CHAPTER-V

FINDINGS AND CONCLUSION

5.0. Introduction

Job satisfactions refer to the attitude and feelings people have about their work. A positive and favorable attitude towards the job indicates job satisfaction. Job satisfaction is the result of various attitudes possessed by an employee towards his/her job. These attitudes may be related to job factors such as wages, job security, job environment, nature of work, opportunity for promotion, prompt removal of grievances opportunity for participation in decision making and other fringe benefits. On the other hand, teacher effectiveness means perfection or optimum level efficiency and productivity on the part of the teacher. But no universally acceptable definition or concept is found in relation to job satisfaction and teacher effectiveness. According to Ryans (1960), “Teaching is effective to the extent that teacher acts in ways that are favourable to the development of basic skills, understanding, work-habits desirable attitudes, value judgments and adequate personal adjustment of the pupils”. In any educational system teachers are the source of existence, energy and enrichment. So, the success of this process depends on his effectiveness, teaching aptitude, attitude toward teaching, personality and many others factors. Education is not merely the transfer of information but an overall development of human personality. This is possible only if the people involved in this process are satisfied with their work. Therefore, job satisfaction and teacher effectiveness are two important variables of teaching learning process which largely influence in students’ development as well as nation building.

The literature of different scholars reveals that the job satisfaction is related with variables such as nature of job, job security, wages and financials gains,
occupational and social status, responsibility, recognition, participation and respect for creative suggestion, communication network, training and experience for the job, co-workers and colleagues, supervision and guidance, organizational climate and structure, working condition, attitude, personal factors such as age, sex, intelligence, educational level etc. Like this, various scholars have studied that teacher effectiveness is related with variables like sex, age, locality, qualification, management of the institution, teaching subject, teaching experience, satisfaction, attitude etc.

5.1. Rationale of the Study

Education is the root cause of civilization and teacher is the key stone of this process. Teachers are those persons who regularly instruct pupils. He/she is the pivot around which not only teaching learning process revolves but also its impact may be seen in national development. If the teacher is not satisfied with his/her job, he/she cannot perform his/her duty satisfactorily. Attitude, interest and behaviors are observable events in the lives of teachers. Satisfaction is the basic requirement of any profession. As the teacher is the main stack holder and architect of teaching learning process, he/she must be satisfied in his/her job. In any educational setting, the goals and objectives can be achieved only if teachers are satisfied with their job. Job satisfaction not only increases efficiency but also provides intrinsic motivation for work. It is necessary for the development of any educational organization because directly or indirectly it influence attitudes, morale and absenteeism and production level. Several studies suggest that job satisfactions of teachers are positively related with effectiveness of teachers.

The quality of a nation depends upon the quality of its citizens. The quality of citizens rests upon the quality of their education. The quality of their education
depends upon the effectiveness, competence, dedication and quality of school teacher. As teacher effectiveness has a significant effect upon student performance. To be an effective and competent teacher, he/she must be satisfied with his job. If the teachers are satisfied, then it is obvious for them to perform well and provide quality work. Otherwise the teacher will not be motivated. Rao (1989) says that the quality or effectiveness of teachers is considered to be associated with his/her satisfaction towards his/her profession, his/her satisfaction with his/her values (qtd. in Suryanarayana & Luniana, 2011, p-2). In any education system secondary level is very important stage as it is a link between the elementary and higher education. Here general education is provided to all and which construct the basis of their future advancement. Secondary schools teachers have to work hard for shaping the young students towards further direction. A better performance from a teacher can only be expected if they are satisfied with their jobs. Hence the study of job satisfaction and different factors that influence is very significant.

5.2. Statement of the Problem

“Job Satisfaction and Teacher Effectiveness of Secondary School Teachers in relation to Some Variables: A Critical Study in Assam”.

5.3. Objectives of the Study

The proposed study intends to achieve following objectives:

1. To assess the level of job satisfaction among the secondary school teachers of Assam.

2. To find out the teacher effectiveness among teachers at secondary level.

3. To find out the significance difference in job satisfaction of secondary school teachers with regard to gender, teaching subject, teacher’s training, settlement and management.
4. To find out the significance difference in teacher effectiveness of secondary school teachers with regard to gender, teaching subject, teacher’s training, settlement and management.

5. To find out the relationship between jobs satisfaction level and teacher effectiveness among the teachers of secondary schools of Assam

5.4. Hypotheses of the study

The study incorporates following hypotheses for testing through the process of investigation. These have been expressed in null form for the empirical verification as follows:

1. There is no significant difference in job satisfaction level between male and female secondary school teachers of Assam.

2. There is no significant difference in job satisfaction level between trained and untrained secondary school teachers of Assam.

3. There is no significant difference in job satisfaction level between government and private secondary school teachers of Assam.

4. There is no significant difference in job satisfaction level between rural and urban secondary school teachers of Assam.

5. There is no significant difference in job satisfaction level between science teacher and arts teacher of secondary school of Assam.

6. There is no significant difference in teacher effectiveness between male and female secondary school teachers of Assam.

7. There is no significant difference in teacher effectiveness between trained and untrained secondary school teachers of Assam.

8. There is no significant difference in teacher effectiveness between government and private secondary school teachers of Assam.
9. There is no significant difference in teacher effectiveness between rural and urban secondary school teachers of Assam.

10. There is no significant difference in teacher effectiveness between science teacher and arts teacher of secondary school of Assam.

11. There is no significant relationship between job satisfaction and teacher effectiveness with regard to male and female secondary school teachers of Assam.

12. There is no significant relationship between job satisfaction and teacher effectiveness with regard to trained and untrained secondary school teachers of Assam.

13. There is no significant relationship between job satisfaction and teacher effectiveness with regard to government and private secondary school teachers of Assam.

14. There is no significant relationship between job satisfaction and teacher effectiveness with regard to rural and urban secondary school teachers of Assam.

15. There is no significant relationship between job satisfaction and teacher effectiveness with regard to science teacher and arts teacher of secondary school of Assam.

5.5. Methodology of the study

The present research study was based on descriptive cum normative survey method of educational research. In order to test the hypotheses, the study was planned to execute in three phases:

*Phase one:* selection the population of the study

*Phase two* selection of sample involved in the study.

*Phase three:* selection of Standardized Teacher Job Satisfaction Scale and Teacher Effectiveness Scale to measure the selected variables.
Phase four: prepare the procedure for collection of the data using standardized tools and analysis of data using appropriate statistical procedure to find out the significance of difference between the different variables.

5.6. Population of the Study

The term ‘population’ signifies the total number of aspects for which the information is collected and the investigations conducted. The target population of the present study consisted of gender, teacher training, settlement, management and teaching subject of secondary school teachers of Lakhimpur, Dhemaji and Sonitpur districts of Assam.

5.7. Sample of the Study

In the present study, a sample was selected from the teachers of secondary schools of three selected districts i.e. Lakhimpur, Dhemaji and Sonitpur district of Assam. On the basis of the total secondary schools, the researcher selected a sample of 570 teachers from all the three districts by adopting cluster sampling technique. Care was taken to give proper representation of the three districts covered in the present study. The final sample was selected through four phases. In the first phase, out of 27 districts of Assam 10% districts were selected and the selected districts were Lakhimpur, Dhemaji and Sonitpur. In the second phase, 40% blocks were selected from each three selected district for the purpose of depth study. There were six educational blocks in Lakhimpur, five in Dhemaji and six educational blocks in Sonitpur district. And investigator had selected two educational blocks from each three districts. In the third phase the investigator randomly selected ten secondary schools from each selected blocks of three districts i.e. Lakhimpur, Dhemaji and Sonitpur.
In the fourth phase investigator selected all the teachers of selected schools for the sample. The following criteria were taken into account for selection of the sample:

i) The first consideration was the inclusion of both government and private secondary school teachers from the selected area.

ii) The second consideration was the inclusion of both rural and urban secondary school teachers from the selected area.

iii) The third consideration was the inclusion of both male and female secondary school teachers for the study.

iv) The fourth consideration was the inclusion of both science and arts secondary school teachers for the study.

v) The fifth consideration was the inclusion of both trained and untrained secondary school teachers for the study.

**Table: 5.1 showing the Distribution of Samples**

<table>
<thead>
<tr>
<th>District</th>
<th>Total school (selected)</th>
<th>Teachers of different criteria</th>
<th>Total Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Govt.-private</td>
<td>Rural-Urban</td>
</tr>
<tr>
<td>Lakhimpur</td>
<td>20</td>
<td>175</td>
<td>70</td>
</tr>
<tr>
<td>Dhemaji</td>
<td>20</td>
<td>85</td>
<td>60</td>
</tr>
<tr>
<td>Sonitpur</td>
<td>20</td>
<td>120</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Source: Compiled from the field study*
5.8. Tools used in the study

The research tools selected for the present study were the self-rating scales for Job satisfaction level and teacher effectiveness of secondary school teachers. For this purpose the investigator had used standardized “Job Satisfaction Scale” developed by Dr. Amar Singh and Dr. T.R. Sharma (1986) and “Teacher Effectiveness Scale” developed by Dr. Promod Kumar and Dr. D.N. Mutha(1999).

5.9. Data Collection Procedure

Data were collected through personal visit to the sample schools. Both the scales were provided personally to all the sample teachers and requested to respond to the statement honestly. The answer sheets were collected personally. To enrich the collected materials from the field the researcher has consulted the libraries of various universities i.e., Gauhati University, Dibrugarh University, North Eastern Hill University, Rajib Gandhi University etc. and the researcher also collected statistical data, document from various department like Director of Census, Inspector of Schools, Director of Public Information etc.

5.10. Data analysis and Interpretation

The collected data were classified and tabulated according to the objectives of the study and analysed by using both descriptive and inferential statistics.

5.11. Major Findings of the Study

The analysis of data and its interpretation leads to the following major findings:

1. Level of job satisfaction among the secondary school teachers of Assam

The study reveals that secondary school teachers of Assam are very satisfied with their job in the teaching profession. The Mean score of job satisfaction of secondary school teachers in Assam were found 70.25

The results also analysis in terms of factors and found that 43.09% teachers were satisfied in job-intrinsic areas such as entertainment in job, cooperation,
opportunity to attend family, place of posting, democratic functioning, working condition, communication etc and 56.91% teachers were found satisfied in job-extrinsic areas like economic advantage, salary, retirement benefit, allowance, transfer, medical care, social status, promotion, intelligence, quality of life, national economy etc.

An observation of data on Job Satisfaction Scale reveals that 47.2% secondary school teachers were extremely satisfied with their job, 29.5% were found very satisfied 12.6% were moderately satisfied, 10.2% were not satisfied with their job and only 0.5% secondary school teachers were found extremely dissatisfied with their job.

**District wise job satisfaction level of secondary school teachers**

The independent study of three districts on job satisfaction, it is found that the secondary school teachers of these three selected districts are very satisfied with their job. The mean scores of Lakhimpur, Dhemaji and Sonitpur districts were 72.54, 68.01 and 68.93 respectively. Comparing the mean score of these three districts it is observed that the secondary school teachers of Lakhimpur district have better job satisfaction than the teachers of Dhemaji and Sonitpur district.

**2. Teacher effectiveness among the secondary school teachers of Assam**

The data reveals that the secondary school teachers of Assam are average so far as effectiveness is concerned. The mean score of the secondary school teachers were come out 300.41 regarding their effectiveness. Concerning the different teaching behavior the mean score of teacher effectiveness found as; academic 63.5, professional 56.4, social 48.8, emotional 34.4, moral/disciplinarian 45.5 and personality 51.6.

An observation of data on Teacher Effectiveness Scale, 34.2% secondary school teachers of Assam were most effective with their job, 10.5% were found more effective, 34.2% teachers were found average in effectiveness with their job, 14.6%
secondary school teachers were found low effective with their job and another 6.5% teachers were found least effective with their job.

**District wise teacher effectiveness of secondary school teachers**

From the independent study of three districts it is found that the secondary school teachers of Dhemaji district are more effective than the secondary school teachers of Lakhimpur and Sonitpur districts in terms of effectiveness. As the mean score of Dhemaji district was 303.17 and Lakhimpur and Sonitpur districts were 298.65 and 300.58 respectively regarding the effectiveness with their job. So the secondary school teachers of Dhemaji and Sonitpur districts are having better effectiveness on job than Lakhimpur district.

**3. Job satisfaction of secondary school teacher with regard to gender**

It has been observed that both male and female teachers are very satisfied with their teaching profession. The mean scores of male and female teachers of secondary schools were found to be 70.69 and 69.92 respectively.

Considering the factors that contributed in job satisfaction it is found that 43.18% male and 43.59% female teachers are satisfied in job intrinsic statements and another 56.82% male and 56.41% female teachers found satisfied in job-extrinsic factors. The result reveals that both male and female teachers are more satisfied in job extrinsic areas than job intrinsic areas.

The overall data reveals that 49.4% male teachers of secondary schools were extremely satisfied with their job against 44.0% female teachers. 28.3% male and 31.2% female teachers were very satisfied, 12.2% male teachers and 13.2% female teachers were moderately satisfied with their job. Contrary to these, 9.2% male teachers and 11.5% female teachers were not satisfied with their job. Only 0.9% male teachers were extremely dissatisfied with their job but no female teacher was found dissatisfied so far job satisfaction was concerned.
Level of significance between male and female secondary school teachers

The study reveals that there does not exist any significant difference among the male and female teachers in the secondary schools of Assam so far the job satisfaction is concerned ($t=1.304$ with df 568). But looking into the mean scores, it is understood that the male teachers were having slightly better degree of satisfaction in the job than the female counterpart.

4. Job satisfaction of secondary school teacher with regard to teacher’s training

It has been observed that both trained and untrained teachers of secondary schools are very satisfied with their job. The mean scores of trained and untrained teachers estimated to be 73.03 and 69.68 respectively.

Observing the factors that contributed in job satisfaction it is found that 42.82% trained and 43.46% untrained teachers are satisfied in job intrinsic areas and another 57.2% trained and 56.54% untrained teachers found satisfied in job-extrinsic factors. The result reveals that both trained and untrained teachers are more satisfied in job extrinsic areas than job intrinsic areas.

It is also observed that in job intrinsic areas untrained teachers showed slightly better satisfaction than trained teachers. Again trained teachers are more satisfied than untrained teachers in job extrinsic areas.

From the study it was observed that 59.8% trained teachers of secondary schools were extremely satisfied with their job against 44.6% untrained teachers. Likewise 32.0% trained and 29.0% untrained teachers were found very satisfied with their job. 2.1% trained teachers and 14.8% untrained teachers were moderately satisfied with their job. On the other hand, 5.1% trained teachers and 11.2% untrained teachers were not satisfied with their job. Only 1.0% trained and 0.4% untrained teachers were found extremely dissatisfied with their job.
Level of significance between trained and untrained secondary school teachers

The study found a significant difference among the trained and untrained secondary schools teachers of Assam so far job satisfaction is concerned. The trained teachers have better job satisfaction than the untrained secondary school teachers of Assam (t=3.68 with df 568 significance at both .05 & .01 level of significance).

5. Job satisfaction of secondary school teacher with regard to the management of school

It has been found that the government secondary schools teachers are extremely satisfied with their job; on the other hand the private secondary schools teachers are found moderately satisfied with their job. The mean scores of govt. and private secondary school teachers estimated to be 74.07 and 62.60 respectively.

As far concerning the factors that contributed in job satisfaction it is found that 42.35% govt. and 45.70% private teachers are satisfied in job intrinsic areas and another 57.65% govt. and 54.30% private teachers found satisfied in job-extrinsic factors. The result reveals that both govt. and private teachers are more satisfied in job extrinsic areas than job intrinsic areas.

It is also observed that private teachers are more satisfied than govt. teachers in factors like place of posting, democratic function, working condition, cooperation etc. where as they showed less satisfied than govt. teachers in salary, allowance, promotion, maintaining quality of life, social circle etc.

It was observed that 61.1% govt. teachers of secondary schools were extremely satisfied with their job against 19.5% private teachers. Likewise 32.6% govt. and 23.2% private teachers were found very satisfied with their job. 3.9% govt. teachers and 30.0% private teachers are moderately satisfied with their job. Again, 1.8% govt. teachers and 26.8% private teachers are not satisfied with their job. Only .5% govt. and private teachers are found extremely dissatisfied with their job.
Level of significance between govt. and private secondary school teachers

The study found a significant difference among the Govt. and Private secondary schools teachers of Assam so far job satisfaction is concerned. The govt. teachers have better job satisfaction than the private secondary school teachers of Assam (t= 14.686 with df 568 significant at .01 level of significance).

6. Job satisfaction of secondary school teacher with regard to the settlement of school

It was observed that both rural and urban secondary schools teachers are very satisfied with their teaching profession. The mean scores of rural and urban secondary school teachers were 69.41 and 71.15 respectively.

Considering the factors that contributed in job satisfaction it is found that 43.25% rural and 43.54% urban teachers are satisfied in job intrinsic areas and another 56.85% rural and 56.46% urban teachers found satisfied in job-extrinsic factors. The result reveals that both rural and urban teachers are more satisfied in job extrinsic areas than job intrinsic areas.

It is also found that the urban teachers showed slightly better satisfaction in both job extrinsic and job intrinsic area than rural secondary school teachers.

The overall data reveals that 44.4% rural teachers of secondary schools were extremely satisfied with their job against 50.2% urban teachers. Likewise 29.8% rural and 29.1% urban teachers found very satisfied. Again 12.5% rural teachers and 12.7% urban teachers were moderately satisfied. On the other hand 12.5% rural teachers and 7.6% urban teachers were not satisfied with their job. Only 0.7% rural and 0.4% urban secondary school teachers found extremely dissatisfied in their profession.

Level of significance between rural and urban secondary school teachers

The study observed a significant difference in job satisfaction level among the rural and urban secondary schools teachers of Assam. The urban teachers have better
job satisfaction than the rural secondary school teachers of Assam (t=2.153 with df 568 significant at .05 level of significance).

7. Job satisfaction of secondary school teacher with regard to teaching subject

It has been observed that the job satisfaction levels of both science and arts teachers of secondary schools are very satisfied with their job. The mean score of science and arts teachers of secondary school established to be 69.87 and 70.41 respectively on job satisfaction scale.

As far concerning the factors that contributed in job satisfaction it is found that 43.72% science and 43.19% arts teachers are satisfied in job intrinsic statements and another 56.28% science and 56.81% arts teachers found satisfied in job-extrinsic factors. The result reveals that both science and arts teachers are more satisfied in job extrinsic areas than job intrinsic areas.

The overall data reveals that 41.9% Science teachers of secondary schools were extremely satisfied against 49.5% Arts teachers. 36.0% Science and 26.6% Arts teachers found very satisfied. Likewise 12.2% Science teachers and 12.8% Arts teachers were moderately satisfied with their job. Again 9.3% Science teachers and 10.2% Arts teachers were not satisfied with their job. Only 0.6% Science and 0.5% Arts teachers found extremely dissatisfied with their job.

Level of significance between science and arts teachers of secondary schools

The investigation of data reported no significant difference among science and arts teachers of secondary schools of Assam so far job satisfaction is concerned (t=0.628 with 568 df). But looking in to the mean scores, it was understood that the Arts teachers were having slightly better degree of satisfaction in the job than the Science teachers.
8. Effectiveness of secondary school teacher with regard to gender

The data reflect that the male teachers are slightly effective than their female counterparts. The mean scores of male and female teachers of secondary school were 301.11 and 299.41.

Concerning the different teaching behavior of teacher effectiveness it is found that, in academic area the mean score of male and female teachers are 63.81 and 63.08 respectively, in professional area found mean score for male 56.67 and female 56.03, in social factor mean score of male and female teachers reveal 48.86 and 48.88, in emotional area it is found 34.56 for male and 34.26 for female, in moral/disciplinarian behaviour 45.53 for male and 45.63 for female and in personality area mean score found 51.68 for male and 51.54 for female teachers. From the study it is observed that both male and female teachers are almost equally effective in every area of teaching.

An observation of data on Teacher Effectiveness Scale it was shown that 34.2% both male and female secondary school teachers were most effective in their job. On the other hand, 13.7% male teachers were more effective against 6% female teachers. Again 27.7% male and 43.6% female teachers found average in their effectiveness. 20.5% male teachers and 6% female teachers were found low effective and 3.9% male teachers and 10.3% female teachers found least effective in their job.

Level of significance between male and female teachers of secondary schools

The data of the respondents reflect that the difference between two variables were not significant so far as the effectiveness is concerned (t=.785 with 568 df). The male and female secondary school teachers exhibit equal degree of effectiveness towards their job. But an overall observation had shown that the mean value 301.11 of male teachers were higher than the mean value 299.41 of female teachers. Therefore, up to some extent it may be postulated that Male teachers of secondary school of Assam were slightly effective their Female counterparts.
9. Effectiveness of secondary school teacher with regard to teacher’s training

It has been observed that the untrained teachers are more effective than trained teachers (average) of secondary schools. The mean scores of trained and untrained teachers of secondary school were 294.88 and 301.55 respectively on teacher effectiveness scale.

It is also found that, in academic area the mean score of trained and untrained teachers are 62.84 and 63.64 respectively, in professional area mean score found for trained 55.52 and untrained 56.59, in social factor mean score of trained and untrained teachers reveal 47.53 and 49.14, in emotional area mean score found 34.08 for trained and 34.51 for untrained, in moral/disciplinarian behaviour 44.36 and 45.82 mean score found for trained and untrained teachers and in personality area mean score found 50.56for trained and 51.84 for untrained secondary school teachers. From the study it is also observed that the untrained teachers exhibit better effectiveness than trained teachers in every disciplines of.

The results of the study shown that 27.8% trained and 35.5% untrained secondary school teachers were most effective in their job. Again 4.1% trained teachers found more effective against 11.8% untrained teachers. Likewise 43.3% trained teachers and 32.3% untrained teachers found average in their effectiveness. 22.7% trained teachers and12.9% untrained teachers were low effective and 2.1% trained teachers and 7.4% female teachers found least effective in their job.

Level of significance between trained and untrained teachers of secondary schools

The study found a significant difference among the trained and untrained teachers in the secondary schools of Assam so far the effectiveness is concerned. The untrained teachers are more effective than the trained secondary school teachers of Assam (t=2.497 with 568 df significance at .05 level of significance).
10. Effectiveness of secondary school teacher with regard to the management of school

It has been observed that the effectiveness levels of govt. teachers are average where as private teachers are more effective in term of teaching. The mean scores of govt. and private teachers of secondary school estimated to be 297.06 and 307.11 respectively.

Concerning the different teaching behavior of teacher effectiveness it is found that, in academic area the mean score of govt. and private teachers are 62.75 and 65.02 respectively, in professional area mean score found 55.82 for govt. teachers and 57.59 for private teachers, in social factor mean score of govt. and private teachers reveal 48.43 and 49.74, in emotional area it is found 34.01 for govt. and 35.28 for private teachers, in moral/disciplinarian behavior the mean score found 45.04 for govt. and 46.63 for private teachers and in personality area mean score found 51 for govt. teachers and 52.85 for private teachers. From the study it is also observed that the private teachers exhibit better effectiveness than govt. teachers in every disciplines of teaching.

The result of study reflects that 29.2% govt. and 44.2% private secondary school teachers were most effective in their job. 12.6% govt. teachers are more effective against 6.3% private teachers. Likewise, 32.9% govt. teachers and 36.8% private teachers found average in their effectiveness. Again, 17.1% govt. teachers and 9.5% private teachers were low effective and 8.2% govt. teachers and 3.2% private teachers found least effectiveness in teaching.

Level of significance between government and private teachers of secondary schools

The study observed a significant difference among the government and private teachers in the secondary schools of Assam so far the effectiveness is concerned. The
private teachers are more effective than the govt. secondary school teachers of Assam (t=4.380 with 568 df significance at .01 level of significance).

11. Effectiveness of secondary school teacher with regard to the settlement of school

It has been observed that the effectiveness levels of rural teachers are average where urban teachers of secondary schools are more effective in teaching. The mean scores of rural and urban teachers of secondary school were 297.02 and 304.04 respectively.

The study reveals that in academic area the mean score of rural and urban teachers are 62.66 and 64.42 respectively, in professional area mean score found 55.70 for rural teachers and 57.17 for urban teachers, in social factor mean score of rural and urban teachers reveal 48.49 and 49.27, in emotional area it is found 33.91 for rural teachers and 35 for urban teachers, in moral/disciplinarian behaviour 45.27 for rural and 45.90 for urban teachers and in personality area mean score found 51 for rural teachers and 52.28 for urban teachers. From the study it is also observed that the urban teachers exhibit better effectiveness than rural teachers in every disciplines of teaching.

It also reveals from the study that only 27.8% rural teachers were most effective but urban teachers belong to this category were 41.1%. Again, 10.2% rural and 10.9% urban teachers found more effective with their job. Likewise, 37.6% rural teachers and 30.5% urban secondary school teachers found average.18.6% rural teachers and 10.2% urban teachers found low effective. Further 5.8% rural teachers and 7.3% urban teachers found least effective in teaching.

Level of significance between rural and urban teachers of secondary schools

The study found a significant difference among the rural and urban teachers in the secondary school of Assam so far effectiveness is concerned. The urban teachers
are more effective than the rural teachers of secondary school of Assam (t= 3.294 with 568 df significance at.01 level of significance).

12. Effectiveness of secondary school teacher with regard to the teaching subject

The study observed that the effectiveness levels of science teachers are average where arts teachers of secondary schools are more effective. The mean value 297.40 of science teacher is smaller than the mean value 301.71 of arts teachers of secondary schools of Assam.

From the study it is found that, in academic area the mean score of arts and science teachers are 63.67 and 63.13 respectively, in professional area mean score found 56.67 for arts teachers and 55.80 for science teachers, in social factor mean score of arts and science teachers reveal 49.08 and 48.39, in emotional area it is found 34.57 for arts and 34.12 for science teachers, in moral/disciplinarian behaviour mean scores found 45.85 for arts teachers and 44.94 for science teachers and in personality area mean score found 51.88 for arts teachers and 51.02 for science teachers. It is also observed that the arts teachers exhibit better effectiveness than science teachers in professional, social and moral areas where as in academic, emotional and personality areas the teachers of both disciplines exhibits almost equal effectiveness in teaching.

The study also reveals that 35.4% science and 31.4% arts secondary school teachers were most effective with their job. 10.6% science teachers found more effective against 10.5% arts teachers. Likewise, 36.2% science teachers and 29.7% arts teachers found average effective. 11.6% science teachers and21.5% arts teachers were low effective and 6.3% science teachers and 7.0% arts teachers found least effective in their job in terms of teacher effectiveness.

Level of significance between rural and urban teachers of secondary schools

The study reflects that the difference among the science and arts teachers in the secondary schools of Assam is not significant in teaching effectiveness. The
calculated ‘t’ value is 1.853 with df 568, which is not significant at .05 level (1.96) of significance. But overall observation in to the mean scores, it is understood that the arts teachers (M=301.71) are slightly better effective in their profession than the science teachers (M=297.40).

13. Relationship between job satisfaction and teacher effectiveness among the secondary school teachers of Assam

The study reveals that the two variables job satisfaction and teacher effectiveness are not related with each other so far teaching profession of secondary schools teachers of Assam are concerned. The calculated ‘r’ value was .057 with ‘t’ value .261 which is not significance at any level of significance, it may be postulated that there is no necessary relationship between job satisfaction and teacher effectiveness in teaching profession in general.

14. Relationship between job satisfaction and teacher effectiveness with regard to gender

The study found no relationship between job satisfaction and teacher effectiveness with each other so far separate groups of male and female teachers of secondary school of Assam is concerned. The ‘r’ value for the relationship between job satisfaction and teacher effectiveness of male and female secondary school teachers of Assam came out to be .011 and .099 respectively and ‘t’ value is .836 and .133, both were not significant at any levels of significance.

15. Relationship between job satisfaction and teacher effectiveness with regard to teacher training

It is observed that the relationship between job satisfaction and teacher effectiveness of trained secondary school teachers of Assam is not significant but they exhibit negative correlation. The ‘r’ value for trained teacher is -.019 with ‘t’ value .062 which is not significance at any level of significance. The result indicates a
negative correlation that the trained teachers who have high job satisfaction their effectiveness is low on the other hand highly effective teachers have low level of job satisfaction but this relationship is not significant.

The study also reveals that the teachers at secondary level who are untrained exhibit a positive and significant relationship in job satisfaction and their teaching behaviour. The ‘r’ value is .097 which is significant at .05 levels of significance. The result indicates that the satisfied untrained teachers are also effective in their profession.

16. Relationship between job satisfaction and teacher effectiveness with regard to the management of school

The study found no significant relationship between job satisfaction and teacher effectiveness of government secondary school teachers of Assam. The ‘r’ value found -.035 with 't' value.501 which indicates negative correlation between two variables. It reveals that the govt. teachers who have high satisfaction in teaching profession are low effectiveness in teaching but this relationship is not significant at any level of significance.

But a positive and significant correlation was found among private teachers of secondary school of Assam in relation to job satisfaction and teacher effectiveness. The ‘r’ value of private teachers was .497 and ‘t’ value .000 which is significant at .01 levels of significance. The result indicates that the private teachers who have high satisfaction in their teaching profession, they are also highly effective in teaching.

17. Relationship between job satisfaction and teacher effectiveness with regard to settlement

The study observed a significant and negative correlation between job satisfaction and teacher effectiveness among the rural secondary school teachers of Assam (r’ value-.142 which is significant at.05 level of significance). The result
indicates that, the rural teachers who have high job satisfaction, their effectiveness are low; on the other hand, most effective teachers have low level of job satisfaction.

Again, the study observed a significant and positive correlation of two variables in case of urban secondary teachers (‘r’ value .228 which is significant at .01 level of significance). The result indicates that the urban teachers who have high job satisfaction, their effectiveness are also high.

18. Relationship between job satisfaction and teacher effectiveness with regard to teaching subject

The relationship between job satisfaction and teacher effectiveness of Arts and Science teachers of secondary school of Assam are not significant. The ‘r’ values were found .060 for Arts teachers and .008 for Science teachers, which are not significant at any level of significance. The result reveals that there is no significant relationship among the secondary teachers in their job satisfaction and teacher effectiveness so far teaching subject variation is concerned.

5.12. Discussion of the Results

5.12.1. Job Satisfaction and Variable

The study was related to the variables like gender, teacher training, settlement or locality, management and teaching subject. The result indicated that job satisfaction with regard to gender proved no statistically significant difference. The male and female secondary school teachers exhibited equal degree of satisfaction towards their job. The study mingled with the study made by Nogrum(1992), Panda, Pradhan and Senapaty(1996), Bhattacharjee and Summan(1999), Abu Salesh(1994), Singh(2010) and Devi(2015) that male and female teachers show same level of job satisfaction. But the above research findings contradict the research of Tiwari(1962), Parashar(1963), Ananda(1972), Dixit(1986), Choudhary(2002), Das(2002) who found that female teachers are more satisfied than male teachers in
their teaching profession. Again, Agarwal(1991) and Das(2001) expressed that male teachers were more satisfied than their female counterpart.

The overall job satisfaction with regard to the teacher’s training was found significant difference statistically. The trained teachers had better job satisfaction than untrained secondary school teachers of Assam. Same result also found by Sankar and Ranganathan(1988) that trained teachers were more satisfied than untrained teachers. The research finding contradicts with the result of panda (1996) who found that trained teachers are less satisfied than untrained teachers. Again Singh (2010) and Devi (2015) in their study found no difference between trained and untrained teachers as far job satisfaction is concerned.

With regard to management and overall job satisfaction, it was found a significant difference. The govt. teachers had better job satisfaction than the private secondary teachers of Assam. Same results were found in the study of Reddy and Reddy (1978), Parwal (1980), Nogrum(1992), Das(2001) that govt. teachers were more satisfied than private school teachers. But Panda, Pradhan and Senapaty(1996) found no significant difference between govt. and privately managed secondary school teachers in their job satisfaction.

The overall job satisfaction with regard to the settlement, the research found significant difference. The urban teachers were found more satisfied than the rural secondary school teachers of Assam. Same tune expressed by Das (2002), Rathon and Verma(2006) and Devi(2015) that teachers from urban locality were more satisfied than the teachers from rural locality. On contrary to this, the research finding made by Das (2001) found that teachers servicing in rural area were more satisfied than the teachers servicing in urban area. Again, Abu Salesh(1994) and Das(2005) found no difference in job satisfaction between the teachers working in urban and rural locality.
With regard to the teaching subject and overall job satisfaction, it was found that there does not exist any significant difference among the Science and Arts teachers of secondary level.

5.12.2: Teacher Effectiveness and Variable

The study was related to the variables like gender, teacher training, settlement or locality, management and teaching subject. The teacher effectiveness with regard to the gender, it was found that there does not exist any significant difference between male and female secondary school teachers. Both of them exhibited equal degree of effectiveness toward their teaching profession. Same results expressed by Ram Mohan Babu (1992), Thamilomoni (1990), Idrisi(1987), Kukriti(1990), Indira (1997), Gogoi(2003), Deka (2008), Chetia Phukan (2007) and reported that male and female teacher did not differ significantly in their effectiveness. These research findings contradict with the research findings of Biswas (1995) that female teachers were more effective than their male counterpart.

With regard to the teacher’s training and teacher effectiveness, the study revealed a significant difference. The untrained teachers were more effective than the trained secondary school teacher.

The teacher effectiveness with regard to management, the research also found a significant difference. The private teachers were more effective than govt. secondary school teachers of Assam. Deka (2008) also reported that teachers in private secondary schools were more effective than the teachers of govt. schools.

The teacher effectiveness with regard to the settlement, the study revealed a significant difference. The urban teachers were found more effective than the rural secondary school teachers of Assam. Prakashan (1988), Kukreti (1990) and Chetia Phukan (2007) also reported the same view that urban teachers were more effective
than rural teachers. But Soundararanjan (2004) found no difference between urban teachers and rural teachers regarding their effectiveness.

With regard to the teaching subject and the teacher effectiveness, it was found that there does not exist any significant difference among the Science and Arts teachers of secondary level.

In this research work, the relationship between job satisfaction and teacher effectiveness among secondary school teachers were assessed and found that there does not exist significant relationship between job satisfaction and teacher effectiveness in general. This finding contradicts with the research of Abraham (1994) and Gupta (1995), who reported that overall dimension of job satisfaction of teachers were significantly related with teachers’ effectiveness.

5.13. Implication of the study

The overall purpose of study was to explore and explain the job satisfaction and teacher effectiveness in relation to some variables. As the teacher is the keystone of educational process, quality education of children depends upon them. To provide quality education or effective teaching, job satisfaction of teacher is important. The research findings indicate that the overall job satisfaction levels of secondary school teachers of Assam are very satisfied and they are average as far effectiveness is concerned. But with regard to the different variable, satisfaction level and effectiveness is not satisfactory. Therefore, in the light of findings and in order to sustain the present education system, the human resources and better equip for the future challenges, the following point are suggested:

1) The research would focus the attention of planners and executors of Department of Education for strengthening positive approach for job satisfaction of teachers and their effectiveness.
2) A survey of other districts of Assam needs to be carried out to find out whether the teachers in those districts are satisfied and effective.

3) The Ministry of Education should provided training facility for the teachers so that they do not remain dissatisfied.

4) Sufficient infra-structure facilities and teaching aid should be provided to the school for their effective teaching.

5) It would be helpful to identify areas, hitherto unexplored and help in planning development for positive approach to attain quality education.

6) It would be helpful to influence the policy makers in rectifying the current recruitment and transfer- posting procedures.

5.14. Suggestions for Further Research

It is hoped that the present study would encourage and stimulate for further research that may be conducted in the following ways;

1. The present research findings are totally based on the teachers of secondary level, a similar kind of research can be conducted on primary, higher secondary, college and university levels also.

2. A comparative study of job satisfaction and teacher effectiveness among the teachers of secondary and primary level can be conducted.

3. Job satisfaction and teacher effectiveness relating age, marital status, teaching experience, school level etc. variables can also be conducted.

4. Attitude of teachers (any level) towards teaching profession and its relation to their job satisfaction and effectiveness.

5. A study of job satisfaction and teacher effectiveness of secondary school teachers and its relation to the academic achievement of student may also be conducted.
6. Impact of organizational climate on teachers’ job satisfaction and effectiveness may be a topic for study.

7. A study may be undertaken to find out the factors influencing job satisfaction level of teachers.

8. A study may be undertaken to find out the factors influencing the teacher effectiveness.

9. A comparative study may be undertaken on job satisfaction and teacher effectiveness among the secondary school teachers of Assam and Arunachal Pradesh.

10. A qualitative research on the job satisfaction of teachers can highlight the reasons of dissatisfaction.