CHAPTER - III

CONCEPTUAL FRAMEWORK OF THE STUDY

OBJECTIVES OF THE STUDY

(1) The study is mainly concerned with the evaluation of the impact of teacher education programme on (a) teacher effectiveness (b) teacher job satisfaction.

(2) To give some concrete suggestions for qualitative improvement of teacher education bearing on the present findings.

(3) To evaluate the impact of teacher effectiveness and teacher job satisfaction in relation to sex, length of service, educational qualification.

(4) To find out the extent of correlation between
(a) teacher effectiveness and length of service
(b) teacher effectiveness and teacher job satisfaction
(c) length of service and teacher job satisfaction.

Teacher education now is conceived in a broader outlook. In the context of our democratic society and national goals to be achieved the teachers have a crucial role to play.

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Teachers are expected to develop all the necessary qualities and skills that promote healthy education in children. They have to transform our cultural elements into personality elements so that the children they educate be proud of being Indian in taste. But these can be made possible only by those teachers who are satisfied with their job and develop skill to transform the knowledge to their pupils. So far as purposes of teacher education are concerned it is expected that besides developing some other qualities teacher education programme should make impact on teacher effectiveness and teacher job satisfaction. From the 'input - process - product' system it is expected that if there is appreciable impact the outcome will appear as development of skill, knowledge and positive attitudes, more job satisfaction. The positive attitudes developed are expected to increase job satisfaction. Performance of satisfied and effective teacher is expected to be more than the untrained teacher. The idea of the whole operation may be put diagramatically as follows:

\[\text{Appreciable impact of Training develops} \rightarrow \text{Skill} \rightarrow \text{Knowledge} \rightarrow \text{Either Positive or negative attitude.} \]

\[\text{Positive attitude leads to job satisfaction, negative attitude leads to dissatisfaction.}\]

\[\text{Combined effect} \rightarrow \text{Effectiveness}\]

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In the light of the above concept it is assumed that if there is impact of training on both the aspects there would be significant difference between trained teachers and untrained teachers. However, impact would vary depending upon some variables like sex, education etc. On the basis of this rational the following hypotheses have been formulated to obtain a useful insight concerning plausible answer to the questions put below:

1. On an absolute level, is there any impact of teacher education programme on (a) teacher job satisfaction (b) teacher effectiveness?

2. Is there any correlation between teacher effectiveness and teacher job satisfaction?

3. Is there any significant variation among the groups (classified on the basis of sex, education etc.)

Main Hypothesis (H): There is an appreciable positive impact of teacher education on teacher effectiveness and teacher job satisfaction.

As the sample drawn for the study consist of eight categorised sub-groups, further comparison between the groups is expected to throw much light on the problem. In this regard the following sub-hypotheses have been formulated and tested.
Both graduate and post-graduate teachers are trained together in teacher education college. Generally, post-graduates receive wider and intensive exposure of academic experience than the graduate. Most of the post-graduates are considered to be superior than the graduates in academic efficiency as most of the graduates cannot complete post-graduation due to lack of academic inability. However, there may be some exception in this regard.

The hypothesis that can be derived from this explanation is:

Hypothesis No. 1 \( (H_1) \) : Trained Post-graduate teachers are more effective than trained under-graduate teachers.

There are also male and female teachers. In many of the cases sex difference is always found. Regarding performance in some fields of learning, occupation, jobs difference between male and female are found. In case of teaching general idea is that female teachers are not efficient in the field of higher education. However, in the elementary level female teachers are considered to be more effective and suitable than the male teachers.

The hypothesis that stems from this explanation is:

Hypothesis No. 2 \( (H_2) \) : Male teachers are more effective in teaching.
than the female teachers.

Length of service of teachers is considered to be an important factor so far as teacher effectiveness is concerned. During long service period teachers develop novel ideas and skills of teaching on the basis of their teaching experience. In addition to these, they become more matured academically. Secondly, they develop a unique pattern of delivering teaching, greater understanding of the pupils they teach. In this regard, teacher with a short service period of teaching or those who are fresh in their job require some time to develop the qualities of an effective teacher.

The hypothesis derived from this rationale is:

Hypothesis No. 3 (H₃): Trained teachers having long teaching experience are more effective than trained teachers having short period of teaching experience.

Teachers job satisfaction is also dependent on various conditions and factors. Among the variables, sex variation is an important factor so far as female teachers are concerned. In the context of Indian society, culture and social ethos and stigma females are not allowed to join some other jobs which are generally open for male and females female entry is restricted by conservative families. Secondly, females are also adaptable both physically and mentally for some jobs

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which specially fit the males. However, it is found in some cases that female can also show her proficiency in the job which we consider fit for male only. In the present status of our socio-cultural context, female generally prefer teaching job on the ground that in the job female can maintain her feminine dignity and secondly females' motherly character fit to the children studying in schools. They have more love and affection towards children and find happiness to be among them. Another point is that female teachers whether married or unmarried remain busy with their home-affairs. Teaching provide some leisurely time which they can utilise for attending their children. Comparatively other jobs can not provide such sort of facilities and so they prefer the teaching job and feel more job satisfaction than the male teachers who maintain high aspiration which he cannot fulfil due to many shortcomings and so they feel that they have become teachers due to their bad luck only.

The hypothesis that can be formed from this argument is:

**Hypothesis No. 4 (H₄)**: Female teachers (both trained and untrained) have more job satisfaction than the male teachers (both trained and untrained).

Length of service is considered one of the factors that affects job satisfaction. Initially, the teachers who joined the teaching service feel happy with the job because the young teachers generally have less economic burden and they
have a motivation to teach as they feel that they are oversaturated with knowledge, and develop a tendency to let it out and find satisfaction. The teachers who have served for long period experienced rough and tough of the job. They become exhausted, and burnt out in the job. In the last period of their service they face economic crisis have to bear great family burden and they also observe the social changes that make their job unworthy whereas their counterpart contemporary colleagues comes to higher ladders of job by promotion and so they feel themselves inferior and considered teaching as a curse to them and become more dissatisfied.

On the basis of the above explanation the hypothesis that can be formed is:

Hypothesis No. 5 ($H_5$) : Teachers having long period of service have more job dissatisfaction than the teachers having short period of service.

It is observed that a person who becomes successful in his work he feels satisfaction and if he continually become unsuccessful there is every possibility that he will innerly develop a sense of dissatisfaction and unwanted, a square peg in a round hole. Effective teacher is generally loved by his pupils appreciated by guardians, higher authorities and he also is accepted by his community and is given high chair in his community. On this ground he may feel more satisfaction Cont'd...
in his job, but real job satisfaction does not come out from these. A teacher who has a sense of purpose, devotion and commitment to the society and feel proud to see the pupils to grow under him and take the teaching profession a challenge and a mission in life are really satisfied teacher.

In this regard the hypothesis that can be formed is:

**Hypothesis No. 6 (H₆) :** There is significant correlation between teacher effectiveness and teacher job satisfaction.

**DESIGN, SUBJECTS AND VARIABLES :**

**Sample :**

The population from which samples are drawn consist of teachers belonging to eight categories. Teachers are categorised on the basis of sex, qualification, experience and training. On a basis of factorial design 240 teachers consisting of 30 in each category were selected for the study. Further out of them long service and short service teachers were also sorted out.

Samples of investigation (study) were drawn by random sampling procedure as follows:

1. First a list of all the provincialised High Schools of the state was prepared.
2. From the list 30 schools were selected by systematic random sampling technique.

3. Eight categorised teachers were selected from the list of 30 schools. Thus the total No. samples collected was 240.

Abbreviation used in the report from the groups of subjects (Ss)

GTM - Graduate trained male.
GTF - Graduate trained female.
GUM - Graduate untrained male.
GUF - Graduate untrained female.
PGTM - Post graduate trained male.
PGTF - Post graduate trained female.
PGUTM - Post graduate untrained male.
PGUTF - Post graduate untrained female.
LS - Long service
SS - Short service.

TABLE NO. 1

Distribution of subjects (Ss) and Experimental Design

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Trained</td>
<td>Untrained</td>
<td>Trained</td>
</tr>
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<td>Graduate</td>
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<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Post-graduate</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>
Teacher effectiveness scale (TES) and teacher job satisfaction questionnaire (JSQ) for Secondary school teachers constructed and standardised by Dr. Promod Kumar and D.N. Mutha of Jodhpur University were used to measure the impact. The tests are published by Agra Psychological Research Cell.

The Teacher effectiveness (TES) in its final form consist of 69 highly discriminating items (Kumar and Mutha, 1974).

Administration of the test:

(i) TES is a self-administrating scale. The purpose of the scale is frankly explained to the subjects. It is assured that their replies would be kept confidential. The subject is requested to read the instruction carefully and asked the tester if there is any difficulty in understanding of the instruction. It has been emphasised that that no item should be omitted and there is nothing right or wrong about these questions. There is no time limit for the scale. Both the questionnaires were given at a time to each individual teacher to fill up so as to scale the relationship between the variables.

(ii) Scoring: All the 69 items of the scale are
positively worded. Items are given a score of '5', '4', '3', '2', and '1' for strongly agree, 'agree', 'undecided', 'disagree' and 'strongly disagree', respectively. The sum of these values gives the teacher effectiveness score for the subject. The total score varies from 69 to 345, showing least teacher effectiveness to highest teacher effectiveness.

The teacher job satisfaction questionnaire (TJQ) consists of 39 highly discriminating 'Yes-No' type items (Kumar and Mutha, 1975).

Administration :

(i) The job satisfaction Questionnaire is a self administrating questionnaire. The purpose of the questionnaire is frankly explained to the subjects. It is assured that their replies would be kept confidential. The subject is requested to read the instructions carefully and to ask the tester, if there is any difficulty in the understanding of the instructions. It is emphasized that no item should be omitted and there is nothing 'right' or 'wrong' about these questions. There is no time for the questionnaire. However, it takes approximately 20 minutes to complete it.

(ii) Scoring : All the items except 6 and 29 are....
positively worded. All these items are given a score of '1' for positive responses except for items 6 and 29, in which case reverse is applicable. The sum of these values gives the job satisfaction scores for the subject. The total score varies from 0 to 29, showing lowest job satisfaction to highest job satisfaction for the subject.

Interview:

In order to study the problem more intensively and to secure certain type of confidential information which individual teacher might be reluctant to put in writing, it was felt necessary to have interview with those trained teachers who were identified as most ineffective and most dissatisfied with their job. Identification of such teachers was made on the criteria of their score on both the scales used. In the process 20 such teachers, ten of each category were identified and interviewed. During interview they were assured that the data would not be divulged and exposed and would be utilised for research purpose only. In the interview open form of questions relating to their experience purpose of undergoing teacher education programme, joining teaching post, reason for dissatisfaction were put to each individual teacher. The questions were put in sequence so that their feelings, motives etc. are clearly projected. Written notes were immediately taken after the interview. Further, during interview their feeling, attitudes towards job, emotional response and their projection in mind about teaching life etc. were closely observed.

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Analysis of data:

Data collected have been analysed by applying statistical technique, - Analysis of Variance (ANOVA), Chi-square test and correlation method. 'F' test is made so as to know the relative effect of each variance to the total result. The significance of 'F' at .01 and .05 level indicate positive impact of training. From the test it is possible to know that variable which contributed more or less to the total effect. The Chi-square test as well exhibits whether real difference exist among the means of the variables or not. By correlation test attempt has been made to know the degree of correlation between job satisfaction and teacher effectiveness. Further impact of training on the teachers is estimated by comparing the significance of mean difference between the two categorised teachers (Trained teachers and untrained teachers).

Limitation of the study:

The study has been carried out under some limitations as follows:

1. Selection of sample is made by random technique. Socio-economic condition of teachers and their cultural background were not purposefully covered by the study.

2. Study was made on the teachers who were working...
in Assamese medium schools both in urban and rural setting.

3. Training Colleges were assumed to provide the adequate training to the trainees as per training programme is concerned.

4. The existing status of training colleges and qualities of teacher education programme were not studied intensively. Because it would be another further study.

Explanation of some terms:

Teachers Training/teachers education - both the terms have been inter changably used in the thesis. The term "Teacher education" is newly introduced in place of"teachers training " to make teachers training broad based. However, in the present study both the terms were used to mean the same thing, though there is difference between the two terms so far as teacher education is concerned. Long term service and short term service - An incumbant teacher was considered to belong to short service if he/she completed not more than 5 years service. An incumbant teacher was placed in the long service category if he/she completed not less than ten years of service.

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