motivated teacher works hard to achieve the performance goals. Teachers' job is to channelize the creative energies of students and inspire them to learn. Teachers are not only professional but they are regarded as learners in their respective

communities. Work motivation is a process to energize employees to the work goals through a specific path. A person devotes much efforts, persistence and direction towards his occupation.

A number of elements which enter into the motivational process at work and affect the usefulness of any particular motivational approach are: the individual, the job, and the work situation. On the basis of these elements, work motivation can be thought of at three levels. First it is essential for an organization to understand the needs of the employees, their perception of the goal setting process in the organization, and their expectancy about being rewarded for their efforts. If they feel that they perform well but are rewarded poorly, their motivation will be very low. In that case, the organization may do something to raise expectancy and examine why expectancy is low. The second level of work motivation is the employees' devotion to the organization. An organization which is able to increase achievement and self-actualization motivation among its employees will have more committed employees. The third level of motivation is the work satisfaction, which works as feedback or an incentive to the individual. It has been noted that the organizational setting, the nature of the job, the interpersonal relations at the work-place, the employee's needs, the organizational climate reward and personal policies, etc., likely to affect employ.

Work motivation interacts with and acts in conjunction with other mediating processes and the environment. Certainly individuals differ in their basic motivational drive. It has also been established that employee's motivation changes from one occasion to another. In an organization, when an employee is doing a good job or production is increased by him, he must be rewarded with respect to his needs. The individual may be motivated more than one need at a time, and unless we recognize the part played by each one we cannot properly understand his behaviour. So, in educational institutions higher authorities have to know the needs or drives of teachers and motivate them accordingly. Thus, if it is known that what drives the teacher, it will help in understanding their work behavior. Their efficiency in working will lead to the progress of school which in turn will enhance their commitment to school. In other words, motivation acts as a powerful tool in educational institutions which may lead to increased efficiency of teachers.

1.1.3 Job Satisfaction

Teacher's commitment and effectiveness are highly dependent on motivation, morale and job satisfaction. This indicates that teacher motivation and job satisfaction are vital phenomena for all type of educational institution in any country. It is also an indicator of the school environment and culture of the institution. A highly satisfied teacher tries to pick the school to its highest position. If teachers are not satisfied with their job, improvement of performance of the school is not possible. This implies that satisfied and motivated school teachers are most likely to affect the students learning positively while the dissatisfied may have negative impacts on students' performance. Nowadays, in spite of different plans and programs, there is a general feeling that the teachers are not satisfied with their job as a result of which standard of education are falling. Emotions are more intense, short-lived and have a clear object or cause. Positive and negative emotions are significantly related to overall job satisfaction.

Job satisfaction describes the feelings attitudes or preference of individuals regarding work. It indicates how content an individual is towards his or her work. (Armstrong, 2006) defines job

satisfaction as the attitudes and feelings people have about their work. Positive and favorable attitude towards the job indicate job satisfaction, Negative and unfavorable attitude indicate dissatisfaction. Work plays a tremendous role in people's lives, as it is a significant source of income, personal realization, personal and professional improvement. Because of the central role that work occupies in many people's life, satisfaction with one's job is an important component in overall wellbeing (Smith, 2007). Job satisfaction has been a topic of great interest for researchers and practitioners in a wide range of fields including organizational psychology, public administration, and management. It has been researched for more than 50 years and to this day continues to be a topic of research interest. The main reason for this interest may be due to the implications of job satisfaction for such job related behaviors as motivation, productivity, organizational commitment, and absenteeism, turnover and employee relations. Satisfied employees are more likely to be creative and innovative and come up with breakthroughs that allow an institution to grow and change positively with time and changing market conditions (Sharma and Jyoti, 2009). In this respect, job satisfaction is an organizational variable which should be valued, understood and constantly monitored for the welfare of any organization. High quality academic staff is the cornerstone of a successful educational system (Sharma and Jyoti, 2009). The job satisfaction of university teachers (academic), their commitment and their retention are crucial to effective academic institutions. The understanding of factors affecting the job satisfaction of teachers is of utmost importance for the implementation of a successful, innovative, and vibrant educational system. Furthermore, their job satisfaction translates into a healthy and positive academic environment. Thus, attracting and retaining high quality teachers should be a primary requirement for any educational institution.

1.2 NEED AND SIGNIFICANCE OF THE STUDY

Teaching is not a mechanical process, but it is an intricate, exacting and challenging job. Teaching, if highly developed, is an art. The art of teaching calls for a high degree of flexibility, adaptability and nobleness of mind that goes far beyond the mechanical application of step by step procedures. Teacher's work motivation is very important because it improves the skills and knowledge of teachers as it directly influences the student's achievement. Almost all educational reforms focus on improving teacher's competence, the learning and working environment and greater decentralization, all of which can improve motivation level of teachers. Major indicators of high morale and increased motivation among teachers are commitments to work and good quality work. Lack of motivation on teachers at their work place would lead to poor performance in their duties which consequently affects student's performance. Well-adjusted and satisfied teachers can contribute a lot to the well-being of his/her pupils. Teachers need motivation to perform their teaching profession and this will in turn improve the economic, social and cultural development of the country. It may be relevant to mention that in the present scenario of education in our country one comes across candidates with relatively superior qualification and adequate professional degrees getting entry into the teaching profession; yet the problem of deteriorating education standards both qualitatively and quantitatively seems to be assuming alarming dimensions. So, besides academic and professional qualification, teacher's motivation has a significant role in educational process.

Teachers are very important in any system of education. No proper education can ever be achieved without an adequately trained and motivated teaching staff. For getting optimum results from teachers, their satisfaction is of utmost importance. However, assuring teachers' satisfaction is not an easy task given that human beings' needs can never be fully satisfied as the satisfaction of one need leads to the

desire for another higher level need (Maslow, 1954).Currently, most motivational theories have put emphasis on the employee rather than the job itself. A few scholars have sought to link job satisfaction of teachers to students' performance. It is anticipated that the study will provide secondary school teachers with information about teacher effectiveness and its components. Stimulate further research on appropriate practices that will enhance job satisfaction among employees thus improving productivity and develop commitment of public servants. Therefore, the present study was undertaken by the investigator to know the level of teacher effectiveness in relation to their work motivation and job satisfaction among teachers teaching in secondary school.

1.3 STATEMENT OF THE PROBLEM

TEACHER EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR WORK MOTIVATION AND JOB SATISFACTION

1.4 OPERATIONAL DEFINITIONS OF THE KEY TERMS

Teacher effectiveness: Teacher effectiveness means all the required abilities, capacities in a teacher to enable his/her students to achieve desired goals. In the present study it is measured by Teacher Effectiveness scale by Dr. Umme Kulsum (2010).

Work motivation: Work motivation is a process to energize employee to do work. In the present study it is measured by Work Motivation Scale developed by Poorva Jain & Satish Suryawanshi (2015).

Job satisfaction: Job satisfaction implies degree of satisfaction one enjoys in his/her job. In the present study it is measured by Job Satisfaction Scale developed by T. R. Sharma and Amar singh (2012).

Secondary school teacher: In the present study secondary school teachers refers to the teachers teaching in government and private secondary schools of Samba.

1.5 OBJECTIVES OF THE STUDY

The present study has been designed to achieve the following objectives:

1. To study gender differences in teacher effectiveness of secondary school teachers.
2. To study differences in teacher effectiveness of secondary school teachers teaching in government and private school.
3. To establish the relationship between teacher effectiveness and work motivation of secondary school teachers.
4. To establish the relationship between teacher effectiveness and job satisfaction of secondary school teachers.

1.6 HYPOTHESES OF THE STUDY

The following hypotheses have been designed to achieve the objectives of the study:

1. There is significant gender difference in teacher effectiveness of secondary school teachers.
2. There is significant difference in teacher effectiveness of secondary school teachers teaching in government and private schools.
3. There is significant relationship between teacher effectiveness and work motivation of secondary school teachers.
4. There is significant relationship between teacher effectiveness and job satisfaction of secondary school teachers.

1.7 DELIMITATION OF THE STUDY

- The present study has been confined to the sample of 100 secondary school teachers teaching in govt. and private schools of Samba district only.

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Review of related research is a vital prerequisite to actual planning and for the execution of any research work before embarking on making a fresh study. It stimulates and encourages the investigator to develop various aspects of the problem. It is the basis of most of the research projects in the social science; it forms the foundations upon which all future work will be build. The review of the earlier research findings provides an essential framework to carry further research study. In terms of review of related literature, the term '**Review**' means to organize the knowledge of the specific area of previous and current research to evolve an edifice of knowledge to show that this study would be an addition to this field. The term '**Literature**' means the works consulted by the researcher in order to understand and investigate his/her research problem. The 'literature' that is reviewed is the collection of publications (academic journal articles, books, conference proceedings, association papers, dissertations etc.) written by researchers and scholars. According to Good, "The keys to the vast storehouse of publishing literature may open doors to sources of significant problems and explanatory hypotheses and provide helpful orientation for definition of the problem, background for selection of procedure and comparative data for interpretation of results." The definition suggest that it is beneficial for a researcher to go through the review of literature for defining the problem properly, for getting the clear idea about the procedure to be selected and for comparison and interpretation of the data.

2.2 REVIEWS OF RELATED LITERATURE

A brief account of the relevant studies reviewed by the investigator for the present study is given below:

Bhardwaj (1990) conducted a study on the effect of motivation to work and job satisfaction on teacher effectiveness of Secondary School Teachers. He concludes that teacher's motivation to work and job satisfaction together do not seems to have any significant effect on teacher effectiveness

Raj (2000) conducted a study on teacher effectiveness of secondary school teachers in relation to motivation to work and job satisfaction. The study was conducted on 100 secondary school teachers from 22 schools (both rural and urban) of Shimla District of Himachal Pradesh. The findings of the study showed that teacher motivation to work has significant effect upon teacher effectiveness, i.e. those having higher level of motivation to work do effective teaching. The conclusions drawn from the study were that teacher effectiveness was positively correlated with the level of motivation to work and teacher effectiveness was not significantly related to job satisfaction.

Khan (2001) probed work motivation among teachers and teacher performance in senior secondary schools of Delhi. The major objective was to compare male and female teachers on work motivation among different age groups of teachers. It was found that the teachers of the government senior secondary schools in general possessed work motivation to some extent and no significant difference was found in the overall work motivation of the male and female teachers. However, male teachers were found to be significantly better than their counterparts with respect to dependence was reported in the work group relation, psychological work incentives. Also, no significant difference was reported in the work motivation of the teachers of three different age groups i.e up to 40 years, 41-50 years and above.

Kagathala (2002) studied teacher effectiveness of secondary school teachers in relation to area of their school, sex, educational qualifications, experience of teaching, type of school, personality and caste. Teacher effectiveness scale (developed by the investigator) and creative personality inventory were administered. Results of the study showed that teacher effectiveness of secondary school was found to be average, the teachers of urban area are superior than rural area in teacher effectiveness, gender of the teacher does not affect the teacher effectiveness. The effect of experience of teaching on the teacher effectiveness is found to be increasing up to the experience of 19 years but it is found decreasing after the level of experience. The teacher of boys school is found to be effective than girls and co-educational schools. The teachers having high creative personality are found superior to the teacher having low creative personality in their teacher effectiveness. No effect of caste of teacher on the teacher effectiveness was found.

Vijaylakshmi and Mythill (2004) studied the influence of personal variables (Age, Martial Status, sex) and professional variables (Experience, qualification, subject of teaching, designation, level of college type of college management) on the teacher effectiveness and work orientation of 220 teachers working in junior colleges, degree colleges, and professional colleges of Vizianagaram district of Andhra Pradesh. Results showed that there was significant difference between the teachers upto 35 years and above 35 years of age, married and unmarried, teachers with different designation and working in junior and degree colleges with regard to their teaching effectiveness. Regarding their work orientation, significant difference existed between married and unmarried, male and female teachers, teachers of different cadres, between junior and degree college staff and government and private college teachers. Positive and moderate relationship was present between teacher effectiveness and their work orientation. Teachers of above 35 years age, married teachers, female teachers, assistant professors and degree college teacher are more effective than their counterparts.

Amandeep and Gurpreet (2005) conducted a study on teacher effectiveness of college teachers with relation to self-efficacy and demographic variables. The study concluded that female

teachers are more effective in their teaching than male teachers; male and female teachers do not differ significantly as far as their teaching competency is concerned; and variable of teaching competency plays significant role in teacher effectiveness of teachers.

Arockiadoss (2005) conducted a study on teacher effectiveness of college teachers. The study concludes that college teachers in the age 30-45 were more effective in their subjects, sense of humor and self-evaluation. Men teachers were effective motivator. Private college teachers show more involvement in college activities. Teachers involved in research and with research degrees had mastery over their subjects.

Jain (2007) conducted a study on teacher effectiveness of teachers and their attitude towards teaching profession and found significant difference in effectiveness of male and female teachers. Significant difference has been found in the attitude toward teaching profession of male and female teachers. Significant difference has also been found in the attitude of more and less experienced teachers toward their teaching profession.

Newa (2007) studied teacher effectiveness in relation to work satisfaction, media utilization and attitude towards the use of information and communication technology among secondary school teachers of Nepal. The sample of the study consisted of 300 government and private school teachers of Kathmandu valley. Results of the study show that : For the total sample of government and private schools, teacher effectiveness was found to be positive related with work/job satisfaction, media utilization and attitude towards information and technology; No significant interaction was found between school type and teachers of academic stream with regard to teacher effectiveness; More effective teachers exhibited better work satisfaction, attitude towards media utilization and attitude towards information and technology; More effective teachers and less effective teachers of science, math, language, social sciences, of secondary school exhibited comparable work/job satisfaction, media utilization and attitude towards information and technology.

Kaur (2008) studied job satisfaction, occupational, stress and value dimensions as correlates of teacher effectiveness. A sample of 1000 teachers was selected from government secondary school teachers of four districts of Punjab, namely, Ludhiana, Patiala, Mukatsar and Moga. Data was collected by different scales like teacher effectiveness scale by Kumar and Mutha, Job satisfaction scale by Sharma and Singh, study of value scale by Ojha and self constructed occupational stress scale. The result of present study reflects that: The government secondary school teachers are average in their effectiveness; highly effective teachers were more satisfied with their jobs than less effective teachers. Further the study has shown that job satisfaction is a positive correlate of teacher effectiveness; Occupational stress is a negative correlate of teacher effectiveness. Also the teachers who are under high occupational stress are less effective; Theoretical, aesthetical and social values are found to be positive correlate and economic and political values are found as negative correlates of Teacher Effectiveness.

Wagner (2010) conducted a study on work motivation, job satisfaction and change among the teachers. The sample comprised of 54 teachers. The results indicated that three facets of work satisfaction: supervisor support, the nature of the work itself, and co-worker relations were the significant predictors of intrinsic interest in professional development. The qualitative analysis also revealed the ways in which interactions between motivation, professional development activities, and work environment support undermines change.

Kaur (2011) conducted a study on the impact of B.Ed. Programme in teacher effectiveness. She examined the positive impact of B.Ed. Programme in teacher effectiveness of prospective teachers improved after doing B.Ed. as mean score for post-test was higher than that of Pre-test indicating that the B.Ed. programme had favorable effect on teacher effectiveness of prospective teachers.

Mishra (2011) worked on teacher effectiveness, job satisfaction and Institutional Commitment among secondary school teachers. Findings of the study indicated that teacher effectiveness, job satisfaction and Institutional commitment were positively and significantly correlated with each other. It was also found that male teachers had more commitment than their female counterparts. And female teachers were more satisfied than their male counterparts.

Aggarwal (2012) undertook a study on teachers emotional intelligence, job satisfaction of higher secondary school teaches. Results showed insignificant relationship between teacher effectiveness and job satisfaction of govt. higher secondary boys, girls and co-educational school teachers. Apart from this, the relationship between teacher effectiveness and job satisfaction of govt. aided boys school teachers showed significant positive relationship between teacher effectiveness and job satisfaction.

Maharjan (2012) conducted a study on association between work motivation and job satisfaction of college teacher. The study concludes that there is a positive association between work motivation and Job Satisfaction of college teacher.

Gal and Duggal (2012) aimed to study teacher effectiveness in relation to locus of control and burnout to find out the interrelation of teacher effectiveness, locus of control and burnout. To achieve the objectives of the study teacher effectiveness scale by Dr. Parmod Kumar and D.N. employed to measure the teacher effectiveness. A sample of 250 teachers was selected on the basis of random sampling method. The t-value indicate significant difference between teacher effectiveness of senior secondary school teachers according to gender and type of the institution. However no significant difference existed between burnout of senior secondary school teachers according to gender and type of institution and a negative relation existed between teacher effectiveness and locus of control, teacher effectiveness.

Borkar (2013) studied the “effectiveness of secondary school teachers in relation to teacher Stress”. The objectives were to study and compare teacher effectiveness of secondary school teachers of Mumbai region and to ascertain relationship between teacher effectiveness of secondary school teachers and the teacher stress. The descriptive method of the comparative and co-relational type of research was employed for this study. The multistage sampling technique was used to select 1000 teachers from Secondary schools situated in different regions of Mumbai, Thane and

Raigad areas of Maharashtra for the study. The researcher made tool was used to collect data for this study. Findings of this research indicate that less effective teachers are under a higher level of stress than the highly effective teachers. The findings further revealed that the teacher stress is negatively correlated with teacher effectiveness. The study also revealed that teacher stress also varied in male teachers and female teachers despite the fact that both were equally placed in terms of salary and work load.

Gupta and Gehlawat (2013) studied the job satisfaction and work motivation of secondary school teachers in relation to some demographic variables. The results of the study revealed that no significant difference existed in the job satisfaction and work motivation of male and female teachers. There were significant difference among teacher working in government and private schools, more experienced and less experienced teachers with respect to job satisfaction work motivation. Furthermore, significant difference was reported in the work motivation of teachers having graduate and postgraduate qualifications.

Raj & Lalita (2013) conducted a study on job satisfaction among teachers of private and govt. schools. The study aimed to identify the level of job satisfaction among the private and govt. school teachers. One hundred school teachers were selected by using convenient sampling method. To measure level of job satisfaction, five point Likert scale was used. Findings of the study indicated that the level of job satisfaction of male teachers was high than the female teachers regarding the dimensions viz. they enjoy their work, interesting work, opportunity for further advancement, good salary, rewarded fairly for experience and opportunity for career development. But there was no significant difference in job satisfaction of male and female teachers. Apart from this the other major finding was that there was no significant difference in the job satisfaction of govt. and private secondary school teachers.

Salameh (2014) conducted a study on work motivation of primary stage teachers in Jordan and found that primary stage teachers had relatively good level of work motivation and no significant difference in work motivation among teachers working in government and private schools due to the age and also on the basis of sex was reported that there was significant difference in the work motivation of male and female teachers.

Dave and Raval (2015) conducted a study on job satisfaction of the teachers of higher education institutes. The authors have reviewed books, research journals, organizational reports, theses, and literature available on internet for this purpose. This article includes discussions on different perspectives regarding job satisfaction of teachers of higher education institutes. From the literature review it has been found that Job Satisfaction of faculty members is very critical aspect for all the higher educational institutes and it affects performance of employees and quality of education in all the higher education institutes.

Selvam and Chamundeswari (2015) conducted a study on work motivation, job satisfaction and performance of teachers at the secondary level and the results of the study indicated that there was a significant correlation between motivation, job satisfaction and performance of teachers. A significant difference was found between teachers in different categories of schools pertaining to motivation, job satisfaction and performance of teachers.

Singh (2015) studied the work motivation and job satisfaction of secondary school teachers. The sample of 300 secondary school teacher was taken through random sampling from Shekhawati region of Rajasthan. The survey method was used in this study. The result shows normal level of work motivation among secondary school teachers. The gender and work experience of the teachers did not make differential influence on their work motivation. The work experience of the teachers makes differential influence on their job satisfaction. No significant difference was found in emotional intelligence of teacher educators in relation to gender, area and work experience.

Sharma (2016) examined the impact of work motivation on job satisfaction. A sample of 240 teachers was randomly taken from selected professional institutions of western UP in India. The sample was administered to measure work motivation and job satisfaction. Statistical technique like linear regression analysis and t-test were performed for analysis and interpretation of data. Result revealed that work motivation had significant impact on job satisfaction of teacher in professional institution. The study has implication for educational manager, planners and institution advisors for designing plan and programs aimed to enhance the work motivation and job satisfaction for teacher.

Gulab and Mehta (2016) conducted a study on the relationship among attitude, job satisfaction, work motivation and occupational role, stress of teacher educators in national capital region. Data was collected from 100 teachers of various school spread over capital region. 40 primaries, 20 senior secondary school teachers were selected for this study. The results of the study showed that there was no single factor which was affecting the occupational stress, job satisfaction and work motivation of teaching fraternity. Factors like role ambiguity, role overload, material and psychological incentives, job situation, occupational stress, work motivation affected the teachers in national capital region. Teachers in private schools of both urban and rural schools were overloaded. Material incentives were lacking in rural areas teachers in private schools. Long working hours were common in private schools of rural areas.

Lata and Sharma (2017) studied the teacher effectiveness of elementary school teachers in relation to work motivation and job satisfaction. Descriptive research design was used to accomplish the objective of the study. A sample of 400 elementary school teachers working in government schools was taken from four districts of Himachal Pradesh by random sampling technique. The finding of the study revealed that teacher effectiveness and work motivation of elementary school teachers correlate positively and significantly to each other irrespective of their level of job satisfaction. Work motivation and job satisfaction do not contribute significantly to the teacher effectiveness of elementary school teachers.

Ponmozhi and Balasubramanian (2017) studied the work motivation of school teachers of Cuddalore district in Tamil Nadu. The random sampling technique was used to collect 100 samples from area of study. Normative survey method was used. The work motivation scale was used to collect the data. The study reveals that majority of teacher work motivation was moderate. There exists significant difference between sub samples related to Age, Marital status, Types of school, designation, Monthly Income and Spouse income.

Ujjwal et al (2018) conducted a study to explore the relationship between teacher adjustment and job satisfaction of the secondary school teachers in West Bengal. Two scales were adopted in this study namely, (i) Teacher Adjustment Scale developed by Mangal (2007) and (ii) Job Satisfaction Scale (JSS) developed by Singh and Sharma (1999) for collecting the required data. 400 (256 male and 144 female) secondary school assistant teachers were randomly selected as the sample

of the study from three district of West Bengal. The Pearson product moment method was applied to find out the relations between the selected variables. Analyzing the data, collected from the sample groups, it was found that there was positive correlation between teacher adjustment and job satisfaction.

Sindhu (2018) conducted a study on teacher effectiveness and job satisfaction of secondary school teachers in Kerala. Random sampling technique was used to select a sample of 110 teachers. Data was collected by using questionnaire and teacher effectiveness Scale . Data were analyzed using both percentage analysis, chi square and descriptive statistics. The study revealed that there is significant relationship between teacher effectiveness and job satisfaction of secondary school teachers in Kerala.

Ates and Yilmaz (2018) studied the work motivation levels of primary school teachers working in primary school institutions. The descriptive survey model was used in this study. The sample of the study consisted of 343 primary school teachers. The “work motivational scale” was used in order to collect data in the study. The Cronbach alpha reliability coefficient of the work motivation scale was calculated as 0.897 in the study. SPSS 20.0 package software was used in the study. The result shows that work motivation of primary school teachers is low. The average work motivation scores do not vary by gender, age and marital status.

2.4 CONCLUSION

The investigator in the present study has taken this study to know the teacher effectiveness in relation to their job satisfaction and work motivation of the secondary school teachers who were teaching in the Samba district. Studies reviewed stated that Teacher Effectiveness, Work Motivation and Job Satisfaction are determinant factors in the whole process of teaching. Some studies reported that the teachers with master’s degree possess more Effectiveness than teacher with bachelor degrees. Some studies showed that work motivation of primary school teachers is low. The average work motivation scores do not vary by gender, age and marital status. Some studies reveal that no significant difference was found in emotional intelligence of teacher educators in relation to gender, area and work experience. Apart from this the other major finding was that there was no significant difference in the job satisfaction of govt. and private secondary school teachers.

CHAPTER-III

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Research methodology is a systematic way to solve a problem. It is a science of studying how research is to be carried out. Method of study is the way that the researchers select before proceeding so as to draw meaningful conclusion. It is a way in which the researcher collects the required information to proceed further. Research is considered to be the most formal systematic and intensive process of carrying on the scientific method of analysis. It involves a more systematic structure of investigation usually resulting in some sort of formal record of procedure and a report of results in conclusion (Best, 1982).

The decision about the methods or method to be employed always depends upon the nature of the problem selected and the kind of data necessary for its solution. For the present study the investigator adopts the descriptive survey method. In a descriptive survey the researcher is concerned with the relationships that exists, practices that prevail, beliefs or attitudes that are held, processes that are developing. The descriptive survey method gathers data from a relatively large number of cases of a particular time.

The present chapter throws light on the research methodology being adopted for the research study. Here research objectives and design of the study i.e. sample for the study and selection of the research instrument are discussed. Methods for the collection of the data and statistics for analyzing the data are also discussed.

3.2 DESIGN OF THE STUDY

The design of the research is the actual blue print of the procedure for the completion of various research steps and thus to reach at valid conclusions.

3.2.1 Method

Descriptive survey method has been used for the present study.

3.2.2 Population

A population refers to any collection of specified group of human beings or of non human entities such as objects, educational institutions, time units, geographical areas, prices of wheat or salaries drawn by individuals. Some call it universe. The population of the present study comprise of

all the Secondary School Teachers of Samba city. The population of the study has been comprised of 107 (43-govt. and 64-private) Secondary Schools and 1605 teachers of Samba district.

3.2.3 Sample

The Random sampling technique was employed for the selection of the sample. Fourteen schools were selected randomly, out of them eight were Govt. schools and six were private schools. From seven Govt. schools I collected data of six teachers per school by using stratified random sampling method and from one govt. school I collected data of eight teachers. From five private schools I collect data of eight teachers per school and form one school I collect data of ten teachers. Total sample comprised of 100 teachers, Out of which 50 were male and 50 were female.

DISTRIBUTION OF SAMPLE

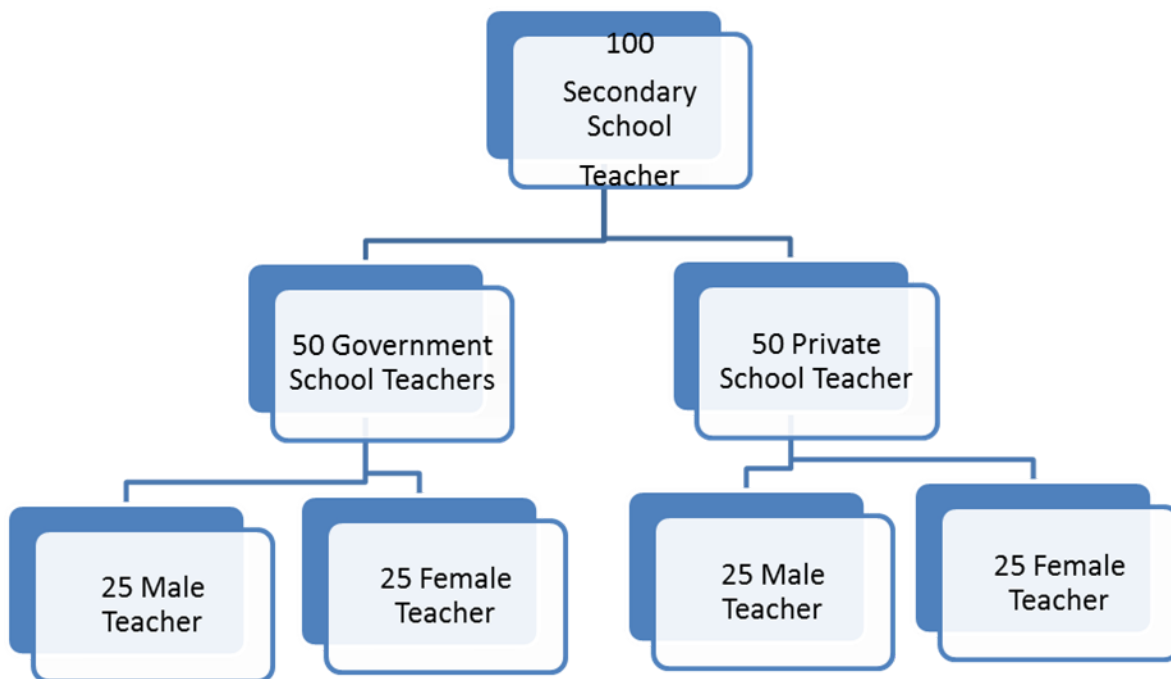


Table 3.1

Details of the sample selected from Govt. Schools

S.NO.	NAME OF THE SCHOOL	NO.OF TEACHER	MALE	FEMALE
1.	Govt. High School Samba(Diani)	6	3	3
2.	Govt. High School Ghagwal	6	3	3
3.	Govt. High school Jatwal	6	3	3
4.	Govt. Higher Secondary School Rajpura	6	3	3
5.	Govt. Higher Secondary School Ghagwal	6	3	3
6.	Govt. Girls higher secondary School Samba	6	3	3
7.	Govt. High School Sanoora	6	3	3
8.	Govt. Boys Higher Secondary School Samba	8	4	4

Table 3.2

Details of the sample selected from Private Schools.

S.NO	NAME OF THE SCHOOL	NO.OF TEACHER	MALE	FEMALE
1	Modern Sharma Higher Secondary School (Rajpura)	8	4	4
2	World Model Higher Secondary School (Rajpura)	8	4	4
3	Aadarsh Vidhya Peeth Higher Secondary School (Samba)	8	4	4
4	Vinod Vidhya Mandir Higher Secondary School (Ghagwal)	8	4	4
5	Lord Krishna High School Samba	8	4	4
6	Mahavir National High School Ghagwal	10	5	5

3.3 VARIABLES OF THE STUDY

Variables are those which may vary or change from person to person or situation to situation. In the present study independent and dependent variable were taken for the study.

3.3.1 Independent Variables: The variable that is stable and unaffected by the other variables you are trying to measure. It refers to the condition of an experiment that is systematically manipulated by the investigator. It is the presumed cause. In this study the following are independent variables-

- Gender-Male & Female
- Type of schools – Govt. & Private

3.3.2 Dependent Variables: The variable that depends on other factors that are measured. These variables are expected to change as a result of an experimental manipulation of the independent variable or variables. It is the presumed effect. In this study the following are dependent variables-

- Teacher Effectiveness
- Work motivation
- Job Satisfaction

3.4 TOOL EMPLOYED AND ITS DESCRIPTION

The investigator employed following tools for the data collection. The selection of suitable tools is of vital importance for successful research. The success of any research endeavor is largely dependent upon the tools which are used for the data collection. The investigator used the following tools of research in the present research:

3.4.1 Work Motivation Scale developed by Poorva Jain and Satish Suryawanshi has been used. It has 23 items and is meant for school teachers.

Positive statements are- 1,3,4,5,7,8,9,11,14,15,16,17,19,21,22

Negative statements are- 2, 6,10,12,13,18,20,23

Reliability

Internal consistency of the instrument was found out by Split half method, the reliability co-efficient calculated by Spearman Brown formula as reported in the manual is 0.99.

Validity

Face Validity: Face validity was computed by circulating the questionnaire among 22 judges who were all practicing psychologists. Using a 5- point scale judges rated 24 items.

Item Validity: In order to find out the item validity, item correlations with total work motivation score were computed. All the items had high coefficient of correlation with the total score significant at 0.01 level.

Factorial Validity: Factorial validity was found satisfactory as reported in the manual.

Scoring

Scoring for positive statement is 5,4,3,2 and 1 for “strongly agree”, “agree”, “undecided”, “disagree” and “strongly disagree”, respectively. Scoring for negative statement is 1,2,3,4 and 5 for “strongly disagree”, “agree”, “undecided”, “disagree” and “strongly disagree” respectively.

Table 3.3

Classification of Raw Scores on Work Motivation scale

Raw –score	Interpretation
86 – 115	High Work Motivation
56 - 85	Average Work Motivation
55 and below	Low work Motivation

3.4.2 Teacher Effectiveness

Teacher Effectiveness Scale developed by Umme Kulsum (Bangalore, 2000) containing five dimensions namely, preparation and planning for teaching, classroom management, knowledge of subject matter, teacher characteristics and interpersonal relations, was used to assess Teacher Effectiveness of teacher teaching at secondary stage. To assess the Teacher Effectiveness in terms of these characteristics five areas were used viz. Preparation and Planning for teaching, Classrooms Management, knowledge of subject matter, its presentation, Teacher characteristics and interpersonal Relations. These areas cover all the functions of a teacher.

Distribution of the items on five dimensions in the scale Teacher Effectiveness are presented in the table.

Table 3.4

Table showing distribution of item in the Teacher Effectiveness Scale on five dimensions

Areas/Dimensions	Serial numbers of items in the final scale	Total No. of Items
Preparation and planning for teaching	2,6,11,23,27,33,37,44,49,54,58.	11
Classroom Management	3,7,12,16,20,24,28,38,45,50,51,55,56,59.	14
Knowledge of subject- matter etc.	1,8,14,17,29,39,46.	7
Teacher characteristics	4,9,13,18,21,25,30,31,34,34,35,36,40,41,47,48,52,57.	17
Interpersonal Relations	5,10,15,19,22,26,32,42,43,53,60.	11
Total		60

Scoring of the Items

Each item elicits two responses; (1) step number on Now, and (2) step number aspiring to attain in the next three years. The time dimension of the next three years was to score as a frame of reference for the 'now' (present) effectiveness, hence the step number given for each item for the present time was taken as the score of the effectiveness of each of the respondent teacher. Total Score Of The Respondent Ranges From 0 To 600.

Reliability of the Scale

Reliability was established on a sample of 180 secondary school teachers from the city of Bangalore by Test-retest and split-half reliability techniques. The Test-retest reliability co-efficient of correlation was found to be 0.63 with a time gap of 16 days. The split-half reliability co-efficient of

correlation was found to be $X_{tt} = 0.68$. After applying the Spearman-Brown prophecy formula, the reliability co-efficient went upto 0.94.

Table 3.5

Reliability of Teacher Effectiveness scale

SI. No.	Reliability	Co-efficient of correlation(r)	Reliability Index
1.	Split-half reliability	0.68	$X_{tt} = 0.82$
2.	Test-retest reliability	0.63	$X_{tt} = 0.79$

3.4.3 Job Satisfaction Scale

Job Satisfaction Scale by Amar Singh and T.R Sharma has been used for collecting data on job satisfaction of teachers. It is comprehensive and omnibus in nature. It is brief, reliable and valid and can be administrated on any workers. Each item has five alternatives from which a respondent had to choose anyone which candidly express his response. It has both positive and negative statement items as serial Numbers 4, 13, 20, 21, 27, 28 are negative and other being all positive.

Table 3.6

Scoring of items in the Job Satisfaction Scale

POSITIVE	4	3	2	1	0
NEGATIVE	0	1	2	3	4

The test-retest reliability has been reported to be 0.98 and validity of 0.74 and co-efficient of co-relation has been reported to be 0.812.

3.5 DATA COLLECTION

For the collection of data, teacher effectiveness of secondary school teachers in relation to their work motivation and job satisfaction were administered through personal contact. General instructions of the questionnaires were given to the teachers and purposes of the questionnaires were explained to them. Having established the rapport, the secondary school teachers were given the questionnaires with cover notes requesting them to answer the questionnaires as required and filled up questionnaires were collected on the spot by the researcher.

3.6 ADMINISTRATION OF THE TOOL

Investigator visited the selected schools personally for the collection of data. First of all the investigator approached the heads of the institutions and the purpose of the study was explained to them. The investigator visited the randomly selected schools for the collection of the data. The

sample comprises of 100 secondary school teachers out of which 50 were males and 50 were females teachers randomly selected by the investigator rapport was developed with them an attempt was made to explain the purpose of the study to the teachers. The teachers were informed that their responses will be kept confidential and therefore, they should be frank, honest, bold and sincere while answering the questions. After giving the necessary instructions, the investigator distributed the copies of the Teacher Effectiveness, Work Motivation, Job Satisfaction scale.

The teacher were requested to read statements one by one and tick mark the most suitable response for the respective item in the questionnaire. After filling up the answers by the teachers, copies of the test were collected back. In this way, the test was administered to all the teachers selected from each school and thus the data was collected.

3.7 STATISTICAL TECHNIQUES EMPLOYED

In order to arrive at certain conclusions, it was necessary to analyze the success of subjects obtained from the test. After tabulation of the scores following statistical techniques were applied to analyze the scores.

In this study, the investigator employed the statistical techniques –

Mean

t -Test

Coefficient of Correlation

CHAPTER -IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

Analysis of data means categorizing, ordering, manipulating and summarizing the data to obtain answers to the research questions. The purpose of analysis is to reduce data into intelligible and interpretable form so that meaningful results can be arrived at. “Analysis of the data can be done in the light of the objectives of the study” (Kerleinger 2014). The most important step in any research project is analysis and interpretation of the data collected. After the data has been collected and tabulated, it must be processed and analysed properly, so as to draw proper inference. A systematic and scientific treatment of the tabulated data is essential for drawing valid conclusions. It involves breaking of complex factors into simpler parts and putting them in new arrangement for the purpose of interpretation.

Collection of the data has no meaning unless it is tackled, properly analyzed and interpreted by sophisticated techniques. Barr says, analysis is an important phase of the classification and summarization of data. So the interpretation is considered as one of the most important step in the total procedure of research. In this study, data have been collected from 100 secondary school teachers teaching in government and private schools of Samba. Data has been collected by administering the Work Motivation Scale developed by Poorva Jain and Satish Suryawanshi, Teacher Effectiveness Scale developed by Umme Kulsum (Bangalore,2000) and Job Satisfaction Scale by Amar Singh and T.R Sharma.

4.2 RESULTS AND FINDINGS

The resulting data were analyzed by using statistical techniques namely Mean and *t*-Test.

4.2.1 To study gender differences in teacher effectiveness of secondary school teachers.

Table 1

*Mean, Standard Deviation, S_{EM} and *t*-value for Teacher Effectiveness of Secondary School Teachers with Respect to their Gender*

Variable	Gender	N	Mean	S. D.	S.E.M.	df	t	Level of significance
TE	Male	50	462.24	89.29	12.62	98	2.34	Significant * at 0.05
	Female	50	485.66	84.78	11.99			

INTERPRETATION: The above table shows that the mean value of Male and Female is 462.24 and 485.66 and the value of standard deviation is 89.29 and 84.78. The calculated t-value is -2.34 (more than the table value) which is significant at 0.05 level of significance. Hence the t-value is significant, the hypothesis is accepted. The mean value indicates females are more effective than the males. It is concluded that there is significant gender difference in Teacher Effectiveness of secondary school teachers.

4.2.2 To study differences in teacher effectiveness of secondary school teachers teaching in government and private schools.

Table 2

Mean, Standard Deviation, S_{EM} and t for Teacher Effectiveness of Secondary School Teachers with respect to their Schools (Govt. & Private)

Variable	School	N	Mean	S.D.	S.E.M.	df	t	Level of significance
TE	1.Govt.	50	470.98	86.05	11.99	98	0.33	Not significant
	2.Private	50	476.92	89.55	12.62			

INTERPRETATION: The above table shows that the mean value of Govt. school teacher and Private school teacher is 470.98 and 476.92 and the value of standard deviation is 89.29 and 84.78. The calculated t-value is 0.33 (less than the table value) which is not significant. Hence the t-value is not significant; the hypothesis No. 2 is rejected.

4.2.3. To establish the relationship between Teacher Effectiveness and Work Motivation of secondary school teacher.

Table 3

Pearson's Coefficient of Correlation Between Teacher Effectiveness and Work Motivation Of Secondary School Teachers

Variables	N	r	Level of Significance
Teacher Effectiveness	100	0.25	Significant*at 0.01
Work Motivation	100		

INTERPRETATION: The Pearson's coefficient of correlation (r) computed for Work Motivation and Teacher Effectiveness was found to be 0.25 which is significant at 0.01 level. So, there is low positive correlation between Work Motivation and Teacher Effectiveness of secondary school teachers. This clearly indicates that there is positive low relationship between Work Motivation and Teacher Effectiveness of secondary school teachers. Therefore, the proposed hypothesis that there is relationship between Work Motivation and Teacher Effectiveness of secondary school teachers has been accepted.

4.2.4. To establish the relationship between Teacher Effectiveness and Job Satisfaction of secondary school teacher.

Table 4

Pearson's Coefficient of Correlation between Teacher Effectiveness and Job Satisfaction of Secondary School Teachers

Variables	N	r	Level of significance
Teacher Effectiveness	100	0.10	Not significant
Job Satisfaction	100		

INTERPRETATION: The Pearson coefficient correlation (r) computed for Job satisfaction and Teacher Effectiveness was found to be 0.10 which is not significant. So, there is negligible correlation between Job satisfaction and Teacher Effectiveness of secondary school teachers. This clearly indicates that there is positive very low relationship between Job satisfaction and Teacher Effectiveness of secondary school teacher. Therefore, the proposed hypothesis that there is relationship between Job satisfaction and Teacher Effectiveness of secondary school teachers has been rejected.

4.3 CONCLUSION

After analysis and interpreting the data, it has been found that there is significant difference in Teacher Effectiveness of secondary school teachers with respect to their gender. However, there is no significant difference in teacher effectiveness of secondary school teachers teaching in government and private schools. However, there is positive low correlation in Work Motivation and Teacher Effectiveness of secondary school teachers. This clearly indicates that there is very low relationship between Work Motivation and Teacher Effectiveness of secondary school teacher. There is negligible correlation in Job satisfaction and Teacher Effectiveness of secondary school teachers. This clearly indicates that there is very low relationship between Job satisfaction and Teacher Effectiveness of secondary school teachers.

CHAPTER-V

FINDINGS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

5.1 INTRODUCTION

After processing the data, obtaining and interpreting the result in previous chapter, the finding has been delimited and discussed in present chapter. These findings can be generalized to the extent of representatives of the sample and methodology employed in the study. In this chapter, the results are discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. At places, some of the observations did not concur with the findings of the same investigators. Keeping the major findings in view, the educational implications of the study have been worked out. As such some suggestion has been given for the further research. This chapter is therefore, devoted to focus the findings, conclusion, discussion of result of the study and for indicating their implications and suggestions for further studies or research.

5.2 FINDINGS OF THE STUDY

Major findings of the present study have been reported in the following subsections.

5.2.1 RESEARCH OBJECTIVE 1

To study gender differences in teacher effectiveness of secondary school teachers.

For the fulfillment of this objective, mean scores of secondary school teachers on teacher effectiveness were computed. The calculated mean values for teacher effectiveness of male and female secondary school teachers were found to be 462.24 and 485.66. The calculated t- value was 2.34 which is significant. Hence, the hypothesis stating there is gender difference on teacher effectiveness of secondary school teachers stands accepted.

5.2.2 RESEARCH OBJECTIVE 2

To study the differences in teacher effectiveness of secondary school teachers teaching in government and private schools

For the fulfillment of this objective, mean scores of secondary school teachers on teacher effectiveness were computed. The calculated mean values for teacher effectiveness of govt. and private secondary school teachers were found to be 470.98 and 476.92. The calculated t- value was 0.33 which is not significant. Hence, the hypothesis stating there were no differences in teacher effectiveness of secondary school teachers teaching in government and private schools is rejected.

5.2.3 RESEARCH OBJECTIVE 3

To establish the relationship between Teacher Effectiveness and Work Motivation of secondary school teacher

For the fulfillment of the objective, the Pearson coefficient of correlation (r) computed for Work Motivation and Teacher Effectiveness was found to be 0.25 which is significant at 0.01 level of significance. So, there is positive low correlation in Work Motivation and Teacher Effectiveness of secondary school teachers. This clearly indicates that there is very low relationship between Work Motivation and Teacher Effectiveness of secondary school teacher. Therefore, the proposed hypothesis that there is relationship between Work Motivation and Teacher Effectiveness of secondary school teacher is accepted.

5.2.4. RESEARCH OBJECTIVE 3

To establish the relationship between Teacher Effectiveness and Job Satisfaction of secondary school teacher

For the fulfillment of the last objective, the Pearson coefficient of correlation (r) computed for Job satisfaction and Teacher Effectiveness was found to be 0.107 which is not significant at 0.01 level and 0.05 level. So, there is positive negligible correlation in Job satisfaction and Teacher Effectiveness of secondary school teachers. This clearly indicates that there is very low relationship between Job satisfaction and Teacher Effectiveness of secondary school teacher. Therefore, the proposed hypothesis that there is relationship between Job satisfaction and Teacher Effectiveness of secondary school teacher is rejected.

5.3 EDUCATIONAL IMPLICATIONS OF THE STUDY

Some of the implications of the results of this study may impact our understanding of the role and interpretation of teacher's work motivation and job satisfaction. The educational implications of the study are given ahead:

1. To motivate for their work fellowships, professional development, grants for research and publications for their growth and development in teaching should be implemented.
2. The teachers having different work motivation may also require different motivational strategies. Some may prefer bonuses, some may prefer rewards. Therefore it is very necessary to identify teacher's drives and motivates them towards task performance.
3. As there has been found significant relationship between teacher effectiveness and work motivation. Hence efforts should be made by the system for the teachers such as training programs, orientations for newly recruited teachers.
4. The school authorities should organize special welfare programs for teachers' well-being and positive changes in their level of satisfaction after reading the finding of the study.

5. The results of the present study help teachers to improve their work motivation and job satisfaction.
6. Effective, cheerful and committed senior teachers from the system need to be involved in training programs as examples for induction programs of newly recruited teachers.
7. The implication of these findings is that teachers may need to be more autonomous supportive in their attempts to promote positive work related outcomes like work motivation and job satisfaction.
8. The results of the study may also help family members of the teachers to understand the problems of teachers and co-operate with their work. The school authorities can organize special welfare programs for teachers' well-being and positive changes in their level of satisfaction after reading the finding of the study.

Thus, the findings of the present study may help to provide tremendous scope for the improvement of building competency based training and action research programs.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

Research is never ending process. Researches which usually are limited to the fields of education cannot solve all the problems. Hence more and more research is required to be undertaken at various levels of education. Present investigation also could not cover up all the dimensions of the problem. So further research can be undertaken on the following lines:-

1. The sample has been collected from 14 schools and 100 secondary school teachers only. . It is suggested that this study can be conducted on a large sample also.
2. The present study was conducted on the variables of gender, relationships among work motivation, teacher effectiveness and job satisfaction. It is suggested that it can also be conducted on the other variables like age, marital status and qualification etc.
3. The Study can also be conducted on higher secondary school teachers and college teachers.
4. It would be interesting to undertake a comparative study of teacher effectiveness at different stage of education namely primary, secondary, higher secondary, college and university.
5. The study can be conducted on the other states of the country.

SUMMARY

TITLE: TEACHER EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR WORK MOTIVATION AND JOB SATISFACTION.

SUPERVISOR

INVESTIGATOR

Mrs. SAYKA BANO

AMRITA SAMBYAL

A. THE PROBLEM

India has a long tradition of learning and education has always been valued. Accordingly, education has been assigned high priority in the national development strategy and conscious efforts have been made towards the massive expansion of educational facilities in the country. Education plays the most important role in the development of a country. Education is the backbone of any country and it is the basic need of the entire world. Education is the process of getting knowledge about anything which is required for the people. It changes the behavior, life style, the ways of dressing, sitting and talking also. It plays an important role in economic development of a country.

The teacher plays an important role in developing personality of the child and in shaping the society as they transfer not only education but a set of values that are carried forward by one generation to another. So, it is very important that the teacher should be effective. The teacher's personality is reflected in their students as they are the ideals for their students. Every teacher adopts different methods, strategies, techniques depending upon their personality type which distinguishes a teacher from other teacher and the student described one teacher as effective and other as non effective. Effective teachers are capable of exploring and exposing the potentialities of those who come in their contact. So, efficient teacher in an educational system is more important than all other educational factors taken together. When a teacher teaches, the kind of environment he provides will determine the changes he produces in his students. Whatever he does, it will make a difference in the way they behave. Effective teachers do not rely only on teacher directed instruction rather they provide a substantial amount of coaching in the form of support and feedback to their students and thus are able to foster self-regulation in their students.

Several commissions and committees after examining the functioning of education have expressed concern about the quality, job satisfaction and work motivation of teachers towards an overall improvement of the educational system. The Education Commission (1964- 66) observed, "The destiny of India is being shaped in her classrooms" and that 'as is the teacher, so is the nation' to emphasize about the importance of the teachers. The Commission advised the government on the national pattern of education and on the general policies for the development of education at all stages--ranging from the primary to post graduate stage and in all aspects besides examining a host of educational problems in their social and economic context.

Teacher Effectiveness

Teacher effectiveness plays an important role in teaching –learning process. An effective teacher does not create image of the students rather help the students to create the image of their own by understanding the problems of the students and helping them, by making any subject interesting, by controlling the class and by being fair with the students while dealing with them. Teacher effectiveness is an area of research which is concerned with relationship between the characteristics of teachers, teaching acts and their effects on education and discriminating between more or less effective teachers. A teacher is said to be effective when the teacher has attained the necessary competence in their roles and functions such as preparation and planning for classroom management, knowledge of subject matter, teacher characteristics and their interpersonal relationship. Maximizing teacher effectiveness is a major goal of education. Teacher effectiveness is the product of a number of variables namely academic, subject mastery, intellectual level, love for children, job satisfaction, teaching experience, professional growth, age of teacher, techniques used in teaching etc. Among all these variables the most important variable is teacher's knowledge, personality and above all his interaction with the students. So, effective teachers are those who can demonstrate the ability to bring about intended learning outcomes that enable them to achieve the desired results for their students. Teacher effectiveness may be essentially a relationship between teachers, pupils and other persons concerned with the education, understanding all affected and facilitating aspects of immediate situation. Teacher effectiveness can only be assessed in terms of learning behavior and learning of students, not behavior of teachers.

Work Motivation

Work motivation refers to the human drive to work in order to gain rewards from that work whether those rewards be physical, emotional, social or monetary. Work motivation varies with age, individual psychology and is often related to ability and environmental factors. For instance, some people work specifically for money (extrinsic motivation), while others work because they love the work, the mission of the company or other intrinsic reasons (intrinsic motivation). The purpose of work motivation is to boost employee morale by encouraging and influencing them in a positive way. When employee's morale is high, they perform their duties more efficiently. Work motivation gives employees the initiative to want to perform well. It also keeps employees interested in their jobs. Work motivation is a set of energetic forces that originates both within as well as beyond the individuals. Work motivation initiates work related behavior and determine its form direction, intensity, and duration. It is a process used to encourage and inspire workers to perform their jobs thoroughly and well. Work motivation plays a vital role in lives of individuals, groups, communities, establishments, organizations, and nations.

Work motivation enhances the quality of work. A highly motivated teacher works hard to achieve the performance goals. Teachers' job is to channelize the creative energies of students and inspire them to learn. Teachers are not only professional but they are regarded as learners in their respective communities. Work motivation is a process to energize employees to the work goals through a specific path. A person devotes much efforts, persistence and direction towards his occupation.

Job Satisfaction

Job satisfaction describes the feelings attitudes or preference of individuals regarding work. It indicates how content an individual is towards his or her work. (Armstrong, 2006) defines job satisfaction as the attitudes and feelings people have about their work. Positive and favorable attitude towards the job indicate job satisfaction, Negative and unfavorable attitude indicate dissatisfaction. Work plays a tremendous role in people's lives, as it is a significant source of income, personal realization, personal and professional improvement. Because of the central role that work occupies in many people's life, satisfaction with one's job is an important component in overall wellbeing (Smith, 2007). Job satisfaction has been a topic of great interest for researchers and practitioners in a wide range of fields including organizational psychology, public administration, and management. It has been researched for more than 50 years and to this day continues to be a topic of research interest. The main reason for this interest may be due to the implications of job satisfaction for such job related behaviors as motivation, productivity, organizational commitment, and absenteeism, turnover and employee relations. Satisfied employees are more likely to be creative and innovative and come up with breakthroughs that allow an institution to grow and change positively with time and changing market conditions (Sharma and Jyoti, 2009). In this respect, job satisfaction is an organizational variable which should be valued, understood and constantly monitored for the welfare of any organization. High quality academic staff is the cornerstone of a successful educational system (Sharma and Jyoti, 2009). The job satisfaction of university teachers (academic), their commitment and their retention are crucial to effective academic institutions. The understanding of factors affecting the job satisfaction of teachers is of utmost importance for the implementation of a successful, innovative, and vibrant educational system. Furthermore, their job satisfaction translates into a healthy and positive academic environment. Thus, attracting and retaining high quality teachers should be a primary requirement for any educational institution.

B. NEED AND SIGNIFICANCE OF THE STUDY

Teaching is not a mechanical process, but it is an intricate, exacting and challenging job. Teaching, if highly developed, is an art. The art of teaching calls for a high degree of flexibility, adaptability and nobleness of mind that goes far beyond the mechanical application of step by step procedures. Teacher's work motivation is very important because it improves the skills and knowledge of teachers as it directly influences the student's achievement. Almost all educational reforms focus on improving teacher's competence, the learning and working environment and greater decentralization, all of which can improve motivation level of teachers. Major indicators of high morale and increased motivation among teachers are commitments to work and good quality work. Lack of motivation on teachers at their work place would lead to poor performance in their duties which consequently affects student's performance. Well-adjusted and satisfied teachers can contribute a lot to the well-being of his/her pupils. Teachers need motivation to perform their teaching profession and this will in turn improve the economic, social and cultural development of the country. It may be relevant to mention that in the present scenario of education in our country one comes across candidates with relatively superior qualification and adequate professional degrees getting entry into the teaching profession; yet the problem of deteriorating education standards both qualitatively and quantitatively seems to be assuming alarming dimensions. So, besides academic and professional qualification, teacher's motivation has a significant role in educational process.

Teachers are very important in any system of education. No proper education can ever be achieved without an adequately trained and motivated teaching staff. For getting optimum results from teachers, their satisfaction is of utmost importance. However, assuring teachers' satisfaction is not an easy task given that human beings' needs can never be fully satisfied as the satisfaction of one need leads to the desire for another higher level need (Maslow,1954).Currently, most motivational theories have put emphasis on the employee rather than the job itself. A few scholars have sought to link job satisfaction of teachers to students' performance. It is anticipated that the study will provide secondary school teachers with information about teacher effectiveness and its components. Stimulate further research on appropriate practices that will enhance job satisfaction among employees thus improving productivity and develop commitment of public servants. Therefore, the present study was undertaken by the investigator to know the level of teacher effectiveness in relation to their work motivation and job satisfaction among teachers teaching in secondary school.

C. OBJECTIVES

1. To study gender differences in teacher effectiveness of secondary school teachers.
2. To study differences in teacher effectiveness of secondary school teachers teaching in government and private schools.
3. To establish the relationship between teacher effectiveness and work motivation of secondary school teachers.
4. To establish the relationship between teacher effectiveness and job satisfaction of secondary school teachers.

D. HYPOTHESES

1. There is significant gender differences in teacher effectiveness of secondary school teachers
2. There is significant difference in teacher effectiveness of secondary school teachers teaching in government and private schools.
3. There is significant relationship between Teacher Effectiveness and Work Motivation of secondary school teachers.
4. There is significant relationship between Teacher Effectiveness and Job Satisfaction of secondary school teachers.

E. SAMPLE

The Random sampling technique was employed for the selection of the sample. Fourteen schools were selected randomly, out of them eight were Govt. schools and six were private schools. From seven Govt. schools I collected data of six teachers per school by using stratified random sampling method and from one govt. school I collected data of eight teachers. From five private schools I collect data of eight teachers per school and form one school I collect data of ten teachers. Total sample comprised of 100 teachers, Out of which 50 were male and 50 were female.

F. TOOLS USED

In the present study, the following tools have been used:

1. *Teacher Effectiveness Scale* by Umme Kulsum (2010).
2. *Work Motivation Scale* by Poorva Jain and Satish Suryawanshi (2015).
3. *Job Satisfaction Scale* by Amar Singh and T.R Sharma (2012).

G. VARIABLES OF THE STUDY

Variables are those which may vary or change from person to person or situation to situation. In the present study independent and dependent variable were taken for the study.

1. **Independent Variables:** The variable that is stable and unaffected by the other variables you are trying to measure. It refers to the condition of an experiment that is systematically manipulated by the investigator. It is the presumed cause. In this study the following are independent variables-
 - Gender-Male & Female
 - Type of schools – Govt. & Private
2. **Dependent Variables:** The variable that depends on other factors that are measured. These variables are expected to change as a result of an experimental manipulation of the independent variable or variables. It is the presumed effect. In this study the following are dependent variables-
 - Teacher Effectiveness
 - Work motivation
 - Job Satisfaction

H. RESULTS

In order to accomplish the objectives of the study, the following statistical techniques have been employed and the results are given in Table 1, 2, 3, respectively.

Table 1

Mean, Standard Deviation, S_{EM} and t-Value for Teacher Effectiveness of Secondary School Teachers with Respect to their Gender

Variable	Gender	N	Mean	S. D.	S.E.M.	df	t	Level of significance
TE	Male	50	462.24	89.29	12.62	98	2.34	Significant * at 0.05
	Female	50	485.66	84.78	11.99			

Table 2

Mean, Standard Deviation, S_{EM} and t-value for Teacher Effectiveness of Secondary School Teachers with Respect to their Schools (Govt. & Private)

Variable	School	N	Mean	S.D.	S.E.M.	df	t	Level of significance
TE	1.Govt.	50	470.98	86.05	11.99	98	0.33	Not significant
	2.Private	50	476.92	89.55	12.62			

Table 3

Pearson's Coefficient of Correlation between Teacher Effectiveness and Work Motivation of Secondary School Teachers

Variables	N	r	Level of significance
Teacher Effectiveness	100	0.25	Significant*at 0.01
Work Motivation	100		

Table 4

Pearson's Coefficient of Correlation between Teacher Effectiveness and Job Satisfaction of Secondary School Teachers

Variables	N	r	Level of significance
Teacher Effectiveness	100	0.10	Not Significant
Job Satisfaction	100		

I. FINDINGS

The results of the research can be summarized as under:

1. The calculated t-value is 2.34 which is significant at 0.01 level of significance. Hence the t-value is significant, the Null hypothesis is accepted. Hence, it is concluded that there is significant difference in Teacher Effectiveness of secondary school teachers with respect to their gender.
2. The calculated t-value is 0.33 (less than the table value) which is not significant. Hence the t-value is not significant, the Null hypothesis is rejected. Hence, it is concluded that there is no significant difference in Teacher Effectiveness of secondary school teachers teaching in government and private schools.
3. There is positive low correlation between Work Motivation and Teacher Effectiveness of secondary school teachers. This clearly indicates that there is low relationship between Work Motivation and Teacher Effectiveness of secondary school teachers. Therefore, the proposed hypothesis that there is relationship between Work Motivation and Teacher Effectiveness of secondary school teachers is accepted.
4. There is negligible correlation in Job satisfaction and Teacher Effectiveness of secondary school teacher. This clearly indicates that there is positive very low relationship between Job satisfaction and Teacher Effectiveness of secondary school teacher. Therefore, the proposed hypothesis that there is negligible relationship between Job satisfaction and Teacher Effectiveness of secondary school teacher is rejected.

J. EDUCATIONAL IMPLICATIONS OF THE STUDY

Some of the implications of the results of this study may impact our understanding of the role and interpretation of teacher's work motivation and job satisfaction. The following educational implications of the study are given ahead-

The results of the present study help to teachers for improve their work motivation and job satisfaction.

1. To motivate for their work fellowships, professional development, grants for research and publications for their growth and development in teaching should be implemented.
2. The teachers having different work motivation may also require different motivational strategies. Some may prefer bonuses, some may prefer rewards. Therefore it is very necessary to identify teacher's drives and motivates them towards task performance.
3. As there has been found significant relationship between teacher effectiveness and work motivation. Hence efforts should be made by the system for the teachers such as training programs, orientations for newly recruited teachers.

4. The school authorities should organize special welfare programs for teachers' well-being and positive changes in their level of satisfaction after reading the finding of the study.
5. The results of the present study help teachers to improve their work motivation and job satisfaction.
6. Effective, cheerful and committed senior teachers from the system need to be involved in training programs as examples for induction programs of newly recruited teachers.
7. The implication of these findings is that teachers may need to be more autonomous supportive in their attempts to promote positive work related outcomes like work motivation and job satisfaction.
8. The results of the study may also help family members of the teachers to understand the problems of teachers and co-operate with their work. The school authorities can organize special welfare programs for teachers' well-being and positive changes in their level of satisfaction after reading the finding of the study.

Thus, the findings of the present study may help to provide tremendous scope for the improvement of building competency based training and action research programs.

K. SUGGESTIONS AND FURTHER RESEARCH

Research is never ending process. Researcher which usually is limited in the fields of education cannot solve all the problems. Hence more and more research is required to be undertaken at various levels of education. Present investigation also could not cover up all the dimensions of the problem. So further research can be undertaken on the following lines:-

1. The sample has been collected from 14 schools and 100 secondary school teachers only. . It is suggested that this study can be conducted on a large sample also.
2. The present study was conducted on the variables of gender, relationships among work motivation, teacher effectiveness and job satisfaction. It is suggested that it can also be conducted on the other variables like age, marital status and qualification etc.
3. The Study can also be conducted on higher secondary school teachers and college teachers.
4. It would be interesting to undertake a comparative study of teacher effectiveness at different stage of education namely primary, secondary, higher secondary, college and university.
5. The study can be conducted on the other states of the country.

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APPENDICES

MANUAL FOR

KULSUM

TEACHER

EFFECTIVENESS

SCALE

PT-277
20.12.10

**K
T
E
S**

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PT-277
20.12.10

MANUAL
FOR

KULSUM TEACHERS EFFECTIVENESS SCALE (KTES)

INTRODUCTION

Teacher effectiveness is not a new concept to us. We have been listening that some teachers are the most effective ones. This means that those teachers have attained the needed competence in their roles and functions, such as the preparation and planning for teaching, classroom management, knowledge of subject matter, teacher characteristics and their interpersonal relations. Also these teachers excel in their other personality characteristics. They are said to be the best teachers.

We have also been listening that some teachers are the least effective ones. They are inferior in respect of their roles and functions as well as in their personality characteristics. They are said to be the least effective ones. From these points of view, it may be perceived that the most effective and least effective teachers could form the ends of a continuum and in between these two ends lie teachers who are moderately effective.

There are quite a few teacher effectiveness scales developed by other investigators to measure the effectiveness of teachers working at different levels. These scales have been developed abroad as well as in India. The review of these scales done by those investigators helped the investigator in identifying the limitations of the scales developed in general on the concept of teacher effectiveness. Therefore, the investigator took a decision to construct a scale on teacher effectiveness by following the standard procedures for developing a scale.

The investigator wanted to try out the ladder technique of Kilpatrick and Cantril (1960) for constructing a scale on teacher effectiveness.

DESCRIPTION OF THE SCALE

For assessing teacher effectiveness, a self-anchoring striving scale was constructed on the lines of the self-anchoring striving scale of Kilpatrick and Cantril (1960). In its format the scale constructed in the present study more or less corresponded to the one developed by Muthayya (1971). The rationale behind choosing the self anchoring striving scale technique for the purpose of the present study was as follows :

1. Investigator successfully used the scale to assess the general as well as the educational aspirations.
2. Conceptualisation of the top and bottom anchoring points with the help of the picture of a ladder that was quite familiar to the teachers, was thought to be much easier and meaningful.
3. The self-anchoring striving scale based on the first person approach was thought to be more empirical.
4. The scale did not involve 'rigidity, predefined dimensions, verbal categories, prepared phrases or sentences.. and the like' as outlined by the originators of the scale.
5. The data collected through the scale are psychologically as well as directly comparable i.e., the scale level selected by one person or a group (average of selections) can be specifically and meaningfully said to be higher, lower or equal to the scale level of some other individual or group because the frames of reference of the replies would in fact be similar psychologically.
6. The fact that this scale would be easily understood by the teachers and their effectiveness would be elicited accordingly, was realised to be true in the subsequent try-out of the scale.

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Areas of the Scale

The investigation in the perspective examined the areas (variables) worth being included in the tool to be developed. The tool should be objective, comprehensive, measuring content validity, easily amendable for administrator and acceptable to the respondents. Hence, one has to think about teacher effectiveness in terms of characteristics of a teacher, his personality, attitudes etc., process (teacher-pupil interaction) and production variables (outcomes of teaching-learning process, namely pupil achievement). Finally after exhaustive review and consultation; five areas were finalised : namely. (1) Preparation and planning for teaching, (2) Classroom management, discipline, motivation, interaction, evaluation. (3) Knowledge of subject-matter Its delivery and presentation including B. B. summary. (4) Personality characteristics of teachers, and (5) Interpersonal relations of teachers with others. These five areas cover all aspects of teacher's functions and hence have the merit of adequate conceptual framework and content validity. A brief description of each of these areas is given below :

(A) Preparation and Planning for Teaching :

This area includes statements pertaining to the ability of the teacher in preparing, planning and organizing for teaching in accordance with the course objectives by using different source material.

(B) Classroom Management :

This area includes statements pertaining to the ability of the teacher to successfully communicate, motivate the students and evaluate the teaching learning process and also to maintain discipline in the classroom within the framework of democratic set-up.

(C) Knowledge of Subject Matter; its Delivery and Presentation including B. B. summary :

This area includes statement on the ability of the teacher in acquiring, retaining, interpreting and making use of the contents of the subject he/she is

dealing within the classroom situations. Delivery of course contents, and its presentation including B. B. summary constitute essential aspect of the teaching-learning process.

(D) Teacher Characteristics :

This area includes statements pertaining to the personality make-up and its behavioural manifestations that have their own level of acceptability or unacceptability in the teaching profession. Ability to arouse 'A perceptive Mass' and seeking active participation of pupils constitute essential demand characteristics of effective teacher.

(E) Interpersonal Relations :

The ability of the teacher to adopt himself/herself to maintain cordial relations with his/her colleagues, pupils, their parents and other persons in the community with whom he/she is to interact as part and parcel of his/her profession form the basis to have statements pertaining to this area.

The Item Pool

Initially a list of 149 statements distributed over the above five areas were pooled from various sources. Then, draft items were given to 15 select judges who were well-versed in teacher education and scale construction, with a request to review the statements and evaluate their content accuracy and coverage, their repetition, editorial quality with suggestion for additions, deletions and modifications of items. Based on 80% unanimity of the judges 70 statements were included in the try-out form of the scale. Their distribution under each of the area, was as follows :

- (1) Classroom management — 17,
- (2) Knowledge of subject-matter etc. —10
- (3) Preparation and Planning for teaching —17

- (4) Teacher characteristics —17, and
- (5) Inter-personal relations —13.

Finally, these 70 statements were provided with two response categories; namely, 'step number on now' and 'step number aspiring' to attain in the next three years.

The try-out

The 70 statements were randomized and were provided with standard directions and administered on a sample of 396 secondary school teachers of Bangalore city; selected by two stage stratified proportionate random sampling design.

Scoring of Statements

Each respondent was asked to indicate his/her effectiveness as described by the seventy statements in terms of the step numbers on the picture of the ladder for the two time-dimensions namely 'now' (present) and 'in the next three years (future) was the same as frame of reference for the 'present' 'now' effectiveness. Hence, the step number given for each statement for the present dimension was taken as the score of the effectiveness of a respondent. Total score of the respondent could range from 0 to 700.

Selection of Statements

After scoring, the 370 protocols were arranged in ascending order based on the total score obtained by each respondent. The top 100 protocols (the top 27%) and the bottom 100 protocols (bottom 27%) were taken to form the upper and the lower criterion groups. As suggested by Edwards (1969), pp.152-153) 't' value for all the 70 statements were calculated, and only those statements in the final form of the scale were retained with t-value equal to or greater than 1.75 of the 70 statements, 10 statements were eliminated which were not significant

based on the obtained 't' value. Hence 60 items were included in the final form of the scale. The 60 statements after item analysis belonged to the areas as follows :—

TABLE 1

The total number of items with their serial numbers and their distribution over different areas/dimensions in the final scale after item analysis.

Areas / Dimensions	Serial numbers of Items in the final scale	Total No. of Items
A. Preparation for Teaching and Planning	2, 6, 11, 23, 27, 33, 37, 44, 49, 54, 58.	11
B. Classroom Management	3, 7, 12, 16, 20, 24, 28, 38, 45, 50, 51, 55, 56, 59.	14
C. Knowledge of Subject-matter etc.	1, 8, 14, 17, 29, 39, 46.	7
D. Teacher Characteristics	4, 9, 13, 18, 21, 25, 30, 31, 34, 35, 36, 40, 41, 47, 48, 52, 57.	17
E. Interpersonal Relations	5, 10, 15, 19, 22, 26, 32, 42, 43, 53, 60.	11
Total		60

INSTRUCTIONS FOR ADMINISTERING THE SCALE

The Scale is self-administerable. To ensure careful understanding of the instructions, proper instructions need to be given by the testers besides the individual reading them.

There is no time limit and there are no right, or wrong responses. Hence the individual teachers are quite free to express their responses as they perceive, keeping in view the maximum possible effectiveness (Most) of teachers and the least possible effectiveness (Least) of teachers, as frame of reference for individual rating.



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Consumable Booklet of

K T E S

Dr. (Mrs.) Umme Kulsum (Bangalore)

(English Version)

Please fill up the following informations :—

Name.....

Age..... Sex.....

Qualification..... Designation.....

Experience.....

Institution.....

INSTRUCTIONS

If we perceive the best and the worst effective teachers and the other categories of them in terms of the rungs of the picture of the ladder given here, we can say that the best effective teachers could be placed on the 10th (highest) rung of the ladder and the worst effective ones on the 0th rung of the ladder. If one travels from the bottom to the top of the picture of the ladder given here, one would be having teachers with higher levels of effectiveness. If one travels from the top to the bottom of the picture of the ladder, one would be having teachers with lower and lower levels of effectiveness.

You have been a teacher at the Secondary School level for quite some time now. Hence, by now you might have attained some level (status) in respect of your effectiveness as a teacher. Also you might have been aspiring to attain some better level (status) in the next three years in terms of your being an effective teacher.

Please read the statement given in the next pages and indicate the step number on which you think you are now in the picture of the ladder in respect of your effectiveness as a teacher and the step number you aspire to reach in the picture of the ladder in respect of your effectiveness in the next three years, keeping in view the maximum possible effectiveness (BEST) of teachers and the least possible effectiveness (WORST) of teachers, as a frame of reference for your rating.

This is not an examination for you. There are no right or wrong answers in your responses. You should feel free in marking your responses. You may please start now.

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NATIONAL PSYCHOLOGICAL CORPORATION

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TEACHER EFFECTIVENESS RATING SCALE

Name of the School

Name of the Rater

Name of the Teacher being Rated

In general under which category of the following do you classify the teacher you are rating as effective teacher

Ineffective teacher

(Please tick the appropriate category)

DIRECTIONS – Below are given five roles/functions that teachers are expected to perform. Against each role/function five categories of responses and their numerical equivalents are given. You have been your teacher's supervisor for quite sometime now, Please rate each of your teachers on the five roles/functions defined in the rating scales. Teachers are to be rated for their effectiveness in respect of their roles/functions defined below. Please note that you are to encircle only one numerical of each role/function of a teacher.

Sr. No.	Role / Function of Teacher	Poor	Fair	Good	Very Good	Excellent
(A)	<i>Preparation and Planning for teaching : –</i> Ability of the teacher in preparing, planning and organising for teaching in accordance with the course objectives by using different source materials.	1	2	3	4	5
(B)	<i>Classroom Management : –</i> Ability of the teacher to successfully communicate, motivate the students and evaluate the teaching-learning process and also to maintain discipline in the classroom within the framework of a democratic organization.	1	2	3	4	5
(C)	<i>Knowledge of subject matter : –</i> Ability of the teacher in acquiring, retaining, interpreting and making use of the content of subjects he/she is dealing within classroom situations.	1	2	3	4	5
(D)	<i>Teacher Characteristics : –</i> It is the personality make-up and its behavioural manifestations that have their own level of acceptability or unacceptability in the teaching profession.	1	2	3	4	5
(E)	<i>Interpersonal Relations : –</i> It is the ability of the teacher to adopt himself to maintain cordial relations with his/her colleagues pupils, their parents and other persons in the community with whom he/she is to interact as an integral part of his/her profession.	1	2	3	4	5

Sr. No.	STATEMENTS	Step number you are on Now	Step number aspiring to attain in the Next Three Years
1.	(C) I have full control over the subject I am teaching.	☐	☐
2.	(A) I plan my lessons well in advance.	☐	☐
3.	(B) I do motivate my students for learning.	☐	☐
4.	(D) I possess supportive behaviour.	☐	☐
5.	(E) I cooperate in the work of my school.	☐	☐
6.	(A) I adjust my teaching time judiciously.	☐	☐
7.	(B) I make use of audio-visual aids to make my teaching more effective.	☐	☐
8.	(C) I do exchange my experiences of subject-matter with my colleagues to become more knowledgeable.	☐	☐
9.	(D) I am fairly creative.	☐	☐
10.	(E) I am friendly with my colleagues.	☐	☐
11.	(A) I go to class on time and leave it on time.	☐	☐
12.	(B) I resort to remedial teaching whenever necessary.	☐	☐
13.	(D) I have good expression.	☐	☐
14.	(C) My knowledge of subject-matter is up to date.	☐	☐

Sr. No.	STATEMENTS	Step number you are on Now	Step number aspiring to attain in the Next Three Years
15.	(E) I invite my students for discussion outside class hours.	☐	☐
16.	(B) I value interaction of my students during teaching-learning sessions.	☐	☐
17.	(C) I keep on acquiring new knowledge.	☐	☐
18.	(D) I am emotionally balanced.	☐	☐
19.	(E) I do not discriminated students for personal reasons.	☐	☐
20.	(B) I am objective in evaluating my students.	☐	☐
21.	(D) I am reasonably active.	☐	☐
22.	(E) I take a great deal of interest in parent-teacher associations.	☐	☐
23.	(A) A make my teaching interesting by giving examples and situations that are familiar to students.	☐	☐
24.	(B) I try to stimulate the intellectual curiosity of my students during my classes.	☐	☐
25.	(D) I go to school neatly dressed and smart.	☐	☐
26.	(E) I do contribute in the meetings of professionals and scholarly societies.	☐	☐
27.	(A) I am systematic in my preparation of lessons.	☐	☐

Sr. No.	STATEMENTS	Step number you are on Now	Step number aspiring to attain in the Next Three Years
28. (B)	I conduct tests periodically to evaluate my teaching.	☐	☐
29. (C)	I have a substantial knowledge of human development and learning.	☐	☐
30. (D)	I am punctual in attending my school work.	☐	☐
31. (D)	I do possess pleasing manners.	☐	☐
32. (E)	I do help my students facing personal and educational problems.	☐	☐
33. (A)	I organise the subject matter I teach to be in agreement with the course's objectives.	☐	☐
34. (D)	I have a fairly good memory.	☐	☐
35. (D)	My gestures in the classroom are pleasant and approvable.	☐	☐
36. (D)	I have a sense of duty and responsibility.	☐	☐
37. (A)	The tests I intend administering to my students will be reviewed and improved upon by me.	☐	☐
38. (B)	My teaching is characterised by clarity.	☐	☐
39. (C)	I discuss the content of the subject matter with ease and confidence.	☐	☐
40. (D)	I have pleasant and distinct voice.	☐	☐

Sr. No.	STATEMENTS	Step number you are on Now	Step number aspiring to attain in the Next Three Years
41. (D)	I value my academic achievements.	☐	☐
42. (C)	I am sufficiently adapt in maintaining cordial human relations.	☐	☐
43. (E)	I am reasonably obedient to my headmaster.	☐	☐
44. (A)	I plan my lessons keeping in view the individual differences among students.	☐	☐
45. (B)	I guide my students in completing their assignments.	☐	☐
46. (C)	I have a great deal of interest in the subject I am teaching.	☐	☐
47. (D)	I provide a laudable example of my personal and social living to my students.	☐	☐
48. (D)	I show understanding and sympathy in working with my students.	☐	☐
49. (A)	I am in the habit of summarizing the lessons, I teach, in the end.	☐	☐
50. (B)	I encourage students to be punctual in their assignments.	☐	☐
51. (B)	I am concerned with the maintenance of discipline in the classroom within the framework of democratic atmosphere.	☐	☐
52. (D)	I take criticisms from others as a feedback for my own self improvement.	☐	☐

Sr. No.	STATEMENTS	Step number you are on Now	Step number aspiring to attain in the Next Three Years
53. (E)	I support the genuine causes of teaching community.	☐	☐
54. (A)	Whenever necessary I do consult my colleagues in the planning of my lessons.	☐	☐
55. (B)	I help students in their reference work.	☐	☐
56. (B)	I ask more thought provoking questions than fact finding questions while teaching.	☐	☐
57. (D)	I have love for my students.	☐	☐
58. (A)	I plan my lessons based on the techniques tested and found suitable.	☐	☐
59. (B)	I do discuss students' performance in tests with them.	☐	☐
60. (E)	I consider my first duty to be devoted to get a good name to my school.	☐	☐

MANUAL FOR WORK MOTIVATION SCALE

Constructed and Standardized

By

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&**

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Agra Psychological Research Cell

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Manual for Work Motivation Scale

Introduction

Motivation is derived from the word 'movere' meaning to move. Motivation is an inner bearing passion caused by needs, wants and desire which propel an individual to exert his/her physical and mental energy to achieve desired objectives. Work motivation is one of the most important factors that concern each and every executive today. Intrinsic motivation can be defined as the motivation to perform an activity for it, in order to experience the pleasure and satisfaction inherent in the activity (Deci, Connell, & Ryan, 1989). According to cognitive evaluation theory and self-determination theory (Gagne' & Deci, 2005), rewards that are interpreted as information about one's competence and satisfy individuals' need for autonomy, will enhance intrinsic motivation.

Luthans (1998) asserts that motivation is the process that arouses, energizes, directs, and sustains behavior and performance. Motivation encourage people internally towards the actions which helps

them to achieve a preferred task employ effectiveness is a way which can inspire people to their work and can bring more work motivation to their commitment of their jobs.

Winter, Richard (2000) identified positive and negative sources of work motivation. It was found that the work environment in academe is motivating when the roles are clear, job tasks are challenging and supervisors exhibit a supportive leadership style. The work environment id demotivating when there is role overload, low participation and poor recognition and rewards practice.

Wright and Pandey (2005) described in their work that emotional attachment and loyalty is one of the most important factors of employee motivation that binds the employee to stick to the organization, many other benefits associated with the organization are also part of motivation.

Construction of the test

After reading the literature related to motivation and work motivation, the test was initially constructed. At the initial stage 40 items were constructed. This test was than given to 10 experts before the try-out.

Administration

The scale is self-administrating scale. The purpose of the scale is to study work motivation of the respondents. The respondents are requested to read the instructions carefully. There is nothing as right or wrong about the statements. There is no time limit however 20-30 minute time is sufficient for giving response.

Sample

Sample for work motivation scale was randomly selected among the students from graduate and post graduate students. Scale was administered on sample size of 250.

Scoring

Scoring for the positive statements is, 5, 4, 3, 2 and 1 for 'strongly agree', 'agree', 'undecided', 'disagree' and 'strongly disagree', respectively.

Scoring for the negative statements is 1, 2, 3, 4 and 5 for 'strongly agree', 'agree', 'undecided', 'disagree' and 'strongly disagree' respectively.

Positive statements are – 1, 3, 4, 5, 7, 8, 9, 11, 14, 15, 16, 17, 19, 21, 22.

Negative statements are – 2, 6, 10, 12, 13, 18, 20, 23.

Reliability and validity

The test shows high reliability and high content validity and face validity as the statements which showed 85% and above agreement were only selected.

Test-retest Reliability – .91

Equal split half Reliability – .82

Index of Reliability – .90

Norms

Work Motivation Scale was standardized on 250 graduate and post-graduate students studying in the affiliated colleges of Dr. H.S.G.V.V., Sagar (MP). The scale can also be administered on working people after checking the reliability and validity. The norms are given below in table-1 :

Table-1 : Classification of Raw Score Work Motivation Scale

Raw-score	Interpretation
86-115	High Work Motivation
56-85	Average Work Motivation
55 and below	Low Work Motivation

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ENGLISH

WORK MOTIVATION SCALE

Constructed and Standardized

By

Dr. Poorva Jain

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&

Satish Suryawanshi

Assistant Professor, Noble College of Education, Sagar

General Information :

Name
Age Sex
Qualification Subject
Institution

Introduction to subject

The 'Work Motivation Scale' consists of 36 items. Against each of the item there are five responses, 'Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD)'. Read each item carefully and respond to it by marking a tick (✓) on any one of the five responses given against that item, with which you agree.

Put a tick (✓) on SA or A when you strongly agree or simply agree to the statement respectively. In case you remain uncertain or undecided, please tick UD against the statement. Similarly, you have the choice to tick D or SD if you disagree or strongly disagree to a statement. You are free to pick up only one of the five options given for each statement.

The scale enlists your free and frank thinking. There is no question of right or wrong answers. Please feel free to respond without hesitation and give your spontaneous reaction.

There is no time limit, but you may take 20 to 30 minutes to work over this scale.

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Tiwari Kothi, Belanganj, Agra-282004

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S.No.	Statement	SA	A	UD	D	SD
1.	I plan up before working.	☐	☐	☐	☐	☐
2.	I have no clear vision regarding my work.	☐	☐	☐	☐	☐
3.	I work hard to achieve my goals.	☐	☐	☐	☐	☐
4.	I reward myself after every achievement.	☐	☐	☐	☐	☐
5.	I take small break between works.	☐	☐	☐	☐	☐
6.	I don't have clear knowledge about my work.	☐	☐	☐	☐	☐
7.	I break down my work into small segments.	☐	☐	☐	☐	☐
8.	I do not over exhaust myself.	☐	☐	☐	☐	☐
9.	Always makes a balance between personal and professional life.	☐	☐	☐	☐	☐
10.	I usually experience unexplained sadness.	☐	☐	☐	☐	☐
11.	I involve creativity in my work.	☐	☐	☐	☐	☐
12.	Only success keeps me motivated to work.	☐	☐	☐	☐	☐
13.	I get irritated easily.	☐	☐	☐	☐	☐
14.	I usually try to think on positive aspects.	☐	☐	☐	☐	☐
15.	Negative remark does not stop me from working.	☐	☐	☐	☐	☐
16.	I try to find the ways to solve my problems.	☐	☐	☐	☐	☐
17.	I keep motivating myself.	☐	☐	☐	☐	☐
18.	I work haphazardly	☐	☐	☐	☐	☐
19.	Self satisfaction is important for me.	☐	☐	☐	☐	☐
20.	I usually feel fatigued.	☐	☐	☐	☐	☐
21.	I give time to my hobbies as it channels my creativity and also gives a small rest from work.	☐	☐	☐	☐	☐
22.	I feel responsible for my work.	☐	☐	☐	☐	☐
23.	I do not enjoy doing work.	☐	☐	☐	☐	☐

3.5 TOOL EMPLOYED

According to Good, Barr and Scates (1941), it is very essential on the part of the researcher to test job satisfaction and teaching strategies of college teachers, which are being used for data collection. The instrument used for the data collection is known as tool. The selection of the suitable instrument is of vital importance for successful research. Tools are suitable for collecting various kind of information for various purposes.

For the purpose of the accomplishment of objectives, two research tools namely Job Satisfaction Scale by Amar Singh and T.R Sharma (1999) and a self-rating scale of teaching strategy were used to collect data.

Job Satisfaction Scale:

Job satisfaction scale by Amar Singh and T.R Sharma has been used for collecting data on job satisfaction to teachers. It is comprehensive and omnibus in nature. It is brief, reliable and valid and can be administrated to any of workers. Each item has five alternatives from which a respondent had to choose anyone which candidly express his response. It has both positive and negative statement items at serial Numbers i.e. 4, 13, 20, 21, 27, 28 are negative and other being all positive.

TABLE 3.3

Distribution of items in the Job Satisfaction Scale

The positive and negative statements items carry a weightage of

POSITIVE	4	3	2	1	0
NEGATIVE	0	1	2	3	4

The test-retest reliability has been reported to be 0.98 and validity of 0.74 and coefficient of co-relation has been reported to be 0.812.

Institution



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Dr. Amar Singh (Patiala)
Dr. T. R. Sharma (Patiala)

Consumable Booklet
of

J S S-SS

(English Version)

Please fill up the following information

Date

Date of Birth

Name

Father's Name

Sex : Male

Female

Qualification : Academic & Professional

Profession

Designation, if any

Number of years you have been in this job

Married

Unmarried

Divorce

Widower/Widow

If married, number of children you have been blessed with Son

Daughter

If wife/husband also employed, her/his Profession & Designation

INSTRUCTIONS

Here are a few statements, dealing with your job, vis-a-vis yourself. Each statement has five alternatives. You are requested to select just one alternative, which candidly expresses your view and encircle the same. Usually the spontaneous choice is the most correct response. Therefore, you need not unnecessarily give a longer thought over any statement. Act spontaneously. Kindly make sure that you have dealt with all statements. Thanks. Be rest assured your responses will be kept confidential and not reflect in any way on your job or personality.

SCORING TABLE

	Raw Score			z-Score	Grade	Level of Job-satisfaction
Page	2	3	4			
Score						
Total Score						Scorer

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Sr.No.	STATEMENTS	ALTERNATIVES					Score
1.	In the society in general, as a result of the job I hold, my social status is.....	Excellent ☐	Good ☐	Moderate ☐	Poor ☐	Very Poor ☐	
2.	With regard to economic advantages, like salary, allowances, etc., I rate my job as.....	Extremely Satisfying ☐	Very Satisfying ☐	Moderately Satisfying ☐	Poorly Satisfying ☐	Not Satisfying ☐	
3.	The training, orientation and experiences that I have got while on job has improved my competence and efficiency as a man.....	Very Greatly ☐	Greatly ☐	Sufficiency ☐	Inadequately ☐	Not at all ☐	
4.	Keeping individual factors like intelligence, capacity, diligence, etc., in view, I genuinely feel that I am	Very superior to the job ☐	Superior to the job ☐	Equal to the job ☐	Less than the job ☐	Much less than the job ☐	
5.	With regard to post retirement benefits, like pension, gratuity, etc., I rate my job as	Highest grade ☐	Good grade ☐	Average grade ☐	Bad grade ☐	Very grade ☐	
6.	In / At my job the inbuilt programmes for recreations, entertainments, like picnics, outings, variety programmes etc. are there	In plenty ☐	In good measure ☐	Sufficient ☐	Poor ☐	Not at all ☐	
7.	As a result of the job that I hold, my social circle has widened to my	Very great advantage ☐	Great advantage ☐	Average advantage ☐	A little advantage ☐	No advantage at all ☐	
8.	Do you agree that your bosses and colleagues are cooperative, helpful and inspiring people for better and sincere work	Strongly agree ☐	Agree ☐	Poorly agree ☐	Slightly disagree ☐	Strongly disagree ☐	
9.	My job provides facilities like medical care, housing, subsidised rationing, travelling, etc.....	Very adequate ☐	Adequate ☐	Moderate ☐	Inadequate ☐	Not at all ☐	
10.	My job is competent for developing in me a desirable style of life, habits and attitudes.....	To a very great extent ☐	To a great extent ☐	To a moderate extent ☐	To some extent ☐	Not at all ☐	

Total Score Page 2

Sr.No.	STATEMENTS	ALTERNATIVES	Score
11.	My job gives me time and opportunities to attend to my family	Very easily ☐ Easily ☐ Without difficulty ☐ With Some difficulty ☐ Not at all ☐	
12.	By virtue of the job that I hold, opportunities to get certain other positions, ex-officio, etc, are.....	Very Many ☐ Many ☐ Moderate ☐ Few ☐ Nil ☐	
13.	Places of posting in my job are irksome and inconvenient to me and my family.....	Very frequently ☐ Fre- quently ☐ Occa- sionally ☐ Rarely ☐ Never ☐	
14.	My job in its own way is trying to improve the quality of life, i.e., it endeavours to make a better man..	Very much true ☐ Very true ☐ True ☐ Untrue ☐ Very much untrue ☐	
15.	On the scale of democratic functioning, I rate my job as	Extremely demo- cratic ☐ Very demo- cratic ☐ Moderate demo- cratic ☐ Slightly demo- cratic ☐ Extremely Undemo- cratic ☐	
16.	Keeping employment requirements like qualification, training, etc. as equal, I rate my job in comparison with others as.....	Much higher ☐ Higher ☐ Equal ☐ Low ☐ Very low ☐	
17.	My job is so absorbing that even in the absence of overtime allowance, I am willing to work on sundays, holidays etc. and also at late hours.	Always ☐ Fre- quently ☐ Now and then ☐ Under compulsion ☐ Never ☐	
18.	In some emergency after me, my job has provisions to offer job to my children or family, ex gratia grants, etc.	In plenty ☐ In good measure ☐ Sufficient ☐ Poor ☐ No provision ☐	
19.	The working conditions like comfortable seatings, adequate temperature, humidity, hygienic and healthy environment of office/ work place are	Very satis- factory ☐ Satis- factory ☐ Only slightly satisfactory ☐ Unsatis- factory ☐ No at all satisfactory ☐	
20.	My job is light enough to enable me to undertake side jobs in a	Big measure ☐ Good measure ☐ Quite a few ☐ Few ☐ Not at all ☐	
Total Score Page 3			

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Sr.No.	STATEMENTS	ALTERNATIVES					Score
21.	Malpractices like corruption, favouritism etc, are there in my job also	Inabundance	Sufficiently	Moderately	Slightly	Not at all	☐
22.	Do you feel that some job or profession in some way adds to the economy and development of the nation ?	Strongly agree	Agree	Poorly agree	Slightly disagree	Strongly disagree	☐
23.	If given a chance I shall put my children in the job that I am in.	Very strongly agree	Strongly agree	Moderately agree	Rarely agree	Never	☐
24.	'Work is worship' was perhaps spoken about the job that hold	Very right	Quite right	To some right	Wrong	Stupid saying	☐
25.	Communication net work (both upward and downward) in my profession is	Very adequate	Sufficiently adequate	Slightly adequate	Inadequate	Very inadequate	☐
26.	Opportunities in my job for horizontal and longitudinal mobility, like promotion, increased responsibilities are	Very many	Many	Sufficient	Few	Not at all	☐
27.	If given a chance, even if emoluments do not register enhancement, I will like to shift to some other job	All at once	Quickly	Slowly	Reluctantly	Never	☐
28.	How far do you agree that the hierarchy in your job leaves no scope for freedom, decision making, initiative etc., rather it produces boredom	Strongly agree	Agree	So-so	Slightly disagree	Strongly disagree	☐
29.	To my family, relatives and friends, my job appears to be	Very pleasing	Pleasing	Okay	Somewhat displeasing	Displeasing	☐
30.	All said and done, how satisfied are you with your job	Completely satisfied	Very satisfied	Moderately satisfied	Slightly satisfied	Completely Dissatisfied	☐

Total Score Page 4 ☐

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Consumable Booklet of Job Satisfaction Scale (JSS-ss) English Version.