

LIFE SATISFACTION OF TEACHER EDUCATORS IN RELATION TO THEIR TEACHER EFFECTIVENESS

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Abstract

The present study was conducted on a sample of 200 teacher educators from rural and urban area of Punjab. Further, out of 200, there were 133 females, 66 belonging to rural areas and 67 to urban areas and out of 67 males, 30 were rural area and 37 were from urban area of Punjab respectively. Life satisfaction scale by Promila Singh & George Joseph (1966) and Teacher effectiveness scale by Kumar and Mutha (1985) were administrated. The major findings of the study revealed the significant positive correlation between life satisfactory and teacher effectiveness among teacher educators working in Private aided and unaided colleges of education of Punjab. Product moment method of correlation was used for the analysis of the data.

INTRODUCTION

Contemporary man demands satisfaction in each and every sphere of life. These spheres may be political, social, economical and professional. The sum of satisfaction in all these spheres is called the life satisfaction. If a person is satisfied from his/her life can achieve higher aims of life.

Life satisfaction is the extent to which an individual's needs are satisfied and the extent to which the individual perceives that satisfaction at stemming from his total life situations. Life satisfaction is not a generalized term, it is situation specific. The person who is satisfied at this moment may not be satisfied the very next moment. So the life satisfaction can also be defined in terms of human needs. In general, word 'Satisfaction' may be defined as the fulfillment or gratification of desires, feelings or expressing pleasures, contentment, happiness, optimism.

In Indian Philosophy satisfaction with life is though to be a state of mind. Life satisfaction is a much broader concept. It is not same for all the relationship. It includes capacity for enjoyment. It is enjoying what we have. Money and material things are no guarantors of happiness. Life



satisfaction refers to positive thinking that can help us to lead a happy life and overcome our problems and difficulties with ease.

Darwin's theory says life is struggle for existence and survival. It is true in present context also. Everyone is struggling to achieve something. When we get achievement we feel satisfied but when we are not able to achieve, we feel dissatisfied. According to Cervantes, All those who are contended with life pass like his shadow not tormenting him in a way. Shaffer's definition lays stress on needs and their satisfaction. One feels adjusted to the extent one's needs are gratified or in the way of being gratified.

So a person must be satisfied from his life. Without it all luxuries and facilities will have no value. A person who is satisfied happy and has peace of mind. He lives and lets others live.

Teacher Effectiveness:

The concept of Teacher Effectiveness is multi-dimensional in nature. Everyone has some pre-conceived idea of 'Good-Teacher'. One Person believes in the 'inherent capability' of teaching. Other believe good teaching is the result of training acquired through formal education.

Some feel that effectiveness in teaching is primarily due to the dynamic personality of the teacher. The dictionary of education defines teacher efficiency as 'The degrees of success of teacher in performing instructional and other duties specified in his contract as demanded by the nature of his position'. Generally, an affective teacher is one who favourably affects his students and who helps them to develop the necessary skills, understanding work habits along with desirable and positive attitude towards life.

REVIEW OF RELATED LITERATURE:

Balachandran (1981) in his study " Teaching effectiveness and student .evaluation of teaching found that as good as the output of the students was after evaluation as greater as the spirit of teachers to be more effective.

Bhagoliwal .S (1982) conducted a study on teachers and concluded that the more effective teachers were characterized by a fairly higher level of differentiation and their cognitive and perceptual functioning. The more effective teachers were characterized by having more of creative potential indicated by imaginable resources. Inner control was better in case of more effective teachers.

Kaur, Balbir (1983) carried out her research on secondary schools, colleges and university students, found that the growth in students' perception of teacher effectiveness in each subject was observed as they moved from school to university through college. The number of factors between 14 to 20 for different subjects at different levels. These factors pertained to different



cognitive and effective domains of teachers, styles of teaching. Designing of teaching materials with students etc.

Hussein, ILA (1985) in his study on high school teachers resulted that the discrepancy in ideal role and real role was found significant in all the -teachers. The high discrepancy did not affect the morale of the teachers, but the low discrepancy group enjoyed high morals. The low discrepancy group of teachers was high on teaching effectiveness. Teachers of government schools were found highly effective in comparison with private school teachers.

Khanna,P(1985) conducted a study on high school teachers and found that the successful teachers had traits which were positively helpful and valuable for mental health of individual, whereas unsuccessful teachers had traits which intended to lead the person to maladjustments. There was close relationship between the level of effectiveness of teachers and levels of achievement of their students.

Pazak and blaze (1989) conducted a qualitative study of the impact of teachers' personal lives on their performance as teachers. They identified 13 personal life factors that positively and negatively affected teachers' personal performance they found that teachers' perceived aspects of their personal lives to positively influence their professional lives. Teachers indicated that personal life factors tended to have beneficial effects on their ability to relate and change student behavior.

Lunenburg (1989) Defined quality of life in schools as the students' satisfaction with school, commitment to class-work and students' reactions to teachers. Their researches supported the hypothesis that custodial pupil control ideology, defined here as uninviting teaching was related to unfavorable quality of school life. These, researches used an instrument designed to measure the quality of life as perceived by students.

OBJECTIVES OF THE STUDY

The study was conducted with the following objectives in view:-

1. To compare the relationship between life satisfaction and teachers effectiveness of teacher educators (Total Sample).
2. To compare the relationship between life satisfaction and teacher effectiveness among male teacher educators.
3. To compare the relationship between life satisfaction and teacher effectiveness among female teacher educators.



4. To compare the relationship between life satisfaction and teacher effectiveness of rural teacher educators.
5. To compare the relationship between life satisfaction and teacher effectiveness of urban teacher educators.

HYPOTHESES OF THE STUDY

Keeping in mind the objectives of the study, the following, hypotheses were formulated for verification.

- i) There is positive and significant correlation between life satisfaction and teacher effectiveness among teacher educators.
- ii) There is positive and significant correlation between life satisfaction and teacher effectiveness among male teacher educators.
- iii) There is positive and significant correlation between life satisfaction and teacher effectiveness among female teacher educators.
- iv) There is positive and significant correlation between life satisfaction and teacher effectiveness among rural teacher educators.
- v) There is positive and significant correlation between life satisfaction and teacher effectiveness among urban teacher educators.
- vi) There is positive and significant correlation between life satisfaction and teacher effectiveness among rural male teacher educators.
- vii) There is positive and significant correlation between life satisfaction and teacher effectiveness among urban male teacher educators.
- viii) There is positive and significant correlation between life satisfaction and teacher effectiveness among rural female teacher educators.
- ix) There is positive and significant correlation between life satisfaction teacher effectiveness among urban female teacher educators.

METHOD OF THE STUDY

To conduct the present study, a descriptive survey method of investigation was used.

Tools Used:

Life satisfaction scale by Promila Singh and George Joseph (1996).

Teacher Effectiveness scale by kumar and Mutha (1995).

STATISCAL TECHNIQUES USED:

In the present study, following statistical techniques were used:

- Descriptive statistics (Mean, Standard Deviation)
- Coefficeint of Correlation.



- Differential statistics (T-Test).

RESULTS

- I. The hypothesis (I) which states 'There is positive and significant correlation between life satisfaction and teacher effectiveness among teacher educators' (Total Sample), is accepted. The results are positive and significant at .01 level.
- II. The hypothesis (II) which states 'There is positive and significant correlation between life satisfaction and teacher effectiveness among male teacher educators', is positive and significant at .05 level, is accepted.
- III. The hypothesis (III) which states 'There is positive and significant correlation between life satisfaction and teacher effectiveness among female teacher educators', the results are positive and are significant at .01 level, is accepted.
- IV. The hypothesis (IV) which states 'There is positive and significant correlation between life satisfaction and teacher effectiveness among rural teacher educators', the results are positive and are significant at .01 level. So the hypothesis is accepted.
- V. The hypothesis (V) which states 'There is positive and significant correlation between life satisfaction and teacher effectiveness among urban teacher educators.' The results are positive and are not significant at the .01 level. So the hypothesis is accepted partially.
- VI. The hypothesis (VI) which states 'There is positive and significant -correlation between life satisfaction and teacher effectiveness among, rural male teacher educators'. The results are positive and are significant at .05 levels. So the hypothesis is accepted.
- VII. The hypothesis (VII) which states 'There is positive and significant correlation between life satisfaction and teacher effectiveness among urban male teacher educators.' The results are positive but not significant so the hypothesis is partially accepted.
- VIII. The hypothesis (VIII) which states 'There is positive and significant correlation between life satisfaction and teacher effectiveness among rural female teacher educators', the results are positive and are significant at .01 level and the hypothesis is accepted.
- IX. The hypothesis (IX) which states 'There is positive and significant correlation between life satisfaction and teacher effectiveness among urban female teacher educators'. The results are positive but not significant at any level of significance. So the hypothesis is partially accepted.

EDUCATIONAL IMPLICATIONS OF THE STUDY

The present study will undoubtedly enrich the world of knowledge in the field of education.

The concepts of life satisfaction and teacher effectiveness are equally important for future generation because these lead them to be good citizens. The future of nation depends upon the quality of its citizens; it possesses. The teachers are the nation builders. Those who are satisfied



from their lives as well as their jobs can play an effective role in the effective functioning of educational system, which leads to the prosperity and progress of a nation. If teacher is satisfied from his/ her life can face any challenge of the life and can fulfill the desires and demands of the nation to make it 'developed- from `developing'.

Life satisfaction is found to be closely related to teacher effectiveness among teacher educators, when total sample is taken into consideration. Life satisfaction is also found to be positively correlated with 'teacher effectiveness among male and female teacher educators of both rural and urban areas. However, life satisfaction is found to be positively correlated with teacher effectiveness among rural male and female teacher educators but its results are not significant for urban male and female teacher educators, because in urban areas teacher educators' increase their daily expenses and match with other rich persons, which ultimately, leads them to frustration and they feel dissatisfied from their lives, this dissatisfaction affects their teacher effectiveness.

Such conditions should be created, for teachers, that they must feel satisfied from their lives, so that effectiveness in teaching may be brought. The Government should take the steps such as to develop programmes to help the teachers in leading a contented and happy life. Pensions should be given to teacher educators and all scales should be equal to that of Government teachers.

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